

<p>END OF KS1 NOTE: This is taken from the National Curriculum Guidance for English KS2</p> <p>WRITING •planning or saying out loud what they are going to write about</p> <p>DRAFTING writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence</p> <p>WRITING writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes</p> <p>EDITING evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation</p>		<p>GRAMMAR</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession • expanded noun phrases to describe and specify <p>PUNCTUATION</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	
<p><u>YEAR 3 Composition</u></p>	<p><u>Year 4 Composition</u></p>	<p><u>Year 5 Composition</u></p>	<p><u>Year 6 Composition</u></p>
<p><u>PLANNING</u></p> <p>Plan writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p><u>DRAFT & WRITE</u></p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Introduction to paragraphs as a way to group related material then organise paragraphs around a theme. • Write narratives, creating settings, characters and plot. • Write non narrative material using simple organisational devices (e.g. headings and subheadings)* <p><u>PROOF READING, EDITING AND EVALUATING</u></p> <ul style="list-style-type: none"> • Be introduced to a success checker and begin to use a guide to remembering taught features and skills of writing and begin to identify these features in their own work • Assess the effectiveness of their own and others' writing and suggest improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 	<p><u>PLANNING</u></p> <p>Plan writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p><u>DRAFT & WRITE</u></p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Organise paragraphs around a theme • Write narratives, creating settings, characters and plot. • Write non narrative material using simple organisational devices (e.g. headings and subheadings) <p><u>PROOF READING, EDITING AND EVALUATING</u></p> <ul style="list-style-type: none"> • Use a success checker to identify taught skills and features in their writing and to identify and edit any 'must have's...' that are missing from their work • Assess the effectiveness of their own and others' writing and suggest improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proofread for spelling and punctuation errors. 	<p><u>PLANNING</u></p> <p>Plan writing by:</p> <ul style="list-style-type: none"> • identifying audience for and purpose of the writing, selecting appropriate form and using models for their own work • Plans writing by noting and developing initial ideas, drawing on reading and research. • Consider how authors develop characters and settings <p><u>DRAFT & WRITE</u></p> <ul style="list-style-type: none"> • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précis longer passages • Use devices for cohesion within and across paragraphs • Use further organisational devices: bullets, headings etc. to guide reader <p><u>PROOF READING, EDITING AND EVALUATING</u></p> <ul style="list-style-type: none"> • Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear <p><u>EDIT</u></p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing 	<p><u>PLANNING</u></p> <p>Plan writing by:</p> <ul style="list-style-type: none"> • plan to write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • plan narratives, describe settings, characters and atmosphere • plan and highlight vocabulary and grammatical structures that reflect what the writing requires, doing this mostly • plan to use a range of devices to build cohesion within and across paragraphs <p><u>DRAFT & WRITE</u></p> <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences • select language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • create narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • use vocabulary and grammatical structures that reflects what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

