



## Progression in Writing



Early Years Foundation Stage: Writing Curriculum				
	Speaking	Composition	Vocabulary	Handwriting and Fine Motor Skills
<b>N</b>	<ul style="list-style-type: none"> <li>Start a conversation with an adult or friend and can continue it for many turns.</li> <li>Use longer sentences of four to six words.</li> <li>Link sentences with conjunctions.</li> <li>Is developing his/her communication, but may still make mistakes with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' He/she may have problems saying:- some sounds, r, j, th, ch and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> <li>Use talk to organise himself/herself and his/her play; 'let's go on a bus...you sit there...I'll be the driver.'</li> <li>Know many rhymes, is able to talk about familiar books, and can tell a long story</li> <li>Able to express a point of view and to debate when he/she disagrees with an adult or friend, using words as well as actions.</li> <li>Use a wider range of vocabulary.</li> <li>Sing a large repertoire of songs.</li> </ul>	<ul style="list-style-type: none"> <li>Write short sentences with words with known sound letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> <li>Write simple phrases and sentences that can be read by others. Spell words by identifying the sounds and represent the sound in writing.</li> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Use key features of narrative in their own writing (2012).</li> </ul>	Letter, Alphabet, Rhyme, Phoneme Grapheme, Digraph, Trigraph Sentence, Capital letter Finger spaces, Full Stop	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop the foundations of a handwriting style.</li> <li>Begin to form lower-case and capital letters correctly.</li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses, with modelling and support from their teacher.</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas.</li> <li>Retell the story both as an exact repetition or in their own words.</li> <li>Learn rhymes, poems and songs.</li> <li>Listen to and talk about selected non-fiction to develop new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Write short sentences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> <li>Write simple phrases and sentences that can be read by others.</li> <li>Spell words by identifying the sound and then writing the sound with letters.</li> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Use key features of narrative in their own writing (2012).</li> </ul>	Letter, Alphabet, Rhyme, Phoneme Grapheme, Digraph, Trigraph Sentence, Capital letter Finger spaces, Full Stop	<ul style="list-style-type: none"> <li>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop the foundations of a handwriting style which is accurate and efficient.</li> <li>Form lower-case and capital letters correctly.</li> </ul>
<b>ELG</b>				
<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>				

## Year 1 Writing Curriculum

Composition	Skills	Transcription
<p><b>Plan/explore</b></p> <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about.</li> <li>• Compose a sentence orally before writing it.</li> </ul> <p><b>Write/organise</b></p> <ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives.</li> </ul> <p><b>Improve</b></p> <ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Discuss what they have written with the teacher or other pupils and begin to make changes independently.</li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Read aloud their writing clearly enough to be heard by their peers and teacher.</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Join words and join clauses using <b>and</b>.</li> <li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of own writing.</li> <li>• Use capital letters for names of people, places, days of week and personal pronoun <b>'I'</b>.</li> </ul> <p><b>Vocabulary</b></p> <p>Letter, capital letter, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, vowel, consonant, plural</p>	<p><b>Spelling</b></p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck.          The /ŋ/ sound spelt n before k.          Division of words into syllables.          The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter.          The /v/ sound at the end of word having e after v.          Adding s and es to words (plural of nouns and the third person singular of verbs).          Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word.          Adding -er and -est to adjectives where no change is needed to the root word.          Vowel digraphs and trigraphs: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (meat/bread), er, ir, ur, oo (food/wood), oa, oe, ou, ow (brown/snow), ue, ew, ie (lie/chief), igh, or, ore, aw, au, air, ear (bear/dear), are.          Words ending -y (/i:/ or /ɪ/).          New consonant spellings ph and wh.          Using k for the /k/ sound.          Adding the prefix -un.          Compound words.          Common exception words.</p> <p><b>Handwriting and Presentation</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Form capital and lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Form digits 0-9 correctly.</li> </ul>

