

MIDDLETON PARISH CHURCH SCHOOL

Progression Map: English – purpose for writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
o inform:	Autumn 2	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
	The Nativity	Aesop's Fables	The Boy with The	Survivor Escape	Explorer	The diary of a young
	Jolly Christmas Postman	Leaflet linked to fables	Bronze Axe		Non-chronological	girl
	Letter	and characters	Non-chronological	from Pompei by Jim	report	Newspaper Article
	Retell of the Nativity		report	Eldridge	repon	Diary entry
	Refer of the Runny	Spring 1	report	Non-chronological		Diary entry
	Spring 1	Inside the Villians		report	Spring 1	Autumn 2
	Spring 1		Autumn 2	report	Spring 1	Autumn 2
	Recipe texts	Instructions	The Egyptian		Buzz Aldrin reaching	People of sparks
	Instructions		Cinderella	Spring 2	for the stars	Letter
		Autumn 2	Pharaoh's	David Attenborough	Autobiography	
	Spring 2	The Invisible Boy	Fate:Solve the	clips		Summer 1
	Easter story	Recount		-		
	Katie in London		Ancient Egyptian	Chronological report	Spring 1	Skellig
	Recount of The Easter	Spring 2	Mystery		Buzz Aldrin reaching	Non-chronological
	Story	Toby and the Great Fire	Speech to inform		for the stars	report
	Diary entry	of London		Summer 1	Chronological	
		Non-Chronolgical	Spring 2	The Secret Diary of	report	Summer 2
	Transcription:	report	Amazing Tales of	John Drawbridge	report	David Attenborough
	NC: sit correctly at a table,	report	The World's	Newspaper	Service 1	texts
	holding a pencil comfortably		Greatest	Explanation	Spring 1	Non chronological
	and correctly	Summer 1	Adventurers &		Buzz Aldrin reaching	report
		Christopher Columbus	Alastair		for the stars	ispen
	NC: begin to form lower-case	Biography	Humphreys' Great	Transcription:	Diary Entry	Transcription:
	letters in the correct direction, starting and finishing in the right			NC: use the diagonal and		NC: write legibly, fluently
	place	Transcription:	Adventures & My	horizontal strokes that are	Spring 2	and with increasing speed
	pideo	NC: form lower-case letters of	Village Rhymes	needed to join letters and	Diary of an Edo	by:
	NC: form capital letters	the correct size relative to one another	from around the	understand which letters,	Princess/Scavengers	
		one dhoinei	World	when adjacent to one	An advert for West	NC: choose which shape of
	NC: understand which letters	NC: start using some of the	Autobiography	another, are best left unjoined	Africa	a letter to use when given
	belong to which handwriting	diagonal and horizontal	Chronological	Unjoined	Allica	choices and deciding whether or not to join
	'families' (i.e. letters that are formed in similar ways) and to	strokes needed to join letters	report	NC: increase the legibility,	Summer 1	specific letters
	practise these.	and understand which letters,		consistency and quality of	Summer 1	
		when adjacent to one		their handwriting [for	Palm oil advert	NC: choose the writing
	Composition:	another, are best left	Summer 1	example, by ensuring that	there's an	implement that is best
	NC: planning or saying out loud	unjoined	Newspaper report	the down strokes of letters	orangutang in my	suited for a task.
	what they are going to write	NC: write capital letters and	Explanation text	are parallel and equidistant; that lines of	bedroom.	