<ul style="list-style-type: none"> • Proofread for spelling and punctuation errors. • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech, semi-colons, dashes, colons, hyphens) • distinguish between the language of speech and writing and choose the appropriate register • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this <p><u>PROOF READING, EDITING AND EVALUATING</u></p> <ul style="list-style-type: none"> • Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear • Edit where highlighted from reading aloud <p>EDIT</p> <ul style="list-style-type: none"> • 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. • 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.
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<u>YEAR 3 Grammar and Punctuation</u>	<u>Year 4 Grammar and Punctuation</u>	<u>Year 5 Grammar and Punctuation</u>	<u>Year 6 Grammar and Punctuation</u>
<p><u>GRAMMAR AND PUNCTUATION</u> <u>Revision of KS1</u></p> <ul style="list-style-type: none"> • subordination in my sentences (using: when, if, that, because) and co-ordination (using: or, and, but) • a variety of sentence types: statement, question, exclamation or command using the correct punctuation (A . ! ?) • consistent use of present and past tense throughout writing • the progressive forms of verbs to mark actions in progress (she is drumming, he was shouting) • a variety of simple expanded noun phrases for description and specification (for example: the blue butterfly, plain flour, the man in the moon) • capital letters (sentences, proper nouns, personal pronouns), full stops, question marks and exclamation marks correctly • commas in a list • apostrophes to mark missing letters and singular possession <p>Year 3 taught skills</p> <ul style="list-style-type: none"> • Use varied and rich vocabulary <ul style="list-style-type: none"> • To use planning resources to organise writing into paragraphs, for, 3 plot planner = 3 paragraphs • In non-narrative, use simple organisational devices (e.g. headings, sub-headings) • Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because) • Expressing time, place and cause using adverbs (e.g. then, next, soon, therefore) • Uses the present perfect form of verbs • Chooses nouns or pronouns appropriately 	<p><u>GRAMMAR AND PUNCTUATION</u> <u>Revision of year 2,3</u></p> <ul style="list-style-type: none"> • Subordination in my sentences (using: when, if, that, because) and co-ordination (using: or, and, but) • a variety of sentence types: statement, question, exclamation or command using the correct punctuation (A . ! ?) • Express time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of) • Consistent use of present and past tense throughout writing • Use progressive forms of verbs to mark actions in progress (she is drumming, he was shouting) • Recognise simple sentences, compound and multi clausal sentences • To be able to use simple expanded noun phrases for description and specification (for example: the blue butterfly, plain flour, the man in the moon) • Introduction to paragraphs as a way of grouping related material • Headings and sub-headings to aid presentation • Use of present perfect form of verbs instead of simple past (He has gone out to play contrasted to He went out to play) <p>Year 4 taught skills</p> <ul style="list-style-type: none"> • Use varied and rich vocabulary • Organise paragraphs around a theme • Create settings, characters and plot in narratives using precise and well chosen nouns and verbs 	<p><u>GRAMMAR AND PUNCTUATION</u> <u>Revision of year 3,4</u></p> <ul style="list-style-type: none"> • time, place and cause expressed using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of) • noun phrases expanded using modifying adjectives, nouns and preposition phrases (the strict maths teacher with curly hair) • use or well punctuated fronted adverbials • paragraphs as a way of grouping related material and organising ideas around a theme • present perfect form of verbs instead of simple past (He has gone out to play contrasted to He went out to play) • used pronouns or nouns within and across sentences to avoid repetition • apostrophes to mark plural possession, inverted commas and other punctuation to indicate direct speech • use commas after fronted adverbials <p>Year 5 taught skills</p> <ul style="list-style-type: none"> • selects vocabulary and grammatical structures to reflect what the writing requires mostly appropriately (e.g. use of contracted forms in dialogue in narrative) • write effectively for a range of purposes and audiences • use verb tenses consistently and correctly in all writing • use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • indicate degrees of possibility using adverbs (e.g. perhaps, surely) 	<p><u>GRAMMAR AND PUNCTUATION</u> <u>Revision of year 4,5</u></p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences using verb tenses consistently and correctly in all writing • To use relative clauses • noun phrases expanded using modifying adjectives, nouns and preposition phrases (the strict maths teacher with curly hair) • use well punctuated fronted adverbials • Devices used to build cohesion within a paragraph (then, after, that, this, finally) • Linking ideas across paragraphs using adverbials of time (later), place (nearby), number (secondly) and tense choices (he had seen her first) • used pronouns or nouns within and across sentences to avoid repetition • apostrophes to mark possessive singular • Use of brackets, dashes or commas to indicate parenthesis, to use a colon to introduce a list, use commas to clarify meaning or avoid ambiguity <p>Year 6 taught skills</p> <ul style="list-style-type: none"> • use the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse verses The window in the greenhouse was broken [by me]) • know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. through the use of question tags: "He's your friend, isn't he?") • know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. through the use of subjunctive forms such as "If I were

- Introduced to inverted commas to punctuate direct speech and other punctuation to indicate direct speech (e.g. a comma after the reporting clause: The conductor shouted, "Sit down!")
- Places the possessive apostrophe accurately in words in regular and irregular plurals
- Uses a or an according to whether the next word starts with a consonant or vowel
- Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-)
- Spells further homophones
- Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)

Terminology.

Use and understand the new terms: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict teacher with curly hair)
- Fronted adverbials (for example: Later that day, I heard the bad news.)
- Uses adjectives, adverbs, prepositions (including phrases) and conjunctions
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Use of commas for fronted adverbials
- Uses and understands the term 'Standard Forms of English' for verb inflections instead of local spoken forms
- Apostrophes to mark plural possession to understand the grammatical difference between plural and possessive –s
- Places the possessive apostrophe accurately in words in regular and irregular plurals

Terminology.

Use and understand the terms: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas determiner, pronoun, possessive pronoun, adverbial

- indicate degrees of possibility using modal verbs (e.g. might, should, will, must)
- integrate dialogue in narratives to convey character
- use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
- link ideas across paragraphs using adverbials of time including phrases (e.g. later, soon after)
- link ideas across paragraphs using number (firstly, secondly)
- link ideas across paragraphs using tense choices (e.g. he had seen her before)
- use brackets, dashes or commas to indicate parenthesis
- use a colon to introduce a list
- uses commas to clarify meaning or avoid ambiguity
- uses and understands the term 'Standard Forms of English' for verb inflections instead of local spoken forms
- apostrophes to mark plural possession to understand the grammatical difference between plural and possessive –s
- places the possessive apostrophe accurately in words in regular and irregular plurals

Terminology.