## Year 2 Writing Curriculum

Composition	Skills	Transcription
<p><b>Plan/explore</b></p> <ul style="list-style-type: none"> <li>Plan or say out loud what they are going to write about.</li> <li>Write down key ideas and/or key words including new vocabulary.</li> </ul> <p><b>Write/organise</b></p> <ul style="list-style-type: none"> <li>Write narratives about personal experiences and those of others (real and fictional)</li> <li>Write a poem linked to class learning.</li> <li>Write for different purposes.</li> </ul> <p><b>Improve</b></p> <ul style="list-style-type: none"> <li>Evaluate their writing with the teacher and other pupils.</li> <li>Proof-read to check their writing makes sense and for errors in spelling, grammar, and punctuation so that the meaning is clear.</li> <li>Check verbs to ensure correct tense.</li> </ul> <p><b>Read</b></p> <p>Read aloud their writing clearly enough to be heard by their peers and teacher.</p>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Understand and use different types of sentences: as a statement, question, exclamation, or command.</li> <li>Use expanded noun phrases to describe and specify e.g., <i>the blue butterfly</i>.</li> <li>Use present and past tenses correctly and consistently.</li> <li>Show correct use of progressive form or verbs to mark actions in progress e.g., <i>she is drumming, he was shouting</i>.</li> <li>Use subordination (<i>using when, if, that, or because</i>).</li> <li>Use co- ordination (<i>using or, and, or but</i>).</li> <li>Learn the possessive apostrophe (singular) eg: <i>the girl's book</i>.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Use full stops, capital letters, exclamation marks, question marks to demarcate sentences consistently in own writing.</li> <li>Use commas for lists.</li> <li>Use apostrophes for contracted forms and the possessive (singular).</li> </ul> <p><b>Vocabulary</b></p> <p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, noun, tense, past, present, apostrophe, comma, homophone</p>	<p><b>Spelling</b></p> <p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.</p> <p>The /s/ sound spelt c before e, i and y.</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words.</p> <p>The /r/ sound spelt wr at the beginning of words This spelling probably also reflects an old pronunciation. write, written, wrote, wrong, wrap.</p> <p>The /l/ or /əl/ sound spelt -le at the end of words.</p> <p>The /l/ or /əl/ sound spelt -el at the end of words.</p> <p>The /l/ or /əl/ sound spelt -al at the end of words.</p> <p>Words ending -il.</p> <p>The /aɪ/ sound spelt -y at the end of words.</p> <p>Adding -es to nouns and verbs ending in -y.</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</p> <p>Adding the endings - ing, -ed, -er, -est and -y to words ending in -e with a consonant before it.</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.</p> <p>The 'or' sound spelt a before l and ll e.g. all.</p> <p>The /ʌ/ sound spelt o e.g. other, Monday.</p> <p>The /i:/ sound spelt -ey.</p> <p>The /ɒ/ sound spelt a after w and qu e.g. watch, quantity.</p> <p>The /ɜ:/ sound spelt or after w e.g. word.</p> <p>The /ɔ:/ sound spelt ar after w e.g. war.</p> <p>The /z/ sound spelt s e.g. television.</p> <p>The suffixes -ment, -ness, -ful , -less and -ly.</p> <p>Contractions</p> <p>The possessive apostrophe (singular nouns).</p> <p>Homophones and near-homophones.</p> <p>Common exception words.</p> <p><b>Handwriting and Presentation</b></p> <ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another.</li> <li>To begin to use some of the diagonal and horizontal strokes needed to join letters. and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>Write capital letters and digits of the correct size, orientation, and relationship to one another.</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>

