

Curriculum Intent

At CFSA, we want our children to become confident, engaged and lively authors so that they can confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and spelling and to be able to spell and use new words in their everyday lives. We aspire for them to be able to manipulate grammar and punctuation skills in order to write clearly, accurately and coherently, adapting styles for a range of audiences and purposes. We believe that all good writers refine and edit their writing over time, identifying their own areas for improvement as part of the writing process. We believe all pupils should be able to communicate their knowledge, emotions and interests through their writing, and as such, we recognise writing as a multi-dimensional skill, that is gradually acquired over years of explicit instruction and practice.

Curriculum Implementation:

Writing in English and across the curriculum is underpinned by a rich variety of stimuli such as books, videos, extracts and experiences. Within a unit of work, teachers provide opportunities for children to be immersed into a text type, create a shared piece of writing and discuss language, before moving onto the independent and refining stages. English lessons begin with an opportunity to retrieve, teach or consolidate grammatical structures (using the Jason Wade Rainbow Grammar approach) before a sequence of lessons that build upon prior knowledge linked to the main learning intention. After the children have been immersed in a text type and had writing structures and vocabulary modelled to them by the teacher, the children move onto drafting their own writing. Once the draft is complete, teachers will mark the work without giving deliberate prompts, which teaches the children the art of self-improvement and develops their independence. The children are then given the opportunity to edit their writing. We believe that drafting and editing is an integral process of writing and is taught explicitly across the school and used for independent writing.

Curriculum Impact:

- *Pupils will develop good writing stamina and enjoy writing across subjects for a range of different purposes and audiences
- *Pupils will develop a wide vocabulary and demonstrate their ability to make choices about language and words
- *Children will demonstrate their ability to use phonics and sounds and syllables in their writing
- * Children are confident to use spelling patterns to break down unfamiliar words and be able to spell most words and common exception words for their year group
- *Pupils will be able to effectively adapt their writing and make effective grammar and punctuation choices
- *Children will be able to plan, draft, edit and review their writing: making improvements to their writing using a purple pen
- *Each half –term one independent piece of writing will be assessed using the Chellaston writing assessment checklist so that children know what they are doing well and what their next steps are in writing and children can articulate this
- *Children will make progress in their handwriting and take pride in the presentation of their writing

CFSA Writing Curriculum



The programmes of study for writing at key stages 1 and 2 are constructed of two dimensions and it is essential that pupils develop in both areas to become fluent and effective writers:

- **Transcription (spelling and handwriting)**
- **Composition (articulating ideas and structuring them in speech and writing)**

Our Intent

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CFSA Writing



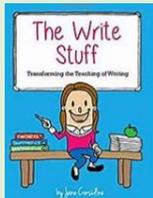
Implementation:

Curriculum

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In **EYFS**, the children will have lots of opportunities to explore writing and vocabulary through a combination of independent writing opportunities and adult-led writing opportunities that are inspired by a high quality text. We will teach the children the lenses that link directly to our senses using **Jane Considine Fantastic lenses** and provide opportunities for the children to apply this knowledge within the provision and our environment. This combination aligns perfectly with our commitment to always keeping language development and live teacher modelling at the heart of writing in the EYFS and will prepare them for our more structured approach to writing in KS1. Additionally, when the children are ready, we will introduce the basic rainbow grammar colours that help children to structure a simple sentence and have this out in the provision for the children to independently explore and apply. In KS1 and KS2, at least **once a term, or where it fits, a Jane Considine** unit will be used to teach writing but will be supplemented with a range of writing opportunities that are less scaffolded. This enables the teachers to make creative choices about a stimulus and allow the children the opportunity to write cross-curricular or though their topic, responsive to the children's interests. Teachers will use this document to support their understanding and coverage of the grammar and punctuation progression of their year group and ensure that the children have covered all content through a range of writing opportunities, text types and experiences.

Here are some of the schemes that we use in order to supplement and enrich our writing curriculum:

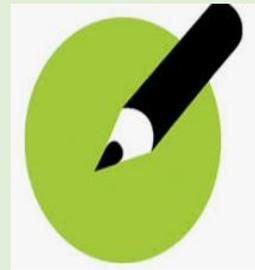
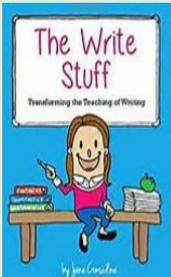


CFSA Writing Curriculum



Curriculum Impact:

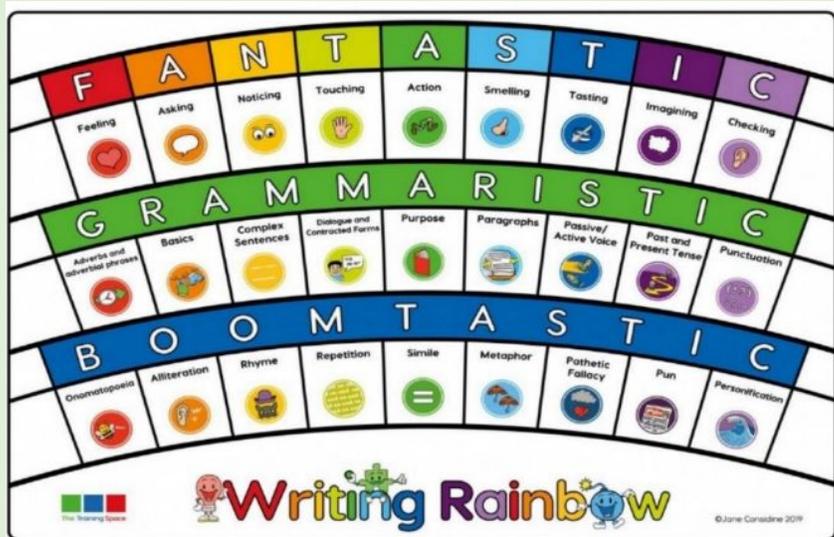
- *Pupils will develop good writing stamina and enjoy writing across subjects for a range of different purposes and audiences
- *Pupils will develop a wide vocabulary and demonstrate their ability to make choices about language and words
- *Children will demonstrate their ability to use phonics and sounds and syllables in their writing
- * Children are confident to use spelling patterns to break down unfamiliar words and be able to spell most words and common exception words for their year group
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Composition: Grammar within the curriculum



Grammar will be taught following a progressive approach, outlined on our Grammar and Punctuation Road Map, although always revisited to ensure children are transferring this knowledge into their long-term memory, as part of the 'Opportunity to Explore' part of the lesson. Grammar will sometimes be taught within the Jane Considine lessons through the 'thinking allowed approach' and live modelling the reasons for choice of language and its intent within the sentence/ text type enabling grammar to be modelled in context. Additionally, grammar will be taught before and after writing lessons in order to embed, revisit or consolidate grammatical concepts or as an intervention to support with sentences structure.