	about	digits of the correct size,	????????	writing are spaced	The Vanishing	NC: use further prefixes and suffixes and understand the
	NC: writing down ideas and/or	orientation and relationship to		sufficiently so that the	Rainforest by	guidance for adding them
	key words, including new	one another and to lower	Summer 2	ascenders and	Richard Platt	goldance for adding men
	vocabulary	case letters	The Explorer	descenders of letters do	Non-fiction:	NC: spell some words with
		NC: use spacing between	Advert	not touch].	Newspaper	'silent' letters [for example
	NC: composing a sentence	words that reflects the size of	Adven		(Explanation text)	knight, psalm, solemn]
	orally before writing it	the letters.		NC: use further prefixes	(Explanation lext)	
			Transcription:	and suffixes and understand how to add	Transcription:	NC: continue to distinguish between homophones an
	NC: encapsulating what they	NC: segment spoken words	NC: use the diagonal	them (English Appendix 1)	NC: write legibly, fluently	other words which are offe
	want to say, sentence by	into phonemes and	and horizontal strokes		and with increasing	confused
	sentence	representing these by	that are needed to join	NC: spell further	speed by:	
		graphemes, spelling many	letters and understand which letters, when	homophones		NC:use knowledge of
	NC: re-reading what they have written to check that it makes	correctly	adjacent to one		NC: choose which shape of a letter to use when	morphology and etymolog
	sense	NC: learn new ways of	another, are best left	NC: spell words that are	given choices and	in spelling and understand
		spelling phonemes for which	unjoined	often misspelt (English Appendix 1)	deciding whether or not	that the spelling of some words needs to be learnt
	NC: discuss what they have	one or more spellings are			to join specific letters	specifically, as listed in
	written with the teacher or	already known, and learn	NC: increase the	NC: place the possessive		English Appendix 1
	other pupils	some words with each	legibility, consistency	apostrophe accurately in	NC: choose the writing	
		spelling, including a few	and quality of their	words with regular plurals	implement that is best	NC: use dictionaries to
	NC: read their writing aloud,	common homophones	handwriting [for example, by ensuring	[for example, girls', boys']	suited for a task	check the spelling and
	clearly enough to be heard by		that the down strokes of	and in words with irregular		meaning of words
	their peers and the teacher		letters are parallel and	1	1	

exception wordswhile are spaced afficiantly out of afficiantly out of the seconds of seconds of the seconds of seconds of the second			and some of the second se		
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NC: learning processions indicational processions indications processions repairing the indications repairing the indica	exception words		children's]		
with contracted formdescrades of feats of not supporthttps://withingtopublic contropuelingtopublic participuelingtopublic contropuelingtopublic participueli				0	
InclusionInductionInductionInclusion	NC: learn to spell more words			for adding them	these in a dictionary
MC: team me proteomics (model) AC: team me proteomics (model) MC: team me proteomics (model)	with contracted forms	descenders of letters do	three letters of a word to		
approximationConstruction<		not touch].	check its spelling in a	NC: spell some words with	NC use a thesaurus.
approximationConstruction<	NC: learn the possessive		dictionary	'silent' letters [for	
example, the qift book] Richers, the biseder homosphenes not near- homosphenes not near- homosphenes not near- homosphenes not near- homosphenes not near- homosphenes, the lease- rear-mes, -tul-lease-ty Richers, -tul-lease Richers, -tul-lease-ty Richers, -tul-lease Richers, -		NC: use further prefixes			
No.: distinguish between homoshonor understand how load imple sentences, Appendix 1 ample sentences, homoshonor distinguish between homoshonor No.: distinguish betw	example, the airl's book]		NC: write from memory		Composition:
N.C. distinguish between noncephores or model noncephores Appendix 1 dictast by the beacher, build suffers i opeint outcleants build in build works on build suffers i opeint outcleants build build works on build suffers i opeint outcleants build					
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NC: pel further NC: pel words, including- medi-read, including- mediang of some address including including		Appendix 1)			
NC: add suffice to spall grant - mest, -lu, -lest, -lu, -lu, -lu, -lu, -lu, -lu, -lu, -lu	nomophones		punctuation laught so lar.		
