Foxdell Primary School
Skills Progression in Writing

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics & Whole word spelling	Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT) Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT) Spell some taught common exception/ high frequency and familiar words. (LIT)	Spell words containing each of the 40+ phonemes taught Spell common exception words Spell the days of the week Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations Spellings that are taught are set out in the Purple Mash Y1 Spelling Overview	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learn to spell common exception words distinguish between homophones and near-homophones Spellings that are taught are set out in the Purple Mash Y2 Spelling Overview	Spell further homophones spell words that are often misspelt (Appendix 1) Spellings that are taught are set out in the Purple Mash Y3 Spelling Overview	Spell further homophones spell words that are often misspelt (Appendix 1) Spellings that are taught are set out in the Purple Mash Y4 Spelling Overview	Spell some words with 'silent' letters 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 Appendix 1 Spellings that are taught are set out in the Purple Mash Y5 Spelling Overview	Spell some words with 'silent' letters 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 Appendix 1 Spellings that are taught are set out in the Purple Mash Y6 Spelling Overview
Other word building spelling		Other word building spelling-use the spelling rule for adding –s or –es as the plural marker for	Learning the possessive apostrophe (singular) learn to spell more words with contracted forms	Use further prefixes and suffixes and understand how to add them	Use further prefixes and suffixes and understand how to add them	Use further prefixes and suffixes and understand the guidance for adding them	Use further prefixes and suffixes and understand the guidance for adding them

		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 words apply simple spelling rules and guidance from Appendix 1	add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly show awareness of silent letters in spelling e.g. knight, write use –le ending as the most common spelling for this sound at the end of words apply spelling rules and guidelines from Appendix 1	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary	place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary	use dictionaries to check the spelling and meaning of words use the first 3 or 4 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 the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Text Structure (planning and drafting) **Each year group to consolidate the previous year's learning**	**Introduce:** **Planning Tool** –Story map /story mountain **Whole class retelling of story** To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) **Understanding of beginning/ middle / end** **Retell simple 5-part story:** Once upon a time First / Then / Next But So Finally,…..happily ever after **Non-fiction:** **Factual writing closely linked to a story** **Simple factual sentences based around a theme** Names Labels	**Introduce:** **Fiction:** **Planning Tools:** Story map / story mountain (Refer to Story-Type grids) **Plan opening around** character(s), setting, time of day and type of weather **Understanding** - beginning /middle /end to a story **Understanding** - 5 parts to a story: **Opening** Once upon a time… **Build-up** One day… **Problem / Dilemma** Suddenly,../ Unfortunately,… **Resolution** Fortunately,… **Ending** Finally,…. **Non-fiction:** **Planning tools:** text map / washing line **Heading** **Introduction** Opening factual statement **Middle section(s)** Simple factual sentences around a theme Bullet points for	**Introduce:** **Fiction** **Secure use of planning tools**: Story map / story mountain / story grids/ 'Boxingup' grid (Refer to Story Types grids) **Plan opening around** character(s), setting, time of day and type of weather **Understanding 5 parts to a story with more complex vocabulary** **Opening** e.g. In a land far away…. One cold but bright morning….. **Build-up** e.g. Later that day **Problem / Dilemma** e.g. To his amazement **Resolution** e.g. As soon as **Ending** e.g. Luckily, Fortunately, **Ending** should be a section rather than	**Introduce:** **Fiction** **Secure use of planning tools:** Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids) **Plan opening around** character(s), setting, time of day and type of weather **Paragraphs** to organise ideas into each story part **Extended vocabulary** to introduce 5 story parts: **Introduction** –should include detailed description of setting or characters **Build-up** –build in some suspense towards the problem or dilemma **Problem / Dilemma** –include detail of actions / dialogue **Resolution** - should link with the problem	**Introduce:** **Secure use of planning tools:** e.g. story map /story mountain /story grids/'Boxing-up' grids (Refer to Story Types grids) **Plan opening using:** Description /action **Paragraphs:** to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma **Developed 5 parts to story** **Introduction** **Build-up** **Problem / Dilemma** **Resolution Ending** Clear distinction between resolution and ending. Ending should include reflection on events or the characters.	**Introduce: Secure independent use of planning tools** Story mountain/ grids/flow diagrams (**Refer to Story Types grid**s) **Plan opening using**: Description /action/dialogue **Paragraphs**: Vary connectives within paragraphs to build cohesion into a paragraph. Use change of place, time and action to link ideas across paragraphs. **Use 5 part story structure** Writing could start at any of the 5 points. This may include flashbacks **Introduction** –should include action / description -character or setting / dialogue **Build-up** –develop suspense techniques **Problem / Dilemma** –may be more than one problem to be	**Secure independent planning across story types using 5 part story structure.** Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan **Paragraphs** -Secure use of linking ideas within and across paragraphs Secure development of characterisation **Non-fiction:** **Secure** planning across nonfiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader –comments, questions, observations,