English Grammar Progression

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|--|---|---|---|---|--------|
| <p>Sentence structure How words can combine to make sentences. Joining words and joining sentences using and.</p> <p>Text structure Separating sentences to form short narratives.</p> <p>Punctuation Separation of words with spaces. Introduction to capital letters, full stops, question marks & exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I.</p> <p>Terminology • letter, capital letter • word, singular plural • sentence • punctuation, full stop, question mark, exclamation mark.</p> | <p>Sentence structure Subordination (using when, if, that, because and condition (using or, and, but)). Simplified noun phrases for description and identification (e.g. the blue robot). How the grammatical sentence is a sentence in itself in function as a statement, question, exclamation or command.</p> <p>Text structure Correct choice and consistent use of the present tense and past tense throughout texts. Use of the progressive form of verbs in the present and past tense to mark events in progress.</p> <p>Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Appropriates to mark where there are missing or missing & to mark singular possession in nouns.</p> <p>Terminology • noun, noun phrase • statement, question, exclamation, command • sentence • conjunction, verb • relative, adverb, verb • tense (past, present) • appropriate comma</p> | <p>Sentence structure Expressing time, place and cause using conjunctions (e.g. when, as, before, after, while, because), adverbs (e.g. then, next, soon, halfway) or prepositions (e.g. before, after, during, in between).</p> <p>Text structure Introduction to paragraphs as a way to group related material. Headings & sub-headings to aid presentation. Use of 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').</p> <p>Punctuation Introduction to inverted commas to punctuate direct speech.</p> <p>Terminology • preposition, conjunction • adverb, adverb phrase • clause, subordinate clause • direct speech • statement, command (later rows), noun phrase • inverted commas (or speech marks)</p> | <p>Sentence structure Four phrases separated by the position of modifying adjectives, nouns and preposition phrases (e.g. the teacher expected to the end of the chapter with curly hair).</p> <p>Text structure Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Punctuation Use of inverted commas and other punctuation to indicate direct speech. Appropriates to mark plural possession. Use of commas after fronted adverbials.</p> <p>Terminology • determiner • pronoun, possessive pronoun • adverbial</p> | <p>Sentence structure Relative clauses beginning with who, which, whose, why, whose. Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p> <p>Text structure Detailed to focus cohesion within a paragraph (e.g. then, after that, the, first). Using ideas across paragraphs using adverbials of time (e.g. later, once (e.g. finally), further (e.g. next)), and tense choice (e.g. the had seen 'he' before and after).</p> <p>Punctuation Expanded use of commas to include parentheticals. Use of commas to clarify meaning or avoid ambiguity.</p> <p>Terminology • modal verb, relative pronoun • relative clause • parentheses, bracket, dash • cohesion, ambiguity</p> | <p>Sentence structure Use of the passive voice to affect the presentation of information in a sentence. The difference between structures: topical information given and structures appropriate for formal speech and writing (such as the use of question tags e.g. 'has your team, isn't it?') or the use of adjectives to form noun phrases or there may be some in some very formal writing (e.g. respect).</p> <p>Text structure Using ideas across paragraphs using a wider range of cohesive devices: repetition of nouns or phrases, grammatical connectors (e.g. the use of adverbials such as on the other hand, in contrast) and adverbs. Layout devices, such as headings, sub-headings, columns, boxes, tables, to structure text.</p> <p>Punctuation Expanded use of apostrophes, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colon within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity.</p> <p>Terminology • subject, object • active voice • adverbial, adverbial phrase • punctuation, colon, semi-colon, bullet points</p> | |

Write simple sentences which can be read by themselves and others. (Part of ELO)

English Grammar Progression



| | | | | | | |
|---|--|--|---|--|---|---|
| <p>Write simple sentences which can be read by themselves and others. [Part of ELG]</p> | <p>Sentence structure How words can combine to make sentences.</p> <p>Joining words and joining sentences using and.</p> | <p>Sentence structure Subordination (using when, if, that, because) and coordination (using or, and, or but).</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly).</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> | <p>Sentence structure Expressing time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in because).</p> | <p>Sentence structure Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p> <p>Fronted adverbials (e.g. Later that day, I heard bad news).</p> | <p>Sentence structure Relative clauses beginning with who, which, where, why, whose.</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p> | <p>Sentence structure Use of the passive voice to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of subjunctive forms such as I were or Were they to come in some very formal writing and speech).</p> |
| | <p>Text structure Sequencing sentences to form short narratives.</p> | <p>Text structure Correct choice and consistent use of the 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.</p> | <p>Text structure Introduction to paragraphs as a way to group related material.</p> <p>Headings & sub-headings to aid presentations.</p> <p>Use of 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).</p> | <p>Text structure Use paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</p> | <p>Text structure Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before).</p> | <p>Text structure Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis.</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, tables, to structure text.</p> |
| | <p>Punctuation Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks & exclamation marks to demarcate sentences.</p> <p>Capital letters for names and the personal pronoun I.</p> | <p>Punctuation 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 & to mark singular possession in nouns.</p> | <p>Punctuation Introduction to inverted commas to punctuate direct speech.</p> | <p>Punctuation Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark plural possession.</p> <p>Use of commas after fronted adverbials.</p> | <p>Punctuation Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> | <p>Punctuation Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of semi-colon within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity.</p> |
| | <p>Terminology</p> <ul style="list-style-type: none"> letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark | <p>Terminology</p> <ul style="list-style-type: none"> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma | <p>Terminology</p> <ul style="list-style-type: none"> preposition, conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') | <p>Terminology</p> <ul style="list-style-type: none"> determiner pronoun, possessive pronoun adverbial | <p>Terminology</p> <ul style="list-style-type: none"> modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity | <p>Terminology</p> <ul style="list-style-type: none"> subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points |

English Writing Composition Progression



| | | | | |
|---|--|---|--|--|
| <p>Write simple sentences which can be read by themselves and others. (part of ELG)</p> | | Develop positive attitudes towards & stamina for writing by writing: - narratives about personal experiences and those of others (real and fictional) - about real events - poetry - for different purposes. | | |
| | <p>Plan writing Say out loud what they are going to write about.</p> | <p>Plan writing Plan or say out loud what they are going to write about.</p> <p>Write idea and/or key words including new vocab.</p> | <p>Plan writing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas.</p> | <p>Plan writing Identify audience and purpose, selecting appropriate form and use other similar writing as model.</p> <p>Note and develop initial ideas, drawing on reading & research where necessary.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to & seen performed.</p> |
| | <p>Drafting and writing Compose a sentence orally before writing.</p> | | <p>Drafting and writing Compose & rehearse sentences orally (including dialogue), progressively building a varied & rich vocabulary & increasing range of sentence structures.</p> | <p>Drafting and writing Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.</p> |
| | Sequence sentences to form short narratives. | Encapsulate what they want to say, sentence by sentence. | Organise paragraphs around a theme | Use a wide range of devices to build cohesion within and across paragraphs. |
| | | | | Précis longer paragraphs. |
| | | | In narratives, create settings, character and plot. | In narratives, describe settings, character and atmosphere and integrate dialogue to convey character and advance the action. |
| | | | In non-narrative material, use simple organisational devices such as headings and sub-headings. | Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). |
| | | <p>Make additions, revision and corrections to their own writing by: Evaluating their writing with the teacher or other pupils</p> <p>Re-reading to check it makes sense and that verbs to indicate time are used correctly & consistently, incl verbs in the continuous form.</p> | <p>Evaluate & edit Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar & vocab to improve consistency, including the accurate use of pronouns in sentences.</p> | <p>Evaluate & edit Assess the effectiveness of their own and others' writing - Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> |
| | Re-read what they have written to check that it makes sense. | Proof read to check for errors in spelling, grammar and punctuation. | Proof read for spelling and punctuation errors. | Proof read for spelling and punctuation errors. |
| | <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> | Read aloud their writing with appropriate intonation to make the meaning clear. | Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |

Transcription:

Spelling



Implementation:

In EYFS and KS1, children will have daily spelling lessons, as part of their phonics programme. They will be taught how to spell the words containing the grapheme that they are learning to read and appropriate tricky words for their stage. In year 1, the children will have a weekly spelling quiz, based on the tricky words that they have learnt to read and spell in their explicit phonics lesson that week.

In Year 2 and KS2, when the children have completed the phonics programme, they will be taught spellings using the Jason Wade– Sounds and Syllables approach following the National Curriculum Spelling lists for each year group. The children will have a half an hour explicit spelling lesson a week that will explore spelling rules, patterns and meanings behind the words. The children will then be tested once a week and this is logged in their diaries. Each child will be given a Spelling Shed log in so that they can practice daily, as part of the continuous provision and at home.