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 NC: protecting or straining or	Composition:	Appendix 1)	are planning to write in	understand that the	reading and research
NC: planning or soying out; with a back possissive possisophe possissive possisophe memory catalogies possissive possisophe possisophe memory catalogies possissive possisophe memory catalogies NC: in withing namalines; considering how outhout repulse just billing and in wata with repulse settences, dictionary NC: in wata pulse repulse and in wata pulse and and wata and and and and and and and wata and and and and and and and and wata and and and wata and and and and and and and and and an	••••••		order to understand and	spelling of some words	where necessary
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NC: encapsulating what hey want to say, sentence by sentence NC: withing about real versits NC: withing about real versits within the teacher and other within the teacher and other within the teacher about real versits NC: discussing withing similar to that which there centionus form and ubcheading about teal versits watched by the construction for errors in sole sharences punctured aloud what they have within with appropriate information to make the meaning clear NC: with the true or and ubcheading about teal versits watched by the construction and ubcheading about teal versits watched by the construction and ubcheading about teal versits watched about watched watched versits watched about watched ve					seen penonneu
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To entertain:	Autumn 1 Traditional Tales (Three Little Pigs, Three Billy Goats Gruff, Goldilocks and the Three Bears) Writing captions and sentences Poster Transcription: NC: sit correctly at a table, holding a pencil comfortably and correctly NC: begin to form lower-case letters in the correct direction, starting and finishing in the right place NC: form capital letters	Autumn 1 Aesop's Fables A Retell of a fable Autumn 2 The Invisible Boy Narratives which raise an issue Spring 1 Inside the Villians Alternative traditional stories Summer 2 Planting the trees of Kenya	Autumn 1 The Boy with The Bronze Axe Stories from Other Cultures: short suspense story Autumn 2 The Egyptian Cinderella Pharaoh's Fate:Solve the Ancient Egyptian Mystery Narrative Poem	Autumn 1 Survivor Escape from Pompei by Jim Eldridge Stories from Other Cultures: short suspense story Autumn 2 Firework Night by Enid Blyton Poem Spring 1 Toro Toro Stories with issues and dilemmas Summer 2	Autumn 1 Explorer Short Adventure Story Autumn 2 The Fallen/ Charge of the Light Brigade Narrative Poem Spring 2 Diary of a Edo Princess/Scavengers Stories from Other Cultures: short suspense story	Autumn 2 Twas the night before Christmas Narrative Poem Spring 1 The Highway Man Character description Spring 1 The Highway Man Narrative recount Spring 1 The Highway Man Diary

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Current Deckname Cose letters International example, knight, psolm, balance Becample knight, psolm, bancoplone Becample knight, psolm, balance				homophones		
Summer 1 The Lighthouse Keepers Lunch NC: use spacing between words sint retetects the istext the letters. equidistant: that insol willing on spaced sufficiently so that the ascenders on d descenders on descenders plurals (for example, children's) NC: use knowledge of morphology and etymology named significant descenders on descenders plurals (for example, children's) NC: use knowledge of morphology and etymology named significant descenders on d descenders on descenders plurals (for example, children's) NC: use knowledge of morphology (in gelling on descenders on descenders) plurals (for example, children's) NC: use knowledge of morphology (in gelling on descenders on descenders) plurals (for example, difficant) NC: use knowledge of morphology (in descenders) plurals (for example, difficant) NC: use knowledge of morphology (in descenders) NC: use knowledge of morphology (in descenders) NC: use knowledge descenders on words deston any plurals (for example, figlig and (figlig and in words wit	Character Description			NC: spell words that are	· • ·	
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	vocabulary					
	-				integrating dialogue to	

sentence NC: composing a sentence orally before writing it NC: re-reading what they have written to check that it makes sense NC: discuss what they have written with the teacher or other pupils NC: read their writing aloud, clearly enough to be heard by their peers and the teacher	byNC: writing down ideas and/or key words, including new vocabularynceNC: encapsulating what they want to say, sentence by sentenceey have makesNC: writing for different purposesnave r orNC: writing narratives about personal experiences and those of others (real and fictional)aloud, eard byNC: writing poetry	Composition: NC: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammarNC: discussing and recording ideasNC: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structuresNC: organising paragraphs around a themeNC: in narratives, creating settings, characters and plotNC: assessing the effectiveness of their own and others' writing and suggesting improvementsNC: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesNC: proofread for spelling and punctuation errorsNC: 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	NC: organising paragraphs around a theme NC: in narratives, creating settings, characters and plot NC: assessing the effectiveness of their own and others' writing and suggesting improvements NC: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences NC: proof read for spelling and punctuation errors NC: 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	convey character and advance the action NC: précising longer passages NC: using a wide range of devices to build cohesion within and across paragraphs NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] NC: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning NC: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action NC: précising longer passages NC: using a wide range of devices to build cohesion within and across paragraphs NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] NC: assessing the effectiveness of their own and others' writing NC: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning NC: ensuring the consistent and correct use of tense throughout a piece of writing NC ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speeling and writing and choosing the appropriate register NC proof read for spelling and writing and choosing the appropriate register	NC: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning NC: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action NC: précising longer passages NC: using a wide range of devices to build cohesion within and across paragraphs NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] NC: assessing the effectiveness of their own and others' writing NC: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. NC: ensuring the consistent and correct use of tense throughout a piece of writing NC: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register NC: proofread for spelling and punctuation errors NC: perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
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			NC perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	
To discuss:	Spring 1	Spring 1	Summer 1	Spring 2 Hamlet
	Magical Myths and Legends compiled	Toro Toro Balanced Argument:	Palm oil advert there's an	letter
	by Michael	recount	orangutang in my	
	Morpurgo	moral debate	bedroom.	Summer 1
	Mark The Cyclops:	Transcription:	The Vanishing	Skellig
	an ancient Greek	NC: use the diagonal and	Rainforest by	Moral debate
	mystery Balanced	horizontal strokes that are needed to join letters and	Richard Platt Non-fiction speech	Transcription:
	argument: recount	understand which letters,	Non-inclion speech	NC: write legibly, fluently
	Moral debate	when adjacent to one	Summer 2	and with increasing speed by:
	Transsainkiss	another, are best left unjoined	Coming to England	
	Transcription: NC: use the diagonal		Floella Benjamin	NC: choose which shape of a letter to use when given
	and horizontal strokes	NC: increase the legibility, consistency and quality of	Balanced	choices and deciding
	that are needed to join letters and understand	their handwriting [for	Argument: recount and moral	whether or not to join specific letters
	which letters, when	example, by ensuring that the down strokes of letters	debate	
	adjacent to one another, are best left	are parallel and		NC: choose the writing implement that is best
	unjoined	equidistant; that lines of writing are spaced	Transcription: NC: write legibly, fluently	suited for a task.