	Captions Lists Diagrams Message	instructions Labelled diagrams **Ending** Concluding sentence	one final sentence e.g. suggest how the main character is feeling in the final situation. **Non-Fiction** **Introduce:** **Secure use of planning tools**: Text map / washing line / 'Boxing –up' grid **Introduction:** Heading Hook to engage reader Factual statement / definition Opening question **Middle section(s)** Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams **Ending** Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of **present tense** versus **past tense** throughout texts Use of the **progressive** form of verbs in the **present and past tense** to mark actions in progress (e.g. she is drumming, he was shouting)	**Ending** – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. **Non-Fiction** **Introduce:** **Secure use of planning tools**: e.g. Text map, washing line, 'Boxing –up' grid, story grids **Paragraphs** to organise ideas around a theme **Introduction** Develop hook to introduce and tempt reader in e.g. Who….? What….? Where….? Why….? When….? How….? **Middle Section(s)** Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram **Develop Ending** Personal response Extra information /reminders e.g. Information boxes/ Five Amazing Facts Wow comment **Use of the perfect form of verbs to mark relationships of time and cause** e.g. I have written it down so I can check what it said. **Use of present perfect instead of simple past.** He has left his hat behind, as opposed to He left his hat behind.	**Non-Fiction** **Secure use of planning tools:** Text map/ washing line/ 'Boxing –up' grid **Paragraphs** to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams **Introduction** **Middle section(s) Ending** Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader **Appropriate choice of pronoun or noun across sentences to aid cohesion**	resolved **Resolution** –clear links with dilemma **Ending** –character could reflect on events, any changes or lessons, look forward to the future, ask a question. **Non -Fiction** **Introduce**: **Independent planning** across all genres and application Secure use of a range of layouts suitable to text. **Structure:** Introduction / Middle / Ending **Secure use of paragraphs:** Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of adverbials, conjunctions and signposts. Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader	rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of **cohesive devices** : semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as on the other hand, in contrast, or as a consequence), and **elision** Layout devices, such as headings, sub -headings, columns, bullets, or tables, to structure text
Sentence Construction	**Introduce: Simple sentences**	**Introduce:** **Types of sentences:**	**Introduce:** **Types of sentences:**	**Introduce:**	**Introduce:** **Standard English for verb inflections instead**	**Introduce:** Relative clauses beginning with who, which, that,	**Secure use of simple / embellished simple sentences**

| Each year group to consolidate the previous year's learning | Simple Conjunctions: *and, who, until, but*

 Say a sentence, write and read it back to make it make sense.