Here are some of the schemes we use to supplement and enrich our teaching of spelling:



English Spelling Progression



| | | | | |
|--|--|--|---|--|
| | Spell words 40+ phonemes already taught. | Spell by segmenting phonemes and representing these by graphemes, spelling many correctly. | | |
| | | Learn new ways of spelling phonemes for which one or more spellings are already known, & learn some words with each spelling, including a few common homophones. | | |
| | Spell common exception words. | Spell common exception words. | | |
| | | Spell more words with contracted forms | | |
| Use phonic knowledge to write words in ways which match spoken sounds. ELG. | | Distinguish between homophones and near homophones. | Spell further homophones. | Continue to distinguish between homophones and other words which are often confused. |
| | Spell days of the week. | | Spell words that are often misspelt. * | |
| Some words are spelt correctly and others are phonetically plausible. ELG | Name the letters of the alphabet: - name in order - use letter names to distinguish between alternative spellings of same sound. | | Use the first two or three letters of a word to check its spelling in a dictionary. | Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use dictionaries to check the spelling and meaning of words. Use a thesaurus. |
| Write some common irregular words. ELG | Add prefixes & suffixes: -s or -es -un -ing, -ed, -er and -est (where no change is needed in the spelling of the root words). | Add suffixes to spell longer words: -ment, -ness, -ful, -less & -ly. | Use further prefixes & suffixes and understand how to add them.* | Use further prefixes & suffixes and understand the guidance for adding them |
| | Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far. | |
| | | Spell by learning the possessive apostrophe (singular). | Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. | |
| | | | | Spell words with silent letters. |
| | | | | Use knowledge of morphology & etymology in spelling and understand that the spelling of some words needs to be learnt specifically.* |

*See Appendix 1 of the National Curriculum



Transcription: Handwriting

The school handwriting style is based on the *LetterJoin* scheme and aims to teach all the skills needed to be able to write in a legible, cursive handwriting style.

Intent:

Our aim is for our children to develop legible, fluent, efficient handwriting.

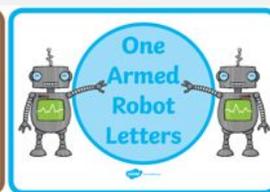
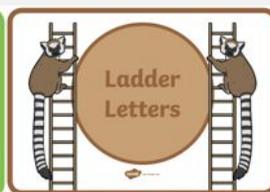
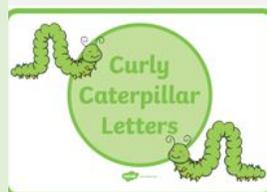
Handwriting is not simply a motor skill – it combines visual skills, cognitive skills and motor skills and should be taught in specific handwriting lessons. In handwriting children will develop at different rates; for that reason, it is important that there is a consistent style of handwriting throughout the school and all staff have a knowledge of the progression of handwriting skills.

Progression of Handwriting

- 1) Letter formation - This will focus on letters starting at the top and finishing in the correct place
- 2) Size: The children will learn similar motor movements by practicing letters with similar motor patterns following the four-letter families: curly caterpillar letters, ladder letters, One-armed robot and zig-zag monster letters, learning where ascenders and descenders start and finish.
- 3) Joining using leads - children will be taught how to join letters when they are ready and only once the two previous skills are embedded and consistent.

Schemes and resources that we will use to support our teaching of handwriting in its different stages:

| Grapheme and mnemonic | Picture card | Pronunciation phrase | Formation phrase |
|---|--|---|--|
|  |  snake | Show your teeth and let the s hiss out ssssss ssssss | Under the snake's chin, slide down and round its tail. |
|  |  astronaut | Open your mouth wide and make the a sound at the back of your mouth a a a | Around the astronaut's helmet and down into space. |



Little Wandle Letter Formation

Letters Families

Joined/ cursive



Transcription: Handwriting

Implementation:

EYFS: We acknowledge the fundamental importance of developing the ‘big muscles of the body’ as these support the ‘little muscles of the hand’. To do this, children take part in activities to develop their fine and gross motor skills and recognition of patterns for example, to form letters using their index fingers in sand, mud or using paint. Children will begin to learn how to hold a pencil correctly, then how to use a pencil and hold it effectively and comfortably. They will learn how to begin to form recognisable letters, starting at the top of each letter. They will be shown how these letters sit in relation to each other using handwriting guides/ paper. They will be given the opportunity to develop their handwriting to their full potential at that age.

KS1/KS2: Handwriting will be taught explicitly through three fifteen-minute sessions a week, alongside a range of opportunities to write across the curriculum or in the provision. When teaching letter formation, teachers will use the Little Wandle Letters and Sounds formation mats and focus on the key skills for formation set out above. Next the children will learn similar motor movements by practicing letters with similar motor patterns following the four-letter families: curly caterpillar letters, ladder letters, One-armed robot and zig-zag monster letters. Finally, when the children are secure with the skills mentioned previously, they will learn cursive letter formations taught explicitly through the Letter Join Scheme, which also teaches through the four-letter families to ensure consistency.

Chellaston Fields SPENCER ACADEMY Inspire · empower · grow

HANDWRITING POLICY

Intent
Our aim is for our children to develop legible, fluent, efficient handwriting.
Handwriting is not simply a motor skill – it combines visual skills, cognitive skills and motor skills and should be taught in specific handwriting lessons. In handwriting children will develop at different rates; for that reason, it is important that there is a consistent style of handwriting throughout the school and all staff have a knowledge of the progression of handwriting skills.

 This school handwriting style is based on the *LetterJoin* scheme and aims to teach all the skills needed to be able to write in a legible, cursive handwriting style.

Progression of Handwriting

- 1) Letter formation - This will focus on letters starting at the top and finishing at the correct place.
- 2) Size: This step, gross, earth, visual will be used to help teach appropriate size of letters and which are ascenders and descenders.
- 3) Joining using leads - children will be taught how to join letters when they are ready and only once the two previous skills are embedded and consistent.

The S Factors - The National Handwriting Association June 2019

There are eight 'S' factors. They are the product of successful handwriting and provide the sequence of teaching steps. These are:

| The Handwriting Progression | | | | |
|--|---|--|---|--|
| Start The child is introduced to the correct grip and sitting posture. | Stabilise The child is introduced to the correct posture and grip. | Start Size The child is introduced to the correct size of letters and words. | Stabilise strategy The child is introduced to the correct strategy for writing letters and words. | Start and Stop The child is introduced to the correct start and stop of letters and words. |
| Steady The child is introduced to the correct speed of writing. | Stable The child is introduced to the correct stability of letters and words. | Start Shape The child is introduced to the correct shape of letters and words. | Stable strategy The child is introduced to the correct strategy for writing letters and words. | Start and Stop The child is introduced to the correct start and stop of letters and words. |
| Start The child is introduced to the correct start of letters and words. | Stable The child is introduced to the correct stability of letters and words. | Start Size The child is introduced to the correct size of letters and words. | Stable strategy The child is introduced to the correct strategy for writing letters and words. | Start and Stop The child is introduced to the correct start and stop of letters and words. |

In Memoriam

English Handwriting Progression



| | | | | | | |
|--|---|--|--|---|--|--|
| | Sit correctly at table, holding pencil comfortably and correctly. | | | | | |
| | Begin to form lower-case letters in the correct direction, starting and finishing in the right place. | Form lower-case letters of the correct size relative to one another. | | | | |
| | | Start using some of the diagonal & horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. | Use the diagonal & horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. | | | |
| | Form capital letters. | Write capitals 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. | | | | |
| | Form digits 0 – 9. | Write digits of the correct size and orientation. | | | | |
| | Understand which letters belong to which handwriting 'families' and practise these. | | | | | |
| | | | Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that 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. | Write legibly, fluently, with increasing speed by: - choosing which shape of letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for the task. | | |

Reception Writing

ELG Statements

Knowledge:

- Give meaning to marks they make as they draw, write and paint.
- Segment the sounds in simple words and blend them together.
- Link sounds to letters, naming and sounding the letters of the alphabet.
- Write own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.
- Use their phonic knowledge to write words in ways, which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences, which can be read by themselves and others.
- Spell some words correctly and others are phonetically plausible.

Composition, Vocabulary, Grammar and Spelling

- Use their phonic knowledge to write words in ways that match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

Reception Writing

ELG Statements

Knowledge:

- Give meaning to marks they make as they draw, write and paint.
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Composition, Vocabulary, Grammar and Spelling

- Use their phonic knowledge to write words in ways that match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

Reception Writing

ELG Exceeding Statements

Knowledge:

Composition, Vocabulary, Grammar and Spelling

- Spell phonetically regular words of more than one syllable.
- Spell many irregular high frequency words.
- Use key features of narrative in own writing.

Reception Communication & Language

Knowledge:

ELG Statements

Listening & Attention

- Listen attentively in a range of situations.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

- Follow instructions involving several ideas or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

- Express themselves effectively, showing awareness of listeners' needs.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Develop their own narratives and explanations by connecting ideas or events.