	NC: increase the	sufficiently so that the	and with increasing	
	legibility, consistency	ascenders and descenders of letters do	speed by:	NC: use further prefixes and suffixes and understand the
	and quality of their handwriting [for	not touch].	NC: choose which shape	guidance for adding them
	example, by ensuring	NC: use further prefixes	of a letter to use when given choices and	NC: spell some words with
	that the down strokes of letters are parallel and	and suffixes and	deciding whether or not	'silent' letters [for example,
	equidistant; that lines of	understand how to add them (English Appendix 1)	to join specific letters	knight, psalm, solemn]
	writing are spaced sufficiently so that the		NC: choose the writing	NC: continue to distinguish
	ascenders and	NC: spell further homophones	implement that is best suited for a task	between homophones and other words which are often
	descenders of letters do not touch].		solied for a fask	confused
		NC: spell words that are often misspelt (English	NC: use further prefixes and suffixes and	NC:use knowledge of
	NC: use further prefixes and suffixes and	Appendix 1)	understand the guidance	morphology and etymology
	understand how to add	NC: place the possessive	for adding them	in spelling and understand that the spelling of some
	them (English Appendix 1)	apostrophe accurately in	NC: spell some words with	words needs to be learnt
		words with regular plurals [for example, girls', boys']	'silent' letters [for example, knight, psalm,	specifically, as listed in English Appendix 1
	NC: spell further homophones	and in words with irregular	solemn]	
		plurals [for example, children's]	NC: continue to distinguish between	NC: use dictionaries to check the spelling and
	NC: spell words that are often misspelt (English	-	homophones and other	meaning of words
	Appendix 1)	NC: use the first two or three letters of a word to	words which are often confused	NC: use the first three or four
	NC: place the	check its spelling in a		letters of a word to check
	possessive apostrophe	dictionary	NC: use knowledge of morphology and	spelling, meaning or both of these in a dictionary
	accurately in words with regular plurals [for	NC: write from memory	etymology in spelling and	
	example, girls', boys']	simple sentences, dictated by the teacher,	understand that the spelling of some words	NC use a thesaurus.