 Compound sentence using connectives (coordinating conjunctions) *and / but* -'ly' openers *Luckily / Unfortunately,*

 'Run' - Repetition for rhythm: e.g. *He walked and he walked* **Repetition in description** e.g. *a lean cat, a mean cat* | Statements
 Questions
 Exclamations

 Simple Conjunctions: *and. or, but , so, because, so that., then, that , while, when, where* **Also as sentence openers:** *While… , When…, Where…* **-'ly' openers** *Fortunately, UnfortunatelyS adly,…* **Simple sentences** e.g. *I went to the park. The castle is haunted.* **Embellished simple sentences using adjectives** e.g. *The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.*

 Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. *The children played on the swings **and** slid down the slide. Spiders can be small **or** they can be large. Charlie hid **but** Sally found him. It was raining **so** they put on their coats.* **Complex sentences: Use of 'who' (relative clause)** e.g. | Statements
 Questions
 Exclamations
 Commands

 -'ly' starters e.g. *Usually, Eventually, Finally, Carefully, Slowly, …*

 Vary openers to sentences

 Embellished simple sentences using: adjectives e.g. *The boys peeped inside the dark cave.* **adverbs** e.g. *Tom ran quickly down the hill.*

 Secure use of 2 clause sentences (Coordination) using connectives: *and/ or / but / so* (coordinating conjunctions)

 Multi-clause sentences (Subordination) using: subordinating conjunctions: *what/while/when/where/ because/ then/so that/ if/to/until* e.g. ***While** the animals were munching breakfast, two visitors arrived* | **Vary long and short sentences:** **Long sentences** to add description or information. **Short sentences** for emphasis and making key points e.g. *Sam was really unhappy. Visit the farm now.*

 Embellished simple sentences: **Adverb starters to add detail** e.g. *Carefully, she crawled along the floor of the cave….* *Amazingly, small insects can….* **Adverbial phrases** used as a 'where', 'when' or 'how' starter **(fronted adverbials)** *A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me.* ***Prepositional phrases to place the action:*** *on the mat; behind the tree, in the air*

 Compound sentences (Coordination) using conjunctions: *and/ or / but / so / for /nor / yet* (coordinating conjunctions)

 Develop complex sentences | of local spoken forms

 Long and short sentences: **Long sentences** to enhance description or information

 Short sentences to move events on quickly e.g. *It was midnight. It's great fun.*

 Start with a simile e.g. *As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.*

 Secure use of simple / embellished simple sentences **Secure use of compound sentences (Coordination)** using coordinating conjunction *and / or / but / so / for / nor / yet* (coordinating conjunctions)

 Develop complex sentences: (Subordination) **Main and subordinate clauses** with a range of subordinating conjunctions.
 -'ed' clauses as starters | where, when, whose or an omitted relative pronoun.

 Secure use of simple / embellished simple sentences

 Secure use of compound sentences

 Develop complex sentences: (Subordination)

 Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)

 Expanded –ed clauses as starters e.g. *Encouraged by the brightweather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.*

 Elaboration of starters using adverbial phrases e.g. *Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.*

 Drop in –'ed' clause e.g. *Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.*

 Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect | Secure use of compound sentences
 Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidently dropped the glass. Passive: The glass was accidently dropped by Tom. Active: The class heated the water. Passive: The water was heated.

 Developed use of rhetorical questions for persuasion

 Expanded noun phrases to convey complicated information concisely *(e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)* 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 the subjunctive in some very formal writing and speech) as in *If I were you.* |