Reception Communication & Language

Knowledge:

ELG Exceeding Statements

Listening & Attention

- Listen to instructions and follow them accurately, asking for clarification if necessary.
- Listen attentively with sustained concentration to follow a story without pictures or props.
- Listen in a larger group, for example, at assembly.

Understanding

- Express views about events or characters in a story and answer questions about why things happened.
- Carry out instructions which contain several parts in a sequence.

Speaking

- Show some awareness of the listener by making changes to language and non-verbal features.
- Recount experiences and imagine possibilities, often connecting ideas.
- Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Year 1 Writing

Knowledge:

- Know when to use finger spaces.
- Know how to form letters correctly.
- Sound out words.
- Use 'and' to join ideas.
- Know to start a sentence with a capital letter.
- Know to finish a sentence using a full stop.
- Know the first letter of a name, place or day of the week should start with a capital letter.
- Use a capital letter for the personal pronoun 'I'.
- Know that an adjective is used to describe a noun.
- Know to check that writing makes sense, you should re-read it.
- Use conjunctions because, so, but
- Use questions marks at the end of a sentence which is a question and exclamation marks at the end of a sentence which is an exclamation.

Year 1 Statements

Composition

- Say out loud what they are going to write about.
- Compose a sentence orally before writing it.
- Sequence sentences in chronological order to recount an event or experience.
- 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.

Vocabulary, Grammar and Punctuation

Sentence Structure

- Combine words to make a sentence.
- Join two sentences using 'and'.

Text Structure

- Sequence sentences to form a narrative.

Punctuation

- Leave spaces between words.
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Year 1 Writing

Knowledge:

Year 1 Exceeding Statements

Composition

- Write short stories about something personal to them.
- Sequence a short story or series of events related to learning in science, history and geography.
- Writing makes sense to the reader without additional explanation.
- Confident in changing the way sentences start.
- Use new vocabulary for the first time in story or explanations and is excited about experimenting with new vocabulary.

Vocabulary, Grammar and Punctuation, Spelling

Sentence Structure

- Confident in changing the way sentences start.
- Make sentences longer and use words other than 'and' and 'then' to join ideas together.

Text Structure

- Writing makes sense to the reader without additional explanation.

Spelling

- Sound out spelling when not sure and come up with phonetically plausible.
- Attempts at spelling unfamiliar words.
- Spell almost all words in the Year 1 and 2 list accurately.

Handwriting

- Know which letters sit below the line and which are tall letters.
- Consistent in use of lower case and capital letters.

Year 1 Spelling & Handwriting

- Know how to spell each of the 40+ phonemes, common exception words for year 1 and the days of the week.
- Know how to create simple plural words by adding s or es.
- Understand when to use the prefix un and suffixes ing, ed and est.

Year 1 Statements

Spelling

- Identify known phonemes in unfamiliar words.
- Use syllables to divide words when spelling.
- Spell the days of the week.
- Name all of the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same phoneme.
- 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, –ed, –er and –est where no change is needed in the spelling of root

Handwriting

- 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 and digits 0 – 9.
- Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Y1 key vocabulary - writing

| | |
|-------------------------|--|
| Oracy | The ability to speak clearly and grammatically correctly. Children practise saying a sentence correctly before writing it down. |
| Independent Application | Children use what they have learnt and apply it to their own writing. |
| Story map | A series of pictures drawn along an 's' shaped map to help retell a story. |
| Report | A factual text. |
| Noun | Nouns are sometimes called 'naming words' because they name people, places and 'things'. Eg, table, pencil. |
| Adjective | Used to describe a noun, eg, tall, blue. |
| Verb | Verbs are sometimes called 'doing words' because many verbs name an action that someone does, eg, run, read. |
| Question mark | Used as punctuation at the end of a question asking something, eg, Would you like a slice of cake? |
| Exclamation mark | Used as punctuation at the end of an exclamation, eg, What a kind friend you are! |
| Sentence | A group of words which are grammatically connected to each other. Written with a capital letter to mark the beginning and a full stop to mark the end. |
| Text | Sequencing sentences to form short narratives. |
| Full stop | Punctuation used to mark the end of a sentence. |
| Conjunction | A word used to link 2 sentences, phrases or sentences together, eg, and, because. |
| Suffix | A suffix is an 'ending' used at the end of one word to turn it into another word, eg, jump (ed) |
| Pseudo/alien word | Words used to check phonic decoding skills which are not real words, eg, meap |

Year 1 Speaking & Listening

Knowledge:

Talking to and with others

- Develop ideas and feelings through sustained talk
- Speaking turns
- Organise talk to help the listener, with overall structure evident
- Adapt language and non-verbal features to suit content and audience
- Respond to the speaker's main ideas, developing them through generally relevant comments and suggestions
- Attempt different roles and responsibilities in pairs or groups
- Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios

Year 1 Statements

- Speak clearly and confidently in front of people in their class.
- Re-tell a well known story and remember the main characters.
- Hold attention when playing and learning with others.
- Keep to the main topic when we are talking in a group.
- Ask questions in order to get more information.
- Start a conversation with an adult I know well or with my friends.
- Listen carefully to the things other people have to say in a group.
- Join in with conversations in a group.
- Join in with role play.

Year 1 Speaking & Listening

Knowledge:

Year 1 Exceeding Statements

- Justify answers, arguments and opinions when challenged.
- Give well-structured descriptions and narratives for different purposes.
- Express personal feelings when involved in discussions.
- Participate keenly in discussions and debates.
- Retell known story, remembering detail and adding own point of view.
- Change events (usually endings) in a familiar story when asked to do so.
- Consider the views of everyone in a collaborative talk situation.
- Use appropriate language to ensure listener knows when something happened.
- Summarise the outcome of collaborative talk.

Year 2 Writing

Knowledge:

- Know how to write simple stories.
- Know that capital letters and full stops are needed in sentences.
- Know when to use question marks and exclamation marks.
- Use spacing between words.
- Know when to use co-ordinating and some subordinating conjunctions.
- Know when to use the correct tense (past or present).
- Know how to spell all of the year 2 common exception words.
- Proof read for spelling and punctuation errors to check for accuracy.

In addition, see Rainbow Grammar overview.

Year 2 Statements

Composition

- Write narratives about personal experiences and those of others (real and fictional).
- Write for different purposes, including real events.
- Write poetry.
- Plan or say out loud what they are going to write about.
- writing down ideas and/or key words, including new vocabulary.
- Evaluate their writing with the teacher and other pupils.
- Re-read 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-read to check for errors in spelling, grammar and punctuation eg. ends of

Vocabulary, Grammar and Punctuation

Sentence Structure

- Use subordination (when, if, that, because) and co-ordination (or, and, but).
- Use expanded noun phrases.
- Say how the grammatical patterns in a sentence indicate its function.

Text Structure

- Use the present and past tenses correctly.
- Use the progressive forms of verbs in the present and past tense.

Punctuation

- Use capital letters for names of people, places, day of the week and the personal pronoun 'I'.
- Use question marks and exclamation marks,
- Use commas to separate items in a list.
- Use apostrophes to show where letters are missing and to mark singular possession in nouns.

Year 2 key vocabulary - writing

| | |
|----------------------------|---|
| Imitation | Learning a text and repeating it orally by heart. |
| Innovation | Using and adapting a known text. |
| Independent Application | Children using what they have learnt and apply it in their own writing. |
| Text map/story map | A series of pictures used to help learn a text. |
| Explanation | A text which explains how something works. |
| Adverb | These modify the verb, eg, quickly, happily. |
| Main Clause | A sentence which has a subject and a verb and makes sense on its own, eg, The cat sat on the mat. |
| Pronoun | Word that takes the place of a noun, eg, it, he, she. |
| Question | Asks something, eg, Why do birds fly? |
| Statement | States a fact or something that has happened, eg, You are my friend. |
| Command | Something you have to do, eg, Sit down there! |
| Exclamation | When something is exclaimed, start with 'what' or 'how', eg, What a good friend you are! |
| Co-ordinating conjunctions | Words which join together two main clauses. Use FANBOYS. |
| Subordinating conjunctions | Words which connect two complete ideas by making one of the ideas subordinate (less important) than the other, eg, The flower will fall over unless we plant it in soil. Use AWHITEBUS. |
| Comma | Used to separate items in a list. |
| Noun phrase | Where an adjective is used before a noun to describe it, eg, blue table, fierce dog. |
| Tense | Shows whether you are writing about the past, present or future. |
| Compound word | A word that contains two or more root words, eg, news+paper, ice+cream |
| Homophone | Two different words are homophones if they sound exactly the same when pronounced, eg, hear, here. |

Year 2 Spelling & Handwriting

Knowledge:

- Segment spoken words into phonemes and represent these by graphemes, spelling many words correctly and making phonically-plausible attempts at others.
- Spell all of the year 1 common exception words
- Use suffixes such as ment, ness, ful, ly in writing
- Form lower-case letters in correct direction, starting and finishing point, making sure they are the correct size in relation to one another
- Form capital letters and digits of the correct size, orientation and relationship to one another and lower case letters.
- Know how to join some letters.