Use and understand the terms: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas determiner, pronoun, possessive pronoun, adverbial modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

- you..." or Were they... in some formal writing and speech)
- link ideas across paragraphs using a wider range of cohesive devices, such as repetition of a word or phrase
- link ideas across paragraphs using a wider range of cohesive devices, such as the use of adverbials
- link ideas across paragraphs using a wider range of cohesive devices, such as ellipses
- use layout devices (e.g. headings, sub-headings, columns, bullets or tables, to structure text)
- integrates dialogue in narratives to convey character and advance action
- use a range of punctuation taught at KS2: (semi-colons, dashes, colons, hyphens)
- use punctuation precisely to enhance meaning and avoid ambiguity
- use a colon to introduce a list or to separate two independent but linked clauses
- use of bullet points to list information
- use a hyphen to avoid ambiguity (for example man eating shark versus man-eating shark, or recover versus re-cover)
- know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out - discover; ask for - request; go in - enter)
- know how words are related by meaning as synonyms and antonyms (e.g. big, large. little)

Terminology.

Use and understand the terms: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

			<p>determiner, pronoun, possessive pronoun, adverbial modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
<p>HANDWRITING Continue to improve legibility, consistency and quality Lower case correct size relative to one another Use diagonal and horizontal strokes Write capital letters and digits the correct size, orientation and relationship to one another and to lower case Use spacing between words that reflects size of letters</p>	<p>HANDWRITING Continue to improve legibility, consistency and quality Lower case correct size relative to one another Use diagonal and horizontal strokes Write capital letters and digits the correct size, orientation and relationship to one another and to lower case Use spacing between words that reflects size of letters</p>	<p>HANDWRITING Pupils should be taught to write legibly, fluently and with increasing speed Choose a writing implement that is best for the task</p>	<p>HANDWRITING Maintain legibility in joined handwriting when writing at speed. Pupils should be taught to write legibly, fluently and with increasing speed Choose a writing implement that is best for the task</p>

SPELLING Year 3

Wallace Fields Junior School uses Spelling Shed to provide lessons, resources and homework for the children. Spelling Shed research the best spelling principles and pedagogical practices which have led them to develop a new Spelling Scheme for 2022, which we are using throughout the school to support children's learning in spelling.

Spelling lists based on 6 week half terms to ensure time given for enrichment activities and foundation weeks (for example Wellbeing and so on.) (MTP from Spelling Shed 2022)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words where 'ou' makes an /ow/ sound	Words with the prefix 're-'	Words with the 'ai' digraph	Words ending in 'al'	Words ending in '-er' when the root word ends in 'ch'	Words that end in 'sion'
Week 2	Words where 'ou' makes a /u/ sound	Words with the prefix 'dis-'	Words with the 'ei' digraph	Words ending in 'le'	Words where 'ch' makes a /k/ sound	Revision of spelling patterns learned in Stage 3
Week 3	Words where 'y' makes an /i/ sound	Words with the prefix 'mis-'	Words where 'ey' makes an /ai/ sound	Adding '-ly' when the root word ends in '-le'	Words where 'que' makes a /k/ sound	Revision of spelling patterns learned in Stage 3
Week 4	Words ending in '-sure'	Words where '-ing' and '-ed' are added to multisyllabic words	Adding the suffix '-ly'	Adding '-ally' when the root word ends in '-ic'	Words where 'sc' makes a /s/ sound	Revision of spelling patterns learned in Stage 3
Week 5	Words ending in '-ture'	Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Words that are homophones	Adding '-ly' when the words do not follow the spelling patterns	Words that are homophones	Revision of spelling patterns learned in Stage 3
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Revision of spelling patterns learned in Stage 3

Year 4 Spelling

Wallace Fields Junior School uses Spelling Shed to provide lessons, resources and homework for the children. Spelling Shed research the best spelling principles and pedagogical practices which have led them to develop a new Spelling Scheme for 2022, which we are using throughout the school to support children's learning in spelling.

Spelling lists based on 6 week half terms to ensure time given for enrichment activities and foundation weeks (for example Wellbeing and so on). (MTP from Spelling Shed 2022)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words that are homophones	Words ending in '-ation'	Words ending in '-sion'	Words where 'au' makes an /or/ sound	Words that are homophones	Challenge Words
Week 2	Words with the prefix 'in-'	Words ending in '-ation'	Words ending in '-ous'	Words ending in '-tion'	Words spelled with 'c' before 'i' and 'e'	Words containing an apostrophe for possession
Week 3	Words with the prefixes 'il-', 'im-' and 'ir-'	Words ending '-ly'	Words ending in '-ous' where the ge from the root word remains	Words ending in '-sion'	Words containing 'sol' and 'real'	Revision of spelling patterns learned in Stage 4
Week 4	Words with the prefix 'sub-'	Words ending '-lly'	Words where 'i' makes an /ee/ sound	Words ending in '-cian'	Words containing 'phon' and 'sign'	Revision of spelling patterns learned in Stage 4
Week 5	Words with the prefix 'inter-'	Words where 'ch' makes a /sh/ sound	Words ending in '-ious' and 'eous'	Words that are adverbs of manner	Words with the prefixes 'super-', 'anti-' and 'auto'	Revision of spelling patterns learned in Stage 4
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words with the prefix 'bi-'	Revision of spelling patterns learned in Stage 4