## Year 3 Writing Curriculum

Composition	Skills	Transcription
<p><b>Plan/explore</b></p> <ul style="list-style-type: none"> <li>• Discuss and record ideas within a given structure.</li> <li>• Compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.</li> </ul> <p><b>Write/organise</b></p> <ul style="list-style-type: none"> <li>• Write for a range of real purposes and audiences across the curriculum.</li> <li>• Draft and write in narratives, creating settings, characters, and plot.</li> <li>• Draft and write non-narrative material using headings and sub-headings.</li> <li>• Organise writing into paragraphs as a way of grouping material.</li> </ul> <p><b>Improve</b></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing suggesting improvements.</li> <li>• Propose improvements to writing by changing grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</li> <li>• Proof-read for spelling and punctuation errors including the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.</li> </ul> <p><b>Read</b></p> <p>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.</p>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i>.</li> <li>• Express time and cause by using conjunctions, eg., <i>when, before, after, while, so, because</i>.</li> <li>• Use adverbs eg; <i>then, next, soon, therefore</i>.</li> <li>• Use prepositions eg, <i>before, after, during, in, because of</i>.</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Use present perfect tense of verbs instead of simple past eg, <i>he has gone out to play not he went out to play</i>.</li> <li>• Use standard English forms for verb inflections instead of local spoken forms eg; <i>we were</i> instead of <i>we was</i>.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use inverted commas and other punctuation to indicate direct speech.</li> <li>• Use commas after fronted adverbials.</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns.</li> </ul> <p><b>Vocabulary</b></p> <p>preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, consonant, letter, vowel, inverted commas /speech marks.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• The /ow/ sound spelled 'ou.' The /u/ sound spelled 'ou.'</li> <li>• The /i/ sound spelled with a 'y.'</li> <li>• Words with endings that sound like /ze/ spelled '-sure.'</li> <li>• Words with endings that sound like /ch/ is often spelled – the prefix 're-', 'dis' and 'mis'</li> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable.</li> <li>• The long vowel /a/ sound spelled 'ai' , 'ei' and 'ey'</li> <li>• Adding the suffix -ly. (adverbs)</li> <li>• The /l/ sound spelled '-al' and '-le' at the end of words.</li> <li>• Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'</li> <li>• Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'</li> <li>• Adding the suffix -ly. Words which do not follow the rules.</li> <li>• Words ending in '-er' when the root word ends in (t)ch.</li> <li>• The /k/ sound spelled 'ch.'</li> <li>• The /g/ sound spelled '-gue', the /k/ sound spelled '-que.'</li> <li>• the /s/ sound spelled 'sc'</li> <li>• Homophones and near homophones</li> <li>• The suffix '-sion'</li> <li>• Use a dictionary and thesaurus to find words.</li> </ul> <p><b>Handwriting and Presentation</b></p> <ul style="list-style-type: none"> <li>• To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• Understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• Increase the legibility, consistency, and quality of their handwriting e.g., by ensuring that the downstrokes of letters are parallel and equidistant.</li> <li>• Space writing sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>

## Year 4 Writing Curriculum

Composition	Skills	Transcription
<p><b>Plan/explore</b></p> <ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> </ul> <p><b>Write/organise</b></p> <ul style="list-style-type: none"> <li>• Write for a range of real purposes and audiences across the curriculum.</li> <li>• Draft and write in narratives, creating settings, characters, and plot with consideration for the audience and purpose.</li> <li>• Draft and write non-narrative material using simple organisational devices.</li> <li>• Organise paragraphs around a theme.</li> </ul> <p><b>Improve</b></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing and suggest improvements.</li> <li>• Propose changes to grammar and vocabulary in own writing to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</li> <li>• Proof-read own writing to check for spelling and punctuation errors, including the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.</li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Confidently 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.</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use fronted adverbials eg, <i>later that day, I heard the bad news.</i></li> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>The strict maths teacher with curly hair</i>)</li> <li>• Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> <li>• Use standard English forms for verb inflections instead of local spoken forms eg. <i>we was</i> instead of <i>we were</i>.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use inverted commas and other punctuation to indicate direct speech.</li> <li>• Use commas after fronted adverbials.</li> <li>• Understand the grammatical difference between plural and possessive –s.</li> </ul> <p><b>Vocabulary</b></p> <p>determiner, pronoun, possessive pronoun, adverbial</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• The prefix 'in-', '-sub', 'inter'</li> <li>• Adding -ly to create adverbs, including when the final letter is 'l'</li> <li>• Word with the 'sh' sound spelled ch.</li> <li>• Adding the suffixes – '-ation,' - 'ous,' '-ion,' '-cian'</li> <li>• The 'ee' sound spelled with an 'i.'</li> <li>• The 'au' digraph</li> <li>• Adding '-ly' to create adverbs of manner.</li> <li>• Homophones and near homophones</li> <li>• The /s/ sound spelled c before 'i' and 'e'.</li> <li>• Prefixes – super, anti, auto, bi</li> <li>• Plural possessive apostrophes.</li> <li>• Use a dictionary and thesaurus to find words.</li> </ul> <p><b>Handwriting and Presentation</b></p> <ul style="list-style-type: none"> <li>• To confidently use the diagonal and horizontal strokes that are needed to join letters throughout their independent writing to increase fluency.</li> <li>• Understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• Increase the legibility, consistency and quality of their handwriting e.g., by ensuring that the downstrokes of letters are parallel.</li> <li>• Space writing sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>