					e.g. *Frightened, Tom ran straight home to avoid being caught.* *Exhausted, the Roman soldier collapsed at his post.*	Moving sentence chunks (how, when, where) around for different effects e.g. *The siren echoed loudly ….through the lonely streets ….at midnight*	
		Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream. **'Run' - Repetition for rhythm** e.g. *He walked and he walked and he walked.* **Repetition for description** e.g. *a lean cat, a mean cat a green dragon, a fiery dragon*	*During the Autumn, when the weather is cold, the leaves fall off the trees.* **Use long and short sentences:** Long sentences to add description or information. Use short sentences for emphasis. **Expanded noun phrases** e.g. *lots of people, plenty of food* **List of 3 for description** e.g. *He wore old shoes, a dark cloak and a red hat.* *African elephants have long trunks, curly tusks and large ears.*	**(Subordination)** with range of subordinating conjunctions -'ing' clauses as starters e.g. *Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.* **Sentence of 3 for description e.g.** *The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.* **Pattern of 3 for persuasion e.g.** *Visit, Swim, Enjoy!* Topic sentences to introduce nonfiction paragraphs e.g. *Dragons are found across the world.* Dialogue –powerful speech verb e.g. *"Hello," she whispered.*	**Expanded -'ing' clauses as starters** e.g. *Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.* Drop in –'ing' clause e.g. *Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.* **Sentence of 3 for action** e.g. *Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.* Repetition to persuade e.g. *Find us to find the fun* Dialogue - verb + adverb - *"Hello," she whispered, shyly.* Appropriate choice pronoun or noun within a sentence to avoid ambiguity and repetition	Use of rhetorical questions Stage directions in speech (speech + verb + action) e.g. *"Stop!" he shouted, picking up the stick and running after the thief.* Indicating degrees of possibility using modal verbs *(e.g. might, should, will, must)* or adverbs *(perhaps, surely)*	
Word Structure /Language **Each year group to consolidate the previous year's learning**	**Introduce:** **Determiners** *the / a, my, your, an, this, that, his, her, their, some, all* **Prepositions:** *up, down, in, into, out to, onto* **Adjectives**	**Introduce:** **Prepositions:** *inside, outside, towards across, under,* **Determiners:** *the a my your an this that his her their some all lots of many more those these*	**Introduce** **Prepositions:** behind above along before between after **Alliteration** e.g. wicked witch slimy slugs **Similes using…like**… e.g. … like sizzling sausages …hot like a fire	Introduce: Prepositions Next to by the side of In front of during through throughout because of Powerful verbs	Introduce: Prepositions at underneath since towards beneath beyond Conditionals - could, should, would Comparative and	Introduce: Metaphor Personification Onomatopoeia Empty words e.g. someone, somewhere was out to get him Developed use of	Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate

e.g. *old, little, big, small, quiet* **Adverbs** e.g. *luckily, unfortunately, suddenly, slowly*	**Adjectives to describe** e.g. *The old house… The huge elephant…* **Alliteration** e.g. *dangerous dragon slimy snake* **Similes using as**….as… e.g. *as tall as a house as red as a radish* **Precise, clear language to give information** e.g. *First, switch on the red button. Next, wait for the green light to flash...* Regular **plural noun suffixes** –s or –es (e.g. dog, dogs; wish, wishes) **Suffixes** that can be added to **verbs** (e.g. helping, helped, helper) How the **prefix** un– changes the meaning of **verbs** and **adjectives** (negation, e.g. unkind, or undoing, e.g. untie the boat)	**Two adjectives to describe the noun** e.g. *The scary, old woman… Squirrels have long, bushy tails.* **Adverbs for description** e.g. *Snow fell gently and covered the cottage in the wood.* **Adverbs for information** e.g. *Lift the pot carefully onto the tray. The river quickly flooded the town.* **Generalisers for information,** e.g. *Most dogs…. Some cats….* Formation of **nouns** using **suffixes** such as –ness, –er Formation of adjectives using **suffixes** such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.) Use of the **suffixes** –er and –est to form comparisons of **adjectives** and **adverbs**	e.g. stare, tremble, slither Boastful Language e.g. magnificent, unbelievable, exciting! More specific / technical vocabulary to add detail e.g. *A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof.* Nouns formed from prefixes e.g. auto… super…anti… Word Families based on common words e.g. *teacher –teach, beauty – beautiful* Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box	superlative adjectives e.g. *small..smaller..smallest good…better…best* Proper noun refers to a particular person or thing e.g. Monday, Jessica, October, England The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	technical language Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–)	for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) How words are related as synonyms and antonyms e.g. big/ large / little
Transcription	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 words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
Handwriting	Develop their fine motor skills so that they can use a range of tools competently,safely and confidently (PD)	Sit correctly at a table, holding a pencil comfortably and correctly	form lower-case letters of the correct size relative to one another	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one	choose which shape of a letter to use when given choices and deciding whether or not to join specific letters	choose which shape of a letter to use when given choices and deciding whether or not to join specific letters