	and in words with irregular plurals [for	that include words and	needs to be learnt	Composition:
	example, children's]	punctuation taught so far.	specifically, as listed in English Appendix 1	NC: identifying the audience for and purpose
	NC: use the first two or		NC: use dictionaries to	of the writing, selecting the appropriate form and using
	three letters of a word to check its spelling in a	Composition:	check the spelling and	other similar writing as
	dictionary	NC: discussing writing similar to that which they	meaning of words	models for their own
	NC: write from memory	are planning to write in	NC: use the first three or	NC:noting and developing
	simple sentences,	order to understand and learn from its structure,	four letters of a word to	initial ideas, drawing on reading and research
	dictated by the	vocabulary and grammar	check spelling, meaning	where necessary

	[]				
		teacher, that include		or both of these in a	
		words and punctuation taught so far.	NC: discussing and recording ideas	dictionary	NC: in writing narratives, considering how authors
			recording ideas	NC:use a thesaurus	have developed characters
		Composition	NC: composing and		and settings in what pupils
		Composition: NC: discussing writing	rehearsing sentences		have read, listened to or
		similar to that which	orally (including	Commonition	seen performed
		they are planning to	dialogue), progressively	Composition: NC: selecting	
		write in order to	building a varied and rich	appropriate grammar	NC: selecting appropriate
		understand and learn	vocabulary and an	and vocabulary,	grammar and vocabulary,
		from its structure,	increasing range of	understanding how such	understanding how such
		vocabulary and	sentence structures	choices can change and	choices can change and
		grammar	NC: organising	enhance meaning	enhance meaning
		NC: discussing and	paragraphs around a		NC: in narratives, describing
		NC: discussing and recording ideas	theme	NC: in narratives,	settings, characters and
		recording ideas		describing settings,	atmosphere and integrating
		NC: composing and	NC: in narratives, creating	characters and atmosphere and	dialogue to convey
		rehearsing sentences	settings, characters and	integrating dialogue to	character and advance
		orally (including	plot	convey character and	the action
		dialogue), progressively	NC: assessing the	advance the action	
		building a varied and	effectiveness of their own		NC: précising longer
		rich vocabulary and an	and others' writing and	NC: précising longer	passages
		increasing range of	suggesting improvements	passages	NC: using a wide range of
		sentence structures			devices to build cohesion
		NC: organising	NC: proposing changes to	NC: using a wide range	within and across
		NC: organising paragraphs around a	grammar and vocabulary	of devices to build cohesion within and	paragraphs
		theme	to improve consistency,	across paragraphs	
			including the accurate		NC: using further
		NC: assessing the	use of pronouns in	NC: using further	organisational and
		effectiveness of their	sentences	organisational and	presentational devices to structure text and to guide
		own and others' writing	NC: proof read for spelling	presentational devices to	the reader [for example,
		and suggesting	and punctuation errors	structure text and to	headings, bullet points,
		improvements		guide the reader [for	underlining]
			NC: read their own writing	example, headings,	
		NC: proposing changes to grammar and	aloud to a group or the	bullet points, underlining]	NC: assessing the
		vocabulary to improve	whole class, using	NC: selecting	effectiveness of their own
		consistency, including	appropriate intonation	appropriate grammar	and others' writing
		the accurate use of	and controlling the tone	and vocabulary,	
		pronouns in sentences	and volume so that the meaning is clear	understanding how such	NC: proposing changes to vocabulary, grammar and
			meaning is clear	choices can change and	punctuation to enhance
		NC: proofread for		enhance meaning	effects and clarify meaning
		spelling and			
		punctuation errors		NC: in narratives,	NC: ensuring the consistent
		NC: read their own		describing settings, characters and	and correct use of tense
		writing aloud to a group		atmosphere and	throughout a piece of
		or the whole class, using		integrating dialogue to	writing
		appropriate intonation		convey character and	NC: ensuring correct
		and controlling the tone		advance the action	subject and verb
		and volume so that the			agreement when using
		meaning is clear		NC: précising longer	singular and plural,
				passages	distinguishing between the
				NC: using a wide range	language of speech and
				of devices to build	writing and choosing the
				cohesion within and	appropriate register
				across paragraphs	NC: proofread for spelling
					and punctuation errors
				NC: using further	
				organisational and	NC: perform their own
				presentational devices to	compositions, using
				structure text and to guide the reader [for	appropriate intonation,
				example, headings,	volume, and movement so
				bullet points, underlining]	that meaning is clear
				NC: assessing the	
				effectiveness of their own	
				and others' writing	
				J	
				NC: proposing changes	
				to vocabulary, grammar	
				and punctuation to	

			enhance effects and clarify meaning NC: ensuring the consistent and correct use of tense throughout a piece of writing NC ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register NC proof read for spelling and punctuation errors NC perform their own compositions, using appropriate intonation,	
To persuade:	Autumn 2 The Egyptian Cinderella Pharaoh's Fate:Solve the Ancient Egyptian Mystery	Autumn 2 Rooftoppers Non Fiction Speech Autumn 2 Rooftoppers Persuasive letter	so that meaning is clear Summer 1 Palm oil advert there's an orangutang in my bedroom. The Vanishing Rainforest by	Autumn 1 The diary of a young girl Speech