Year 5 **SPELLING**

Wallace Fields Junior School uses Spelling Shed to provide lessons, resources and homework for the children. Spelling Shed research the best spelling principles and pedagogical practices which have led them to develop a new Spelling Scheme for 2022, which we are using throughout the school to support children's learning in spelling.

Spelling lists based on 6 week half terms to ensure time given for enrichment activities and foundation weeks (for example Wellbeing and so on). (MTP from Spelling Shed 2022)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words ending in '-tious' and '-ious'	Words ending in '-ant'	Words ending in '-able', where the 'e' from the root word remains	Words spelled with 'ie' after c	Words that are homophones or near homophones	Words with hyphens
Week 2	Words ending in '-cious'	Words ending in '-ance' and '-ancy'	Words that are adverbs of time	Words where 'ei' makes an /ee/ sound	Words that are homophones	Challenge Words
Week 3	Words ending in /shul/ spelled '-cial'	Words ending in '-ent' and '-ence'	Words ending in '-fer'	Words where 'ough' makes an /or/ sound	Words that are homophones	Revision of spelling patterns learned in Stage 5
Week 4	Words ending in /shul/ spelled '-tial'	Words ending in '-able' and '-ible'	Words with 'silent' first letters	Words containing 'ough'	Words that are homophones or near homophones	Revision of spelling patterns learned in Stage 5
Week 5	Words ending in /shul/ spelled '-cial' and '-tial'	Words ending in '-ably' and '-ibly'	Words with 'silent' letters	Adverbs of possibility and frequency	Words that are homophones or near homophones	Revision of spelling patterns learned in Stage 5
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Revision of spelling patterns learned in Stage 5

Year 6 SPELLING

Wallace Fields Junior School uses Spelling Shed to provide lessons, resources and homework for the children. Spelling Shed research the best spelling principles and pedagogical practices which have led them to develop a new Spelling Scheme for 2022, which we are using throughout the school to support children's learning in spelling.

Spelling lists based on 6 week half terms to ensure time given for enrichment activities and foundation weeks (for example Wellbeing and so on).

(MTP from Spelling Shed 2022)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Challenge Words	Challenge Words	Adding the prefix '-over'	Words with a /f/ sound spelled 'ph'	Words with the suffix '-ably'	Adjectives to describe settings
Week 2	Challenge Words	Challenge Words	Words with the suffix '-ful'	Words with origins in other countries and languages	Words with the suffix '-ible'	Adjectives to describe feelings
Week 3	Challenge Words	Challenge Words	Words that can be nouns and verbs	Words with unstressed vowel sounds	Adding the suffix '-ibly' to create an adverb	Adjectives to describe characters
Week 4	Challenge Words	Challenge Words	Words with an /oa/ sound spelled 'ou' or 'ow'	Words ending with /shuhl/ spelled '-cial'	Words ending in '-ent' and '-ence'	Grammar Vocabulary 1
Week 5	Challenge Words	Words with the short vowel sound /i/ spelled 'y'	Words with a 'soft c' spelled 'ce'	Words ending with /shuhl/ spelled '-tial'	Words ending in '-er', '-or' and '-ar'	Grammar Vocabulary 2
Week 6	Challenge Words	Words with the long vowel sound /igh/ spelled 'y'	Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Words beginning with 'acc'	Adverbs synonymous with determination	Mathematical Vocabulary

KS3 Progression

Writing skills

Write accurately, fluently, effectively and at length for pleasure and information through:

- **writing for a wide range of purposes and audiences, including:**
 - well-structured formal expository and narrative essays • stories, scripts, poetry and other imaginative writing
 - notes and polished scripts for talks and presentations
 - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
 - summarising and organising material, and supporting ideas and arguments with any necessary factual detail
 - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
 - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
 - plan, draft, edit and proof-read through:
 - considering how their writing reflects the audiences and purposes for which it was intended
 - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
 - paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

Grammar and punctuation

Pupils should be taught to:

- consolidate and build on their knowledge of grammar and vocabulary through:
- extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts ♣ studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- using Standard English confidently in their own writing and speech

- discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.5