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| **English Writing Years 1 and 2** | | |
|  | **POS 1** | **POS 2** |
| **Handwriting** | **Leave spaces between words.** | **Use spacing between words that reflects the size of the letters.** |
| **Form the digits 0-9.** | **Form lower case letters of the correct size relative to one another** |
| **Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.** | **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** |
| **Sit correctly at a table, holding a pencil comfortably and correctly.** | |
| **Form capital letters.** | **Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters** |
| **Form lower case letters in the correct direction, starting and finishing in the right place. *(cursive- kicks and flicks)*** |
| **Spelling** | **Spelling in Y1 is supported by our phonics programme. Children are expected to spell once they are able to read certain sounds and words. This is supported by the Year 1 and 2 common exception words and spelling patterns set out in Appendix 1: spelling NC** | |
| **Spell words containing each of the 40+ phonemes already taught** | **Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly** |
| **Use–ing, –ed, –er and –est where no change is needed in the spelling of root words *[for example, helping, helped, helper, eating, quicker, quickest]*** | **Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly -er** |
| **Formation of nouns by compounding *[for example, whiteboard, superman]*** |
| **Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs (Cats/ dogs/ catches)** | **Spell some homophones and near-homophones** *(****there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight, wear/where/were, which/witch)*** |
| **Spell common exception words- see RWI programme and list below** | **Spell more common exception words- see RWI programme and list below** |
| **Name the letters of the alphabet:**   * **naming the letters of the alphabet in order** * **using letter names to distinguish between alternative spellings of the same sound** | **Spell phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones** |
| **Spell the days of the week** | **Spell more words with contracted forms**  ***(can’t, didn’t, hasn’t, couldn’t, it’s, I’ll)*** |
| **Use the prefix un–** | **Spell words with the possessive apostrophe (singular) *[for example, the girl’s book]*** |
| **Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far** | |
| **Composition** | **Write sentences by:**  **saying out loud what they are going to write about** | **Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry and writing for different purposes.** |
| **composing a sentence orally before writing it (Hold a sentence)** | **Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary and encapsulating what they want to say, sentence by sentence** |
| **sequencing sentences to form short narratives** |
| **re-reading what they have written to check that it makes sense** | **Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils; re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form and proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]** |
| **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.** |
|  | **read aloud what they have written with appropriate intonation to make the meaning clear.** |
| **Grammar & punctuation** | **Begin to use a capital letter for the start of a sentence.** | **Use full stops and capital letters correctly in sentences. (Most need to be correct).** |
| **Begin to use a full stop accurately.** |
| **Begin to use an exclamation mark** | **Use exclamation marks when writing exclamations.** |
| **Begin to use a question mark.** | **Use question marks – when writing questions** |
| **Use capital letters for the names of people, places and days of the week.** | **Use subordination *(When, if that or because).*** |
| **Use co -ordination (or,and, but).** |
| **Use and to join words and clauses within a sentence.** | **Use some features of written Standard English** was/were, did/done |
| **Use the personal pronoun ‘ I’** | **Use past and present tenses correctly including the progressive form** (**he is drumming, he was shouting).** |
| **Know words can combine to make sentences** | **Use expanded noun phrases to describe and specify *[for example, the blue butterfly] .*** |
| **Sequence sentences to form short narratives** | **I can use apostrophes for the most common contracted words.** |
| **Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs** |
| **Terminology:**  **letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark** | **Terminology: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma** |

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| **English Writing Years 3 and 4** | |
| **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 my handwriting. *(all letters are the correct size and all downwards strokes equal; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)*** |
| **Spelling** | **Spelling rules to be taught across LKS2 are identified in the Appendix 1: Spelling document from the NC** |
| **Spell words with prefixes and understand how to add them to root words. *(form nouns using super, anti, auto)*** |
| **Use the first two or three letters of a word to check its spelling in a dictionary.** |
| **Place the possessive apostrophe accurately in words with regular plurals *[girls’, boys’]* and in words with irregular plurals. *[children’s]*** |
| **Spell words with a range of suffixes and understand how to add them to root words. *(– ation, ous, ion, ian)(-ent, -ness, -ful, -ly, -less, -es, s)*** |
| **Recognise and spell additional homophones. *(he’ll/heel/heal)*** |
| **Spell most common exception words- Set 2/3 red words.** |
| **Spell words from Year 3 and 4 word list- see separate document.** |
| **Write from memory simple sentences, dictated by the teacher, that include words and**  **punctuation taught so far.** |
| **Composition** | **Plan by discussing writing similar to that which is being planned to write in order to**  **understand and learn from its structure, vocabulary and grammar.** |
| **Discuss and record ideas *(planning document/ mindmap/ list etc)*** |
| **Evaluate and edit writing by assessing the effectiveness and suggesting improvements** |