## Year 5 Writing Curriculum

Composition	Skills	Transcription
<p><b>Plan/explore</b></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose of the writing, using other similar writing as models for their own work.</li> <li>Select appropriate grammar and vocabulary.</li> <li>Note and develop initial ideas, drawing on reading where necessary.</li> </ul> <p><b>Write/organise</b></p> <ul style="list-style-type: none"> <li>Write for a range of real purposes and audiences across the curriculum.</li> <li>Draft and write narratives, describing settings, characters and atmosphere and integrate dialogue to convey character.</li> <li>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.</li> <li>Use devices to build cohesion within a paragraph e.g., then, after that, firstly.</li> <li>Link ideas across paragraphs using adverbials of time.</li> <li>Précis longer passages.</li> </ul> <p><b>Improve</b></p> <ul style="list-style-type: none"> <li>Evaluate and edit by assessing effectiveness of own and others writing.</li> <li>Ensure consistent and correct use of tense throughout piece of writing.</li> <li>Propose changes to vocabulary, grammar, and punctuation to enhance effects and meaning.</li> <li>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</li> <li>Proofread for spelling errors linked to spelling statements for Year 5.</li> <li>Proof-read for spelling and punctuation errors including use of brackets, dashes, or commas to indicate parenthesis, use of commas to clarify meaning or avoid ambiguity.</li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Link ideas across paragraphs using adverbials of: <ul style="list-style-type: none"> <li>time e.g. <i>later</i></li> <li>place e.g. <i>nearby</i></li> <li>number e.g. <i>secondly</i></li> <li>tense choices e.g. <i>he had seen her before</i></li> </ul> </li> <li>Use relative clauses beginning <i>with who, which, where, when, whose, that.</i></li> <li>Indicate degrees of possibility using adverbs eg. <i>perhaps, surely</i> or <i>modal verbs</i> eg. <i>should, will, must.</i></li> <li>Use devices to build cohesion within a paragraph e.g. <i>then, after that, this, firstly.</i></li> <li>Link ideas across paragraphs using adverbials of time, place, number or tense choices.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Use brackets, dashes, or commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul> <p><b>Vocabulary</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion</p>	<p><b>Spelling</b></p> <p>Words ending in '-ious.' and '-cious'</p> <p>Words ending '-cial' and '-tial.'</p> <p>Words ending in '-ant' and '-ent'</p> <p>Words ending in '-ance.' '-ance'</p> <p>Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu.</p> <p>Words ending in '-able', '-ible,' '-ably' and '-ibly.'</p> <p>Adverbs of time - Adding suffixes beginning with vowel letters to words ending in -fer.</p> <p>Words with 'silent' letters at the start and those with 'silent' letters whose presence cannot be predicted from the pronunciation of the word.</p> <p>Words spelled with 'ie' after c.</p> <p>The 'ee' sound spelled ei after c.</p> <p>Words containing the letter string 'ough' where the sound is /aw/, /o/ or 'ow'</p> <p>Adverbs of possibility.</p> <p>Homophones or near homophones</p> <p>Words using hyphens</p> <p>Common Exception Words</p> <ul style="list-style-type: none"> <li>Use a dictionary and thesaurus to find words.</li> </ul> <p><b>Handwriting and Presentation</b></p> <ul style="list-style-type: none"> <li>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</li> <li>Use style of handwriting is appropriate for a particular task e.g., printing labels, notetaking.</li> </ul>