Year 2 Statements

Spelling

- Segment spoken words into phonemes and representing these by graphemes.
- Spell words with alternative spellings, including a few common homophones.
- Spell common exception words.
- Spell more words with contracted forms.
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- Identify phonemes of unfamiliar words and use syllables to divide words.
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

- 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.

Year 2 Writing

Knowledge:

Year 2 Exceeding Statements

Composition

- Descriptions are clear enough for people to recognise what is meant even when things are not named.
- Use some phrases and words that they come across in reading.
- Use words like 'suddenly' or 'amazingly' so that writing grips the reader's interest.
- Stories have interesting endings that have been carefully thought about.
- Keep writing interesting throughout and not be tempted to look for quick ways to finish it.
- Use specific nouns when needed, eg, 'terrier' instead of 'dog'.
- Take time to describe characters and events within stories, rather than move from one event to another.

Vocabulary, Grammar and Punctuation

Text Structure

- Consistent use of the first or third person.

Punctuation

- Check that capital letters, commas and question marks are used when needed and attempt to use speech marks.

Spelling

- Use a dictionary to check spellings of words.

In addition, see Rainbow Grammar overview.

Year 2 Speaking & Listening

Knowledge:

Talking to and with others

- Recount experiences and imagine possibilities,
- Often connecting ideas vary talk in simple ways to gain and hold attention of the listener
- Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts
- Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups

Talking about talk

- Extend experience and ideas, adapting speech, gesture ,or movement to simple roles and different scenarios
- Show awareness of ways in which speakers vary talk, and why

Year 2 Statements

- Ask question to get more information and clarify meaning.
- Talk in complete sentences.
- Decide when I need to use specific vocabulary.
- Take turns when talking in pairs or a small group.
- Be aware that formal and informal situations require different language (beginning).
- Retell a story using narrative language and linking words and phrases.
- Hold the attention of people I am speaking to by adapting the way I talk.
- Understand how to speak for different purposes and audiences (beginning).
- Perform a simple poem from memory.

Year 2 Speaking & Listening

Knowledge:

Year 2 Exceeding Statements

- Use different style, tone and loudness of speech when speaking to a larger audience.
- Help the discussion to go well by listening and respond to others' ideas.
- Draw up a set of questions about a group of artefacts that is shared or discussed with the class.
- Explain main things learnt from a presentation by someone.
- Draw up hypotheses in science.
- Talk about personal feelings when reflecting on a story.
- Organise persuasive language with a clear view as to who it is pitched at.
- Know when to vary voice and language to express feelings of a key moment.
- Ensure instructions follow one another in sequence.
- Decide how to preened a poem dramatically, using all members of the group.

Year 3 Writing

Knowledge:

- Produce writing that provides enough detail to interest the reader.
- In narrative, now how to create settings, characters and plots.
- Know what a noun phrase is and use accurately.
- Know when to begin a new paragraph.
- Know what an adverb is and use accurately.
- Use propositions to show time.
- Maintain writing in the correct tense.
- Use 'a' and 'an' correctly.

Year 3 Statements

Composition

- Look and discuss models of writing of the text type, purpose and audience to be written, noting: structure, grammatical features and use of vocabulary.
- Compose sentences using a wider range of structures linked to the grammar objectives.
- Write a narrative with a clear structure, setting, characters and plot.
- Write a non-narrative using simple organisational devices such as headings and sub-headings.
- Use a range of sentences with more than one clause by using a range of conjunctions.
- Use the perfect forms of verbs to mark the relationship of time and cause.
- Suggest improvement to writing through assessing their own and others' work and suggesting improvements.
- Proof-read to check for errors in spelling and punctuation errors.

In addition, see Rainbow Grammar overview.

Year 3 Writing

Knowledge:

- Use pronouns to avoid repeating the names of people and objects
- Use question marks, exclamation marks and commas in a list accurately.
- In reports use headings and sub-headings.
- Use propositions to show time.
- Capital letters and full stops are used correctly.
- Use inverted commas for speech and punctuate speech correctly.
- Use apostrophes for contractions.
- Use apostrophes to show possession.

Year 3 Statements

Vocabulary, Grammar and Punctuation

Sentence Structure

- Express time, place and cause by using conjunctions, adverbs and prepositions. Use a range of sentences with more than one clause by using a wider range of conjunctions, eg, when, if, because, although.
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, eg, the accurate use of pronouns in sentences.

Text Structure

- Start to use paragraphs.
- Use headings and sub headings.
- Use the present perfect form of verbs instead of the simple past.

Punctuation

- Use inverted commas to punctuate speech.

In addition, see Rainbow Grammar overview.

Year 3 Spelling & Handwriting

Knowledge:

- Spell some of the year 3 spelling list.
- Produce neat joined handwriting which can easily be read by others.
- Lower-case and upper-case letters are the correct size.
- Finger spaces are always used between words.

Year 3 Statements

Spelling

- Spell words with additional prefixes and suffixes and understand how to add them to root words, eg, form nouns using super, anti, auto.
- Recognise and spell additional homophones, eg, he'll, heel, heal.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Spell correctly word families based on common words, eg, solve, solution, solver.
- Spell identified commonly misspelt words from Y3 & Y4 word list.
- Make analogies from a word already known to apply to an unfamiliar word.
- Identify the root in longer words.

Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters.
- Understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting.

Year 3 Writing

Knowledge:

Year 3 Exceeding Statements

Composition

- Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.
- Give careful thought to the planning of writing and re-read it as a matter of course.
- Ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.
- Use words that have not been used before when describing events, characters and feelings.
- Include descriptions of events and characters in a variety of styles and can sometimes contain humour.
- Describe characters and include feelings and emotions when needed.
- Choose the most appropriate style of writing to suit the needs of the situations, eg, poems, lists, letters, reports.

Vocabulary, Grammar and Punctuation, Spelling

Sentence Structure

- Vary sentences, adding phrases to make the meaning more precise.

Text Structure

- Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.
- Use powerful verbs to show character and add impact.

Punctuation

- Check punctuation and use speech marks and apostrophes accurately.

Year 3 Speaking & Listening

Knowledge:

Talking to and with others

- Express feelings and ideas when speaking about matters of immediate interest
- Talk in ways that are audible and intelligible to familiar others
- Show some awareness of the listener by making changes to language and non-verbal features in some contexts
- Understand and engage with the speaker, demonstrating attentive listening
- Engage with others through taking turns in pairs and small groups

Talking about Talk

- Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement
- Notice simple differences in speakers' use of language and try out new words and ways of expressing meaning

Year 3 Statements

- Sequence and communicate ideas in an organised and logical way, always using complete sentences.
- Vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- Take a full part in paired and group discussions.
- Show that I know when Standard English is required and use it (beginning).
- Retell a story using narrative language and add relevant detail.
- Show that I have listened carefully because I make relevant comments.
- Present ideas or information to an audience.
- Recognise that meaning can be expressed in different ways, depending on the context.
- Perform poems from memory adapting expression and tone as appropriate.