	Persuasive letter Transcription:	The Secret Diary of John Drawbridge Advert	Richard Platt Persuasive letter Transcription: NC: write legibly, fluently and with increasing	Autumn 2 People of sparks Advert Summer 2
	NC: use the diagona and horizontal stroke that are needed to j letters and understar which letters, when adjacent to one another, are best lef unjoined	t Transcription: NC: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left	speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters	David Attenborough texts Pursuasive text/ speech Transcription: NC: write legibly, fluently
	NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down stroke letters are parallel ar equidistant; that line	s of d are parallel and	NC: choose the writing implement that is best suited for a task NC: use further prefixes and suffixes and understand the guidance for adding them	and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
	writing are spaced sufficiently so that the ascenders and descenders of letters not touch].	e writing are spaced sufficiently so that the	NC: spell some words with 'silent' letters [for example, knight, psalm, solemn] NC: continue to	NC: choose the writing implement that is best suited for a task. NC: use further prefixes and
	NC: use further prefix and suffixes and understand how to a them (English	and suffixes and	distinguish between homophones and other words which are often confused	suffixes and understand the guidance for adding them NC: spell some words with 'silent' letters [for example,
	Appendix 1) NC: spell further homophones NC: spell words that often misspelt (Englis Appendix 1)	NC: spell further homophones NC: spell words that are often misspelt (English	NC: 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	knight, psalm, solemn] NC: continue to distinguish between homophones and other words which are often confused

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NC: place the	NC: place the possessive		NC:use knowledge of
possessive apostrophe	apostrophe accurately in	NC: use dictionaries to	morphology and etymology
accurately in words with	words with regular plurals	check the spelling and	in spelling and understand
regular plurals [for	[for example, girls', boys']	meaning of words	that the spelling of some
example, girls', boys']	and in words with irregular		words needs to be learnt
and in words with	plurals [for example,	NC: use the first three or	specifically, as listed in
irregular plurals [for	children's]	four letters of a word to	English Appendix 1
example, children's]	1	check spelling, meaning	
example, emilaren sj	NC use the first two or		
	NC: use the first two or	or both of these in a	NC: use dictionaries to
NC: use the first two or	three letters of a word to	dictionary	check the spelling and
three letters of a word to	check its spelling in a		meaning of words
check its spelling in a	dictionary	NC:use a thesaurus	-
dictionary	alononaly		NC: use the first three or fou
alchonary			
	NC: write from memory		letters of a word to check
NC: write from memory	simple sentences,	Composition:	spelling, meaning or both o
simple sentences,	dictated by the teacher,	NC: selecting	these in a dictionary
dictated by the	that include words and	appropriate grammar	
teacher, that include	punctuation taught so far.	and vocabulary,	NC use a thesaurus.
	porteroalion raogin so rar.		
words and punctuation		understanding how such	
taught so far.		choices can change and	
	Composition:	enhance meaning	Compositions
Composition:	NC: discussing writing	<u> </u>	Composition:
	similar to that which they	NC: in narratives,	NC: identifying the
NC: discussing writing			audience for and purpose
similar to that which	are planning to write in	describing settings,	of the writing, selecting the
they are planning to	order to understand and	characters and	appropriate form and using
write in order to	learn from its structure,	atmosphere and	
understand and learn	vocabulary and grammar	integrating dialogue to	other similar writing as
		convey character and	models for their own
from its structure,	NC, discussioner are -1		
vocabulary and	NC: discussing and	advance the action	NC:noting and developing
grammar	recording ideas		initial ideas, drawing on
		NC: précising longer	
NC: discussion and	NC: composing and	passages	reading and research
NC: discussing and	rehearsing sentences		where necessary
recording ideas		NC: using a wide recard	
	orally (including	NC: using a wide range	NC: in writing narratives,
NC: composing and	dialogue), progressively	of devices to build	considering how authors
	building a varied and rich	cohesion within and	
rehearsing sentences	vocabulary and an	across paragraphs	have developed character
orally (including	increasing range of		and settings in what pupils
dialogue), progressively			have read, listened to or
building a varied and	sentence structures	NC: using further	seen performed
rich vocabulary and an		organisational and	
	NC: organising	presentational devices to	
increasing range of	paragraphs around a	structure text and to	NC: selecting appropriate
sentence structures			grammar and vocabulary,
	theme	guide the reader [for	understanding how such
NC: organising		example, headings,	choices can change and
	NC: in narratives, creating	bullet points, underlining]	
paragraphs around a	settings, characters and	51	enhance meaning
theme	plot	NC: selecting	
	plot		NC: in narratives, describing
NC: assessing the		appropriate grammar	settings, characters and
effectiveness of their	NC: in non-narrative	and vocabulary,	atmosphere and integratin
	material, using simple	understanding how such	
own and others' writing	organisational devices	choices can change and	dialogue to convey
and suggesting	[for example, headings	enhance meaning	character and advance
improvements			the action
	and sub-headings]		
NC: proposing changes		NC: in narratives,	NC: précising longer
		describing settings,	
to grammar and		characters and	passages
vocabulary to improve		atmosphere and	
consistency, including			NC: using a wide range of