## Year 6 Writing Curriculum

Composition	Skills	Transcription
<p><b>Plan/explore</b></p> <ul style="list-style-type: none"> <li>• Identify the audience and purpose of own writing.</li> <li>• Note and develop initial ideas, drawing on reading and research where necessary.</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> </ul> <p><b>Write/organise</b></p> <ul style="list-style-type: none"> <li>• Write for a range of real purposes and audiences across the curriculum.</li> <li>• Understand the difference between vocabulary of informal speech and vocabulary appropriate for formal speech and writing.</li> <li>• Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices to structure text and to guide the reader e.g., repetition of a word or phrase, grammatical connections, and ellipsis.</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Use layout devices e.g., headings, sub-headings, columns, bullets, or tables, to structure text.</li> <li>• Accurately précis longer passages.</li> </ul> <p><b>Improve</b></p> <ul style="list-style-type: none"> <li>• Evaluate and edit by assessing effectiveness of own and others writing with reasoning.</li> <li>• Ensure consistent and correct use of tense throughout piece of writing.</li> <li>• Propose reasoned changes to vocabulary, grammar, and punctuation to enhance effects and meanings.</li> <li>• Ensure correct subject and verb agreement throughout writing and choose the appropriate register.</li> <li>• Proof-read for spelling and punctuation errors including use of semi-colons, colons, dashes, punctuation of bullet points in a list, use of hyphens.</li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Understand how words are related by meaning as synonyms and antonyms eg, <i>big, large, little</i>.</li> <li>• Understand the grammatical difference between plural and possessive –s.</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</li> <li>• Understand difference between structures typical of informal speech and structures appropriate for formal speech and writing.</li> <li>• Use subjunctive forms such as; <i>If I were to come in</i>, some formal writing and speech.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use semi-colon, colon, and dash to mark the boundary between independent clauses.</li> <li>• Use hyphens to avoid ambiguity eg: man eating shark versus man-eating shark, or recover versus re-cover]</li> <li>• Use the colon to introduce a list, semi-colons within lists and bullet points to list information.</li> </ul> <p><b>Vocabulary</b></p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, subjunctive</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Words with long and short vowel sound /i/ spelled y</li> <li>• Convert nouns or verbs into adjectives using suffix '-ful'</li> <li>• Words which can be nouns and verbs.</li> <li>• Words with an /o/ sound spelled 'ou' or 'ow.'</li> <li>• Words with a 'soft c' spelled /ce/.</li> <li>• Adding the prefix dis, un, over, im.</li> <li>• Words with the /f/ sound spelled ph.</li> <li>• Words with origins in other countries.</li> <li>• Words with unstressed vowel sounds.</li> <li>• Words with endings 'tial' /shuhl/ after vowels and consonants.</li> <li>• Letter string 'acc' at the beginning of words.</li> <li>• Words ending in '-ably' and '-ible' and adding the suffix '-ibly' to create an adverb.</li> <li>• Changing '-ent' to '-ence.'</li> <li>• Recognise -er, -or, -ar at the end of words.</li> <li>• Adverbs synonymous with determination.</li> <li>• Adjectives and vocabulary to describe settings, characters, and feelings.</li> <li>• Grammar and Mathematical Vocabulary</li> <li>• Common Exception Words</li> <li>• Use a dictionary and thesaurus to find words.</li> </ul> <p><b>Handwriting and Presentation</b></p> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed, deciding whether or not to join specific letters.</li> <li>• Choose the writing implement that is best suited for a task.</li> <li>• Use style of handwriting appropriate for a particular task e.g. printing labels, notetaking.</li> <li>• To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</li> </ul>