Year 3 Speaking & Listening

Knowledge:

Year 3 Exceeding Statements

- Speak with good diction so that those at the rear of the audience can hear clearly what is said.
- Talk about personal feelings in relation to the way a story starts and ends.
- Ensure that persuasive talk provokes a strong response.
- Listen to others responsively in discussion and link ideas clearly to what others have said, even when views are different.
- Make use of what is learnt from a discussion, presentation or broadcast.
- Ensure the language and structure used when giving instructions are appropriate for the task.
- Give instruction with clear diction so that everything can be heard and understood.
- Adapt instructions to suit different audiences, eg, adults or younger children.
- Be happy to attempt different roles/responsibilities according to what is needed.
- Be happy to take a different viewpoint to influence feelings about a character or situation.

Year 3 Writing

Knowledge:

- Produce writing that provides enough detail to interest the reader.
- In narrative, now how to create settings, characters and plots.
- Know what a noun phrase is and use accurately.
- Know when to begin a new paragraph.
- Know what an adverb is and use accurately.
- Use propositions to show time.
- Maintain writing in the correct tense.
- Use 'a' and 'an' correctly.

Year 3 Statements

Composition

- Look and discuss models of writing of the text type, purpose and audience to be written, noting: structure, grammatical features and use of vocabulary.
- Compose sentences using a wider range of structures linked to the grammar objectives.
- Write a narrative with a clear structure, setting, characters and plot.
- Write a non-narrative using simple organisational devices such as headings and sub-headings.
- Use a range of sentences with more than one clause by using a range of conjunctions.
- Use the perfect forms of verbs to mark the relationship of time and cause.
- Suggest improvement to writing through assessing their own and others' work and suggesting improvements.
- Proof-read to check for errors in spelling and punctuation errors.

In addition, see Rainbow Grammar overview.

Year 3 Writing

Knowledge:

- Use pronouns to avoid repeating the names of people and objects
- Use question marks, exclamation marks and commas in a list accurately.
- In reports use headings and sub-headings.
- Use propositions to show time.
- Capital letters and full stops are used correctly.
- Use inverted commas for speech and punctuate speech correctly.
- Use apostrophes for contractions.
- Use apostrophes to show possession.

Year 3 Statements

Vocabulary, Grammar and Punctuation Sentence Structure

- Express time, place and cause by using conjunctions, adverbs and prepositions. Use a range of sentences with more than one clause by using a wider range of conjunctions, eg, when, if, because, although.
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, eg, the accurate use of pronouns in sentences.

Text Structure

- Start to use paragraphs.
- Use headings and sub headings.
- Use the present perfect form of verbs instead of the simple past.

Punctuation

- Use inverted commas to punctuate speech.

In addition, see Rainbow Grammar overview.

Year 3 Spelling & Handwriting

Knowledge:

- Spell some of the year 3 spelling list.
- Produce neat joined handwriting which can easily be read by others.
- Lower-case and upper-case letters are the correct size.
- Finger spaces are always used between words.

Year 3 Statements

Spelling

- Spell words with additional prefixes and suffixes and understand how to add them to root words, eg, form nouns using super, anti, auto.
- Recognise and spell additional homophones, eg, he'll, heel, heal.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Spell correctly word families based on common words, eg, solve, solution, solver.
- Spell identified commonly misspelt words from Y3 & Y4 word list.
- Make analogies from a word already known to apply to an unfamiliar word.
- Identify the root in longer words.

Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters.
- Understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting.

Year 3 Writing

Knowledge:

Year 3 Exceeding Statements

Composition

- Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.
- Give careful thought to the planning of writing and re-read it as a matter of course.
- Ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.
- Use words that have not been used before when describing events, characters and feelings.
- Include descriptions of events and characters in a variety of styles and can sometimes contain humour.
- Describe characters and include feelings and emotions when needed.
- Choose the most appropriate style of writing to suit the needs of the situations, eg, poems, lists, letters, reports.

Vocabulary, Grammar and Punctuation, Spelling

Sentence Structure

- Vary sentences, adding phrases to make the meaning more precise.

Text Structure

- Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.
- Use powerful verbs to show character and add impact.

Punctuation

- Check punctuation and use speech marks and apostrophes accurately.

Year 3 Speaking & Listening

Knowledge:

Talking to and with others

- Express feelings and ideas when speaking about matters of immediate interest
- Talk in ways that are audible and intelligible to familiar others
- Show some awareness of the listener by making changes to language and non-verbal features in some contexts
- Understand and engage with the speaker, demonstrating attentive listening
- Engage with others through taking turns in pairs and small groups

Talking about Talk

- Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement
- Notice simple differences in speakers' use of language and try out new words and ways of expressing meaning

Year 3 Statements

- Sequence and communicate ideas in an organised and logical way, always using complete sentences.
- Vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- Take a full part in paired and group discussions.
- Show that I know when Standard English is required and use it (beginning).
- Retell a story using narrative language and add relevant detail.
- Show that I have listened carefully because I make relevant comments.
- Present ideas or information to an audience.
- Recognise that meaning can be expressed in different ways, depending on the context.
- Perform poems from memory adapting expression and tone as appropriate.

Year 3 Speaking & Listening

Knowledge:

Year 3 Exceeding Statements

- Speak with good diction so that those at the rear of the audience can hear clearly what is said.
- Talk about personal feelings in relation to the way a story starts and ends.
- Ensure that persuasive talk provokes a strong response.
- Listen to others responsively in discussion and link ideas clearly to what others have said, even when views are different.
- Make use of what is learnt from a discussion, presentation or broadcast.
- Ensure the language and structure used when giving instructions are appropriate for the task.
- Give instruction with clear diction so that everything can be heard and understood.
- Adapt instructions to suit different audiences, eg, adults or younger children.
- Be happy to attempt different roles/responsibilities according to what is needed.
- Be happy to take a different viewpoint to influence feelings about a character or situation.

Year 4 Writing

Knowledge:

- Use conjunctions to show time and place.
- Use a range of co-ordinating and subordinating conjunctions.
- In narratives description is used for settings, characters and the plot.
- Interest the reader by included lots of detail.
- Use adverbs, adjectives and prepositional phrases to expand sentences.
- Use fronted adverbials and remember to use a comma correctly at the front of them.

Year 4 Statements

Composition

- Compose sentences using a wider range of structures linked to the grammar objectives.
- Orally rehearse structured sentences or sequences of sentences building a varied and rich vocabulary and an increasing range of sentence structures.
- Begin to open paragraphs with topic sentences.
- Use a range of sentences which have more than one clause.
- Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- Use direct speech and punctuate it correctly.
- Organise paragraphs.
- Write a narrative with a clear structure, setting, characters and plot.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Improve my writing by changing grammar and vocabulary to improve consistency.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 4 Writing

Knowledge:

- Paragraphs are used correctly.
- Heading and subheadings used in non-narratives.
- Apostrophes for omission.
- Use apostrophe to show possession with singular and plural nouns.
- Punctuate speech correctly.
- Begin to use punctuation for parenthesis (brackets, dashes, commas).
- Begin to use commas to avoid ambiguity.
- Always write in the appropriate tense and use present perfect in some writing.

Year 4 Statements

Vocabulary, Grammar and Punctuation

- Make improvements by proposing changes to grammar and vocabulary to improve consistency.

Sentence Structure

- Use noun phrases which are expanded by adding modifying adjectives and prepositional phrases, eg, 'The strict teacher with the curly hair'.
- Use fronted adverbials, eg, Later that day, I went shopping.

Text Structure

- Use a range of sentences with more than one clause.
- Use appropriate pronouns within and across sentences to support cohesion and avoid repetition.

Punctuation

- Use inverted commas and other punctuation to indicate direct speech.
- Use apostrophes to mark plural possession.
- Use commas after fronted adverbials.

In addition, see Rainbow Grammar overview.

Year 4 Spelling & Handwriting

Knowledge:

Handwriting is joined, legible and neat.
Spell all of the year 3 and 4 spelling list.

Year 4 Statements

Spelling

- Spell words with additional prefixes and suffixes and understand how to add them to root words, eg, ation, ous, ion, ian.
- Recognise and spell additional homophones, eg, accept and except, whose and who's.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Spell identified commonly misspelt words from Y3 & Y4 word list.

Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters.
- Understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Black text – also covered in Y3

Year 4 Writing

Knowledge:

Year 4 Exceeding Statements

Composition

- Prepared to carry out a little research to find words that are specific to the event being written about.
- Consciously use short sentences to speed up action sequences.
- Use dialogue and reactions from other characters to make my character interesting.
- Recognise when a simile may generate more impact than a metaphor, and vice versa.
- Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality.
- Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about.

Vocabulary, Grammar, Punctuation, Spelling

Sentence Structure

- Check to see if there are any sentences that can be re-organised so as to give my writing a greater impact.

Text Structure

- Know how to re-order sentences so that they create maximum effect.
- Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural.

Punctuation

- Use commas or ellipses in order to create greater clarity and effect in my writing.

Year 4 Speaking & Listening

Knowledge:

Talking to and with others

- Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener
- Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context

Talking with in role play and drama

- Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas
- Take on straightforward roles and responsibilities in pairs and groups

Talking about talk

- Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario
- Show understanding of how and why language choices vary in their own and others' talk in different situations

Year 4 Statements

- Ask questions to clarify or develop my understanding.
- Sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.
- Show that I understand the main point and the details in a discussion.
- Adapt what I am saying to the needs of the listener or audience (increasingly).
- Know that language choices vary in different contexts.
- Present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.
- Justify an answer by giving evidence.
- Use Standard English when it is required.
- Can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.

Year 4 Speaking & Listening

Knowledge:

Year 4 Exceeding Statements

- Prepare and deliver a talk to the class on an aspect of learning in science, history or geography.
- Present a strong argument in a formal debate on an issue, using the language and procedures of debating.
- Propose and discuss possible explanations and questions (eg, re phenomena in science, history or geography) as a basis for planning an investigation with roles, activities and resources.
- Develop a group presentation that reports recent learning to the class, with vocabulary and grammar appropriate to the subject.
- Listen to a debate with an open mind, recall the main arguments and decide, for clear reasons, which one was most convincing.
- Comment on the language used in the arguments presented in the debate.
- Take roles to argue opposing views on an issue, and then discuss ways of dealing constructively with disagreement.
- Reflect on and evaluate dramatic presentations and those of others.
- Explain the advantages and disadvantages of the formal rules of debating.
- Show good understanding of what has been said and introduce new ideas that are valid.

Year 5 and 6 key vocabulary - writing

| | |
|-----------------------|---|
| Possessive pronoun | Words that demonstrate ownership, eg, his, her, their |
| Subordinate clause | A part of a sentence which does not make sense on its own but still has a subject and a verb, eg, He watched her <u>as she disappeared</u> . Tom, <u>who was feeling tired</u> , went to bed early. |
| Auxillary verb | A verb that helps the sentence makes sense, eg, They have been swimming. |
| Determiner | A modifying word that determines the kind of reference a noun or noun group has, eg, a, the, every |
| Synonyms and Antonyms | Synonym – words that mean the same, eg, beautiful/pretty. Antonym – words that mean the opposite, eg, awful/wonderful. |
| Hyphen | Hyphens can be used to make compound adjectives, eg, yellow-bellied, tight-lipped. |
| Parenthesis | A word or phrase inserted as an explanation or afterthought to a passage which is grammatically complete without it, usually marked off by brackets, dashes or commas. |
| Brackets | Brackets are used to include information that is not essential to the main point, eg, We agreed to meet on my birthday (2 nd January) outside the cinema. |
| Dashes | To provide additional information and emphasise it, eg, |
| Semi colon | Used to join two main clauses replacing a co-ordinating conjunction. They can also be used in a complicated list. |
| Colon | Used to introduce a list. They can also be used between independent clauses when the second clause explains, illustrates, paraphrases or expands on the first. |
| Active/Passive voice | An active verb has its usual pattern of subject and object (in contrast with the passive). Active: The school arranged a visit. Passive: A visit was arranged by the school. |
| Subjunctive form | Used to indicate a situation or condition that is hypothetical, doubtful or conditional. |

Year 5 Writing

Knowledge:

- Create effective plans to ensure writing is for correct audience and purpose.
- Use adverbs.
- Use modal verbs.
- Use relative clauses.
- Know what a relative pronoun is.
- Use the correct subject verb agreement.
- Always use the correct tense (past, present and future).
- Can use adverbials.
- In narrative writing can create an atmosphere through description.
- Use passive and active voice.
- Produce writing that builds cohesion
- Use expanded non phrases.
- Use correct levels of formality for the genre.
- Use present perfect and past perfect form.

In addition, see Rainbow Grammar overview.

Year 5 Statements

Composition

- Discuss the audience and purpose of the writing.
- Start sentences in different ways.
- Use the correct features and sentence structure matched to the text type.
- Use further organisational and presentational devices to structure text and to guide the reader, eg, headings, bullet points, underlining.
- Develop characters, settings and atmosphere through action and dialogue.
- Establish a viewpoint as the writer through commenting on characters and events.
- Use grammar and vocabulary to create an impact on the reader.
- Use stylistic devices to create effects in writing.
- Add well-chosen detail to interest the reader.
- Summarise a paragraph.
- Organise writing into paragraphs to show different information or events.
- Assess the effectiveness of their own and others' writing, proposing 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, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.

Year 5 Writing

Knowledge:

- Link paragraphs in different ways.
- Use capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes for omission correctly. Produce neat, joined handwriting.
- Use punctuation for parenthesis (brackets, dashes, commas).
- Always use the correct tense (past, present and future).
- Use commas to avoid ambiguity.
- Use headings, sub-headings and bullet points to organise work.
- Use semi colons and colons in a list.
- Punctuate speech correctly and integrate dialogue to advance the action.
- Use hyphens.
- Use semi colons and colons to mark independent clauses.
- Use expanded non phrases.

Year 5 Statements

Vocabulary, Grammar and Punctuation

Sentence Structure

- Use relative clauses.
- Use adverbs or modal verbs to indicate a degree of possibility.
- Use expanded noun phrases to convey complicated information concisely.
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Text structure

- Build cohesion between paragraphs.
- Use adverbials to link paragraphs.

Punctuation

- Use brackets, dashes and commas to indicate parenthesis.
- Use commas to clarify meaning or avoid ambiguity.

In addition, see Rainbow Grammar overview.

Year 5 Statements

Year 5 Spelling & Handwriting

Knowledge:

- Spell some of the year 5 and 6 spelling list
- Produce neat and joined handwriting.

Spelling

- Form verbs with prefixes.
- Convert nouns or adjectives into verbs by adding a suffix.
- Understand the rules for adding prefixes and suffixes.
- Spell some words with 'silent' letters, eg, knight, psalm, solemn.
- Distinguish between homophones and other words which are often confused.
- Spell the commonly mis-spelt words from the Y5/6 word list.
- 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.

Handwriting and Presentation

- Choose the style of handwriting to use when given a choice eg, which shape of a letter and deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task.

Year 5 Writing

Knowledge:

Year 5 Exceeding Statements

Composition

- Sustain and develop ideas within a paragraph, introducing it with a topic sentence.
- Close text with reference to its opening.
- Use expanded noun phrases to add well thought out detail to writing.
- Use punctuation to clarify meaning of sentences – commas to mark phrases and clauses.
- Use dialogue effectively.

Vocabulary, Grammar, Punctuation and Spelling

Text Structure

- Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.
- Use changes in time and place to guide the reader through the text.
- Use paragraphs to organise information logically and shape a non-fiction text effectively.

Sentence Structure

- Re-order sentences to create impact on the reader.

Punctuation

- Use punctuation to clarify meaning of sentences – commas to mark phrases and clauses.

Year 5 Speaking & Listening

Knowledge:

Talking to and with others

- Express and explain relevant ideas and feelings ,with some elaboration to make meaning explicit
- Shape talk in deliberate ways for clarity and effect to engage the listener
- Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience ,purpose, and context
- Recognise significant details and implicit meanings, developing the speaker's ideas in different ways

Talking within role play and drama

- Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions
- Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios

Talking about talk

- Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations

Year 5 Statements

- Engage the listener by varying my expression and vocabulary.
- Adapt my spoken language depending on the audience, the purpose or the context.
- Develop my ideas and opinions, providing relevant detail.
- Express my point of view.
- Show that I understand the main points, including implied meanings in a discussion.
- Listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.
- Use Standard English in formal situations.
- Begin to use hypothetical language to consider more than one possible outcome or solution.
- Perform my own compositions, using appropriate intonation and volume so that meaning is clear.
- Perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.
- Begin to select the appropriate register according to the context.