the accurate use of		integrating dialogue to	devices to build cohesion
pronouns in sentences		convey character and	within and across
pronoons in semences		advance the action	
			paragraphs
		NC: précising longer	
NC: proofread for			
NC: proofread for spelling and			NC: using further
spelling and		passages	
		passages	organisational and
spelling and punctuation errors			organisational and presentational devices to
spelling and punctuation errors NC: read their own		passages	organisational and presentational devices to structure text and to guide
spelling and punctuation errors NC: read their own writing aloud to a group		passages NC: using a wide range of devices to build	organisational and presentational devices to structure text and to guide the reader [for example,
spelling and punctuation errors NC: read their own		passages NC: using a wide range of devices to build cohesion within and	organisational and presentational devices to structure text and to guide
spelling and punctuation errors NC: read their own writing aloud to a group or the whole class, using		passages NC: using a wide range of devices to build	organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points,
spelling and punctuation errors NC: read their own writing aloud to a group or the whole class, using appropriate intonation		passages NC: using a wide range of devices to build cohesion within and across paragraphs	organisational and presentational devices to structure text and to guide the reader [for example,
spelling and punctuation errors NC: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone		passages NC: using a wide range of devices to build cohesion within and across paragraphs	organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
spelling and punctuation errors NC: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the		passages NC: using a wide range of devices to build cohesion within and across paragraphs NC: using further	organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] NC: assessing the
spelling and punctuation errors NC: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone		passages NC: using a wide range of devices to build cohesion within and across paragraphs NC: using further organisational and	organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
spelling and punctuation errors NC: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the		passages NC: using a wide range of devices to build cohesion within and across paragraphs NC: using further organisational and presentational devices to	organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] NC: assessing the effectiveness of their own
spelling and punctuation errors NC: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the		passages NC: using a wide range of devices to build cohesion within and across paragraphs NC: using further organisational and	organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] NC: assessing the
spelling and punctuation errors NC: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the		passages NC: using a wide range of devices to build cohesion within and across paragraphs NC: using further organisational and presentational devices to structure text and to	organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] NC: assessing the effectiveness of their own and others' writing
spelling and punctuation errors NC: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the		passages NC: using a wide range of devices to build cohesion within and across paragraphs NC: using further organisational and presentational devices to structure text and to guide the reader [for	organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] NC: assessing the effectiveness of their own and others' writing NC: proposing changes to
spelling and punctuation errors NC: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the		passages NC: using a wide range of devices to build cohesion within and across paragraphs NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings,	organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] NC: assessing the effectiveness of their own and others' writing
spelling and punctuation errors NC: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the		passages NC: using a wide range of devices to build cohesion within and across paragraphs NC: using further organisational and presentational devices to structure text and to guide the reader [for	organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] NC: assessing the effectiveness of their own and others' writing NC: proposing changes to vocabulary, grammar and
spelling and punctuation errors NC: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the		passages NC: using a wide range of devices to build cohesion within and across paragraphs NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings,	organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] NC: assessing the effectiveness of their own and others' writing NC: proposing changes to

	NC: assessing effectiveness and others' w NC: proposin to vocabular and punctuc enhance effe clarify meani NC: ensuring consistent an use of tense t piece of writi NC ensuring a subject and v agreement w singular and p distinguishing the language and writing a the appropria NC proof rea and punctuc NC perform t compositions appropriate i volume, and so that mean	of their own rritingNC: ensuring the consistent and correct use of tense throughout a piece of writingg changes y, grammar tion to acts and ngNC: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerthe d correct hroughout a ngNC: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registercorrect rerb hen using olural, between e of speech nd choosing the registerNC: proofread for spelling appropriate intonation, volume, and movement so that meaning is cleard for spelling tion errorsNC: perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
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