	Develop the foundations of a handwriting style which is fast, accurate and efficient (PD) Form lower-case and capital letters correctly. (LIT) Know how to write the taught letters (LIT)	begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters understand which letters belong to which handwriting 'families' and to practise these produce recognisable letters and words to convey meaning another person can read writing with some mediation	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.	another, are best left unjoined increase the legibility, consistency and quality of their handwriting	another, are best left unjoined increase the legibility, consistency and quality of their handwriting	choose the writing implement that is best suited for a task	choose the writing implement that is best suited for a task
Contexts for Writing	Child initiated writing (in role, and for purpose) write narratives about personal experiences and those of others (real and fictional) write about real events write for different purposes	write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes	write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Composition Editing Writing **Each year group to consolidate the previous year's learning**	To check written work by reading and make changes where necessary.(LIT)	re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils	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 proofread to check for errors in spelling,	assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns proofread for spelling and punctuation errors	assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns proofread for spelling and punctuation errors	assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing	assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing

			grammar and punctuation			ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors	ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
Performing Writing	Think of, say and write a simple sentence, sometimes using a capital letter and full stop.	read their writing aloud clearly enough to be heard by their	read aloud what they have written with appropriate intonation to make the meaning clear	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Punctuation **Each year group to consolidate the previous year's learning**	**Introduce:** finger spaces full stops capital letter	**Introduce:** question mark exclamation mark Capital letter for: names of people and places days of the week personal pronoun 'I'	Develop understanding by learning how to use familiar and new punctuation correctly: Full stops, capital letters, question marks, exclamation marks Commas to separate in a list and after a -ly opener e.g. *Slowly, …* Apostrophes for contracted form and for possession	Use of commas after fronted adverbials e.g. *Later that day, I heard bad news.* Indicate possession by using the possessive apostrophe with singular and plural nouns Punctuate direct speech using speech marks (including punctuation within and surrounding inverted commas)	Commas to mark clauses and after fronted adverbials Apostrophes to mark singular and plural possession (for example, the girl's name, the boys' boots) Full punctuation for direct speech. Each new speaker on a new line. Comma between direct speech and reporting clause e.g. *"It's late," gasped Cinderella!*	Use commas to clarify meaning or avoid ambiguity in writing Brackets, dashes or commas to indicate parenthesis Rhetorical questions	Use hyphens to avoid ambiguity e.g. *man eating shark* versus *man-eating shark* or *recover* versus *re-cover.* Use semicolons, colons or dashes to mark boundaries between independent clauses e.g. *It's raining; I'm fed up.)* Use of colon to introduce a list Use of semicolons within lists Punctuating of bullet points to list information
Grammatical Terminology **Each year group to consolidate the previous year's learning**	**Introduce:** letter capital letter word sentence full stop finger space simile	**Introduce:** punctuation question mark exclamation mark speech bubble bullet points singular/plural adjective verbs signpost words	**Introduce:** apostrophe (contraction and singular possession) commas in lists of adjectives speech marks suffix adverb	**Introduce:** Word family Conjunction Coordinating conjunction Subordinating conjunction Clause Subordinate clause	**Introduce:** determiner/generaliser relative pronoun synonyms alliteration pronoun possessive pronoun adverbial fronted adverbial	**Introduce:** parenthesis brackets dashes for parenthesis relative clause relative pronoun modal verb cohesion ambiguity metaphor	**Introduce:** indirect speech colon semicolon hyphen ellipsis subjunctive active and passive voice subject and object

		conjunction alliteration simile - as	statement, question, exclamation and command Imperative (bossy) verbs tenses - past, present and future progressive tense noun phrases (using adjective and noun) generalisters subordinating conjunctions	Adverb Preposition Direct speech Inverted commas Prefix Consonant/Vowel Determiner Synonyms Relative clause Relative pronoun Imperative Colon for instructions	apostrophe (plural possession)	personification onomatopoeia rhetorical question	