Year 5 Speaking & Listening

Knowledge:

Year 5 Exceeding Statements

- Organise and shape a talk, making connections between ideas and drawing on different points of view.
- Use Standard English appropriately.
- Use persuasive language and techniques to influence the listener.
- Show understanding of how and why language choices vary in their own and others' talk in different contexts.
- Sustain listening to different sources, retaining or noting key information.
- Speak in extended turns to express ideas and opinions, with some relevant detail.
- Vary vocabulary, grammar and non-verbal features to suit audience, purpose and context.
- Sustain listening to different sources, retaining or noting key information.
- Listen to others in discussion and link own ideas clearly to others' views.

Year 6 Statements

Year 6 Reading

Knowledge:

- Read accurately and fluently at the correct reading stage and use their knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.
- To read all of the year five and six common exception words.
- Show an understanding of what they have read.
- Be able to recommend books to their peers and give reasons for their choices.
- Be able to recognise features and language in a wide range of genres.
- Be able to identify how the author uses language for effect.
- Be able to distinguish between a fact and opinion
- Be able to provide reasoned justification for their views.
- Be able to make a point, provide evidence FROM THE TEXT and explain their reasons for the choice.

Word Reading

- Apply their knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words that they meet.
- Use my combined knowledge of phonemes and word derivations to pronounce words correctly, eg, arachnophobia.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

- Familiarity with and can talk about a wide range of books and text types including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. I can discuss the features of each.
- Read books that are structured in different ways.
- Recognise texts that contain features from more than one text type.
- Read, retrieve, record and present information from non-fiction texts. Distinguish between statements of fact and opinion.
- Recommend books to others and give reasons for my recommendation.
- Identify themes in texts making comparisons within and across books.
- Identify and discuss the conventions in different text types.
- Identify the key points in texts.
- Recite poems by heart, eg, narrative verse, sonnet.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume and action.
- Evaluate how effectively texts are structured and presented. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language (including figurative language), structure and presentation contribute to meaning and consider the impact on the reader.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Year 6 Writing

Knowledge:

- Describe settings and characters in detail to interest the reader.
- Use simple devices to structure writing in non-narrative to support the reader.
- Use correct subject verb agreement.
- Use cohesive devices within and across sentences and paragraphs and use a range of cohesive devices including adverbials.
- Use a range of co-ordinating and subordinating conjunctions.
- Create atmosphere and integrate dialogue to convey characters and advance the action.
- Select language that shows good awareness of the reader.
- Use passive and active voice.
- Use modal verbs.
- Use adverbs, fronted adverbs, prepositional phrases and expanded noun phrases.
- Select the appropriate form and draw on what has been read as models for their own writing.
- Use formal and informal language.
- Use ambitious vocabulary.
- Select verb forms for meaning and effect.
- Distinguish between language of speech and writing and

Year 6 Statements

Composition

- Identify the audience for and purpose of the writing.
- Choose the appropriate form and register for the audience and purpose of the writing.
- Use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect, eg, headings, bullet points, underlining.
- Use a range of sentence starters to create specific effects.
- Use developed noun phrases to add detail to sentences.
- Use the passive voice to present information with a different emphasis.
- Use commas to mark phrases and clause.
- Sustain and develop ideas logically in narrative and non-narrative writing.
- Use character, dialogue and action to advance events in narrative writing.
- Summarise a text, conveying key information in writing.
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Year 6 Writing

Knowledge:

- Use paragraphs correctly.
- Use a range of co-ordinating and subordinating conjunctions.
- Use capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes for omission correctly.
- Punctuate speech correctly.
- Use commas for clarity.
- Punctuation for parenthesis (bracket, dashes and commas).
- Use semi colon and colons in a list and for independent clauses.
- Use hyphens.
- Use the possessive apostrophe accurately even in plural words.
- Use a full range of punctuation accurately.

In addition, see Rainbow Grammar overview.

Year 6 Statements

Vocabulary, Grammar and Punctuation

Sentence Structure

- Use the passive voice.
- Vary sentence structure depending on whether formal or informal.
- Use the perfect form of verbs to mark relationships of time and cause.

Text structure

- Use a variety of organisational and presentational devices correct to the text type.
- Write in paragraphs which can clearly signal a change in subject, time, place or event.

Punctuation

- Use the semi-colon, colon and dash to mark boundaries between independent clauses.
- Use the colon to introduce a list and semi-solon within lists.
- Use a hyphen to avoid ambiguity.
- Punctuate bullet points consistently.

Year 6 Writing

Knowledge:

Year 6 Exceeding Statements

Composition

- Choose the appropriate style and form for the purpose and audience of the writing.
- Use techniques to engage the reader, eg, personal comments, opening hook, flashback.
- Make precise and specific word choices according to the text type and audience.
- Summarise longer texts precisely, identifying the key information.
- Use the passive voice confidently, eg, to create suspense or in a science investigation or historical or geographical report.
- Use the subjunctive in the most formal writing to express a wish or a

Vocabulary, Grammar and Punctuation

Text Structure

- Write paragraphs with a clear focus.
- Write paragraphs with different structures and lengths.
- Link ideas within and between paragraphs with a range of cohesive devices, eg, connecting adverbs/adverbials, use of pronouns.

Sentence Structure

- Use different sentence structures and length to suit the purpose and audience of the writing.
- Use a range of sentence types for impact and specific effect on the reader.
- Control complex sentences, manipulating the clauses to achieve specific effects.

Punctuation

- Use punctuation to convey and clarify meaning, including colon and semi colon.

Year 6 Spelling & Handwriting

Knowledge:

- Spell all of the year 5 and 6 spelling list.
- Produce neat join handwriting which shows fluency.

Year 6 Statements

Spelling

- Convert verbs into nouns by adding a suffix.
- Distinguish between homophones and other words which are often confused.
- Spell the commonly mis-spelt words from the Y5/6 word list.
- Understand that the spelling of some words need to be learn specifically.
- Use a dictionary or thesaurus.
- Use a range of spelling strategies.

Handwriting and Presentation

- Choose the style of handwriting to use when given a choice eg, which shape of a letter and deciding whether or not to join specific letters
- Choosing the writing that is best suited for a task.

Year 6 Speaking & Listening

Knowledge:

Talking to and with others

- Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener
- Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands
- Engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings

Talking within role play and drama

- Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion

Talking about talk

- Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues
- Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language

Year 6 Statements

- Engage the listener by varying my expression and vocabulary.
- Adapt my spoken language depending on the audience, the purpose or the context.
- Develop my ideas and opinions, providing relevant detail.
- Express my point of view.
- Show that I understand the main points, including implied meanings in a discussion.
- Listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.
- Use Standard English in formal situations.
- Begin to use hypothetical language to consider more than one possible outcome or solution.
- Perform my own compositions, using appropriate intonation and volume so that meaning is clear.
- Perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.
- Begin to select the appropriate register according to the context.

Year 6 Speaking & Listening

Knowledge:

Year 6 Exceeding Statements

- *Adapt spoken language confidently according to the demands of the context.*
- *Understand that there are different registers and level of formality within Standard English and that this is dependent on the context.*
- *Make considered choices about the register and vocabulary to engage their audience, according to the context.*
- *Ask pertinent questions to develop and extend ideas.*
- *Articulate ideas and opinions, using evidence and explanation to support.*
- *Participate in discussions, listen attentively and respond to others' points of view, drawing on evidence and explaining.*
- *Adopt group rules and responsibilities independently, drawing ideas together and promoting effective discussion.*
- *Debate an issue, structuring a logical argument using formal discursive language and responding to the opposite point of view.*
- *Explore complex ideas and feelings in a range of ways, both succinct and extended.*
- *Maintain generally controlled and effective organisation of talk to guide the listener.*
- *Perform their own compositions, using appropriate intonation and volume and expression to engage their audience.*
- *Perform poems and plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere to engage a specific audience.*