| **Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence**  **Structures. *(E.g.: tenses – inc present perfect/subordinate clauses/ co-ordinating conjunctions)*** |
| **Open paragraphs with topic sentences and organise them around a theme. (*Boxing up method independently; five part story volcano; chunking their writing into paragraphs- they then use this to ensure they have accurate paragraphs and how to demarcate them/ 1 paragraph per plot point)*** |
| **Write narratives by creating characters, settings and plot.** |
| **Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency,**  **including the accurate use of pronouns in sentences *(Accurate use of pronouns instead of overuse of the/ names in sentences/tense)*** |
| **Write a non-narrative using simple organisational devices such as headings and sub-headings.** |
| **Proof-read for spelling and punctuation errors *r‘I forgot to put the comma after a fronted adverbial’;).realise the spelling of proberbly is wrong)*** |
| **Grammar & punctuation** | **Use a range of sentences with more than one clause- subordination and co- ordination.**  ***subordination and co ordination. (when, if, because, although)*** |
| **Use present perfect form of verbs instead of past tense. *(I have finished/ She has walked)*** |
| **Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition** |
| **Use fronted adverbials and a comma afterwards.** |
| **Expressing time, place and cause using conjunctions *(when, before, after, while, so, because],* adverbs *(then,next, soon, therefore],* or prepositions. (before, after, during, in, because of)** |
| **Use punctuation in direct speech, including inverted commas and a comma after the reporting clause.** |
| **Use correct standard English: We were not we was/ I was not I were/ I did not I done** |
| **Use the correct article ‘a’ or ‘an’.**  ***(An article is a type of determiner)*** |
| **Use the plural -s and the possessive s. *The girls played on the park. The girl’s house was over there.)*** |
| **Expand noun phrases with modifying adjectives and prepositional phrases. (The man- expanded to- The weak, frail man sat on the hospital bench.)** |
| **Indicate possession by using the possessive apostrophe with plural nouns*. (The girl’s jumper.) (The cars’ wheels.)*** |
| **Use conjunctions, adverbs and prepositions to express time and cause. *(the next thing, next, soon, so before, after, during, in, because of)*** |

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| **English Writing Years 5 and 6** | | |
|  | **POS 5** | **POS 6** |
| **Handwriting** | **Choose which shape of a letter to use and whether or not to join specific letters** | |
| **Write legibly and fluently with increasing speed.** | |
| **Choose the writing implement that is best suited for a task** | |
| **Spelling** | **Spelling rules to be taught across UKS2 are identified in the Appendix 1: Spelling document from the NC** | |
| **Use further prefixes and suffixes and understand the guidance for adding them** | |
| **Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]** | |
| **Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]** | |
| **Continue to distinguish between homophones and other words which are often confused** | |
| **Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1** | |
| **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** | |
| **Composition** | **Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own** | |
| **noting and developing initial ideas, drawing on reading and research where**  **necessary** | |
| **in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed** | |
| **Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning**  ***adapt the grammar and vocabulary used in my writing to suit the audience and purpose. (choose the appropriate form and register/ structure/ layout/ contractions for less formal speech.)*** | |
| **in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action**  ***describe and integrate dialogue to convey character and advance the action. (use of inverted commas, mostly correct)***  ***create atmosphere and describe settings and characters- using expanded noun phrases to add precision.*** | |
| **précising longer passages** | |
| **using a wide range of devices to build cohesion within and across paragraphs** | |
| **using further organisational and presentational devices to structure** | |
| **Evaluate and edit by: assessing the effectiveness of their own and others’ writing** | |
| **proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning** | |
| **ensuring the consistent and correct use of tense throughout a piece of writing** | |
| **ensuring 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** | |
| **Grammar & punctuation** | **Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms** | |
| **Use the passive voice to present information with a different emphasis. (I broke the window in the greenhouse- The window of the greenhouse was broken (by me).** | |
| **Use the perfect form of verbs to mark relationships of time and cause.** | |
| **Use expanded noun phrases to convey complicated information concisely** | |
| **Indicate degrees of possibility using adverbs [for example, perhaps, surely** | |
| **Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]** | |
| **Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]** | |
| **Use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]** | |
| **Use a range of cohesive devices\*, including adverbials of time and place. *(Pronouns/ Adverbials, conjunctions, similes, -ing, -ed, adverb openers/ repetition of key words for effect/ prepositional phrases/ tenses are secure/ellipses in narratives/synonyms)*** | |
| **Use modal verbs mostly appropriately to suggest degrees of possibility.** | |
| **Use Commas to clarify meaning and avoid ambiguity** | |
| **Use brackets, dashes or commas to indicate parenthesis** | |
| **Use hyphens to avoid ambiguity** | |
| **Use semi-colons, colons or dashes to mark boundaries between independent clauses** | |
| **Use a colon to introduce a list** | |
| **Punctuate bullet points consistently** | |
| **Use a variety of words related by meaning as synonyms and antonyms [for example, big, large, little].** | |
| **Use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech** | |
| **Use relative clauses beginning with who, which, where, when, whose, that or with an implied. *(i.e. omitted) relative pronoun (Drop-in Sentence)*** | |