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# Fishburn Primary School

English Curriculum  
2020 - 2021

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# English in Year 1

## Early Reading & Phonics:

During the early years of compulsory schooling, much of the focus is to develop confident readers, mainly using the phonics approach. Many schools will follow a programme of phonics teaching, in our school we currently follow the 'Sounds Write' Programme.

Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words. Phonics will be taught to children daily to encourage oral blending and segmenting and prepare them for the wider world by enabling them to read.

## Reading skills:

- Learn the 40+ main speech sounds in English and the letters that represent them
- Blend sounds together to form words
- Read aloud when reading books that contain familiar letter sound patterns
- Listen to, and talk about a range of stories, poems and non-fiction texts
- Learn about popular fairy tales and folk stories, and retell the stories
- Join in with repeated phrases in familiar books
- Make predictions about what might happen next in a book
- Explain clearly what has happened in a book they've read or listened to

## Writing Skills:

- Hold a pen or pencil in the correct and comfortable way
- Name the letters of the alphabet in order
- Write lower-case letters starting and ending in the right place
- Write capital letters, and the digits 0 to 9
- Spell simple words containing the main sounds they've learned in reading
- Spell the days of the week
- Learn to write words with common endings, such as -ed, -ing, -er and -est
- Plan out sentences aloud before writing them
- Write simple sentences, and those using joining words such as 'and'
- Begin to use full stops and capital letters for sentences
- Combine some sentences to make short descriptions or stories

## Speaking & Listening:

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 1, some focuses may include:

- Listen and respond to adults and other children
- Ask questions to extend their understanding
- Learn new vocabulary related to topics or daily life Reading Skills.

### Parent Tip – How can you help at home?

We offer books to read at home. These will range from books they can read to you and books you can read to them. Both of these are important skills and should be encouraged as much as possible. Try and make some time each evening to read with your child.

We will also host a phonics information session to discuss the phonics screening test. Try to attend this if you can.

## English in Year 2

As children move through Key Stage 1, the new curriculum intends that almost all children will secure the basic skills of decoding so that they can become fluent readers. As their reading confidence grows they can begin to write their own ideas down. Decoding is the ability to read words aloud by identifying the letter patterns and matching them to sounds. Once children are able to 'decode' the writing, they can then start to make sense of the words and sentences in context. Watch out for hard-to-decode words such as 'one' and 'the'. These just have to be learned by heart. At the end of Year 2, all children will sit the National Curriculum Tests for Key Stage 1. These will include two short reading tests, a grammar and punctuation test, and a spelling test of ten words.

### Reading skills:

- Read words aloud confidently, without obvious blending or rehearsal
- Learn letter patterns so that decoding becomes fluent and secure by the end of Year 2
- Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound
- Read aloud words which contain more than one syllable
- Recognise common suffixes, such as -ing and -less
- Read words which don't follow phonetic patterns, such as 'one' and 'who'
- Become familiar with a wide range of fairy stories and traditional tales
- Discuss favourite words and the meaning of new words
- Check that what has been read makes sense, and self-correct reading where necessary
- Make predictions about what might happen next in a story.

Children will be expected to read aloud books which are appropriate for their reading ability. During Year 2 their increasing knowledge of decoding should allow them to read a wide range of children's books.

### Writing Skills:

- Form letters of the appropriate size, using capital letters where appropriate
- Use appropriate spaces between words when writing
- Begin to use joins between letters where needed
- Spell longer words by breaking them into their sound parts
- Learn to spell some common homophones, recognising the difference between them
- Use the possessive apostrophe in simple phrases, such as 'the boy's football'.
- Write about real events and personal experiences
- Plan out writing in advance, including by writing down key words
- Re-read writing to check that it makes sense and to make corrections, including punctuation
- Use question marks, exclamation marks, apostrophes and commas in lists
- Use the present and past tenses correctly in writing
- Begin to write longer sentences by using conjunctions, such as 'and', 'but', 'if' or 'because'
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*Homophones are words which sound the same, such as 'blue' and 'blew', or 'one' and 'won'*

### Speaking & Listening:

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 2 some focuses may include:

- Articulate and justify answers and opinions
- Give well structured explanations and narratives for example in show and tell activities.

### Parent Tip – How can you help at home?

Reading aloud at home continues to be vitally important at this age. You may even get your child to read their own writing aloud, attempting to add expression appropriate to the sentence.

## English in Years 3 & 4

In lower Key Stage 2, your child will build on their work from the infants to become more independent in both their reading and their writing. Most children will be confident at decoding most words – or will have extra support to help them to do so – and so now they will be able to use their reading to support their learning about other subjects. They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

### Reading skills:

- Extend skills of decoding to tackle more complex words, including with unusual spelling patterns
- Read a wide range of fiction, non-fiction and literary books
- Recognise some different forms of poetry
- Use dictionaries to find the meanings of words
- Become familiar with a range of traditional and fairy tales, including telling some orally
- Identify words which have been chosen to interest the reader
- Ask questions about what they have read
- Draw simple inferences about events in a story, such as how a character might be feeling
- Make predictions about what might happen next in a story
- Summarise ideas from several paragraphs of writing
- Find and record information from non-fiction texts
- Take part in discussions about reading and books Children begin to identify how authors choose words for effect, for example by selecting 'wailed' instead of 'cried', or 'enraged' rather than 'cross'. They may begin to make such choices in their own writing, too.

### Writing Skills:

- Write with joined handwriting, making appropriate join choices
- Spell words that include prefixes and suffixes, such as anticlockwise
- Spell some commonly misspelt words correctly, taken from the Y3/4 list
- Use a dictionary to check spellings
- Use possessive apostrophes correctly in regular and irregular plurals, such as children's and boys'
- Use examples of writing to help them to structure their own similar texts
- Plan out sentences orally to select adventurous vocabulary
- Use paragraphs to organise ideas
- Use description and detail to develop characters and settings in story-writing
- Write interesting narratives in stories
- In non-fiction writing, use features such as subheadings and bullet points
- Review their own work to make improvements, including editing for spelling errors
- Read others' writing and suggest possible improvements
- Read aloud work that they've written to be clearly understood
- Extend sentences using a wider range of conjunctions, including subordinating conjunctions
- Use the present perfect verb tense
- Use nouns and pronouns with care to avoid repetition
- Use conjunctions, adverbs and prepositions to add detail about time or cause
- Use fronted adverbials
- Use direct speech, with correct punctuation

*Young children have a tendency to repeat nouns or pronouns, leading to several sentences containing 'He' or 'They'. They can use alternatives to make writing more interesting. For example, alternatives for describing an individual character might include: he, the burglar, Mr Smith, John, the criminal, the villain, etc. To add information to a sentence about its location, children might use conjunctions ("Although it was still early..."), adverbs ("Early that morning...") or prepositions ("At about six thirty that morning..."). Often these techniques allow children to write more complex sentences.*

### Speaking & Listening:

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Years 3 & 4 some focuses may include:

- Using discussion and conversation to explore and speculate about new ideas.
- Begin to recognise the need to use Standard English in some contexts
- Participate in performance, plays and debates
- Explain their thinking and feeling in well-structured statements and responses.

## Parent Tip – Grammar Help

For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders about some of the terms used:

- **Fronted Adverbial:** a word or phrase which describes the time, place or manner of an action, which is placed at the start of a sentence, e.g. "Before breakfast,..." or "Carrying a heavy bag,..."
- **Direct speech:** words quoted directly using inverted commas, as opposed to being reported in a sentence.

## **English in Years 4 & 5**

In upper Key Stage 2, your child will increasingly meet a wider range of texts and types of writing, and will be encouraged to use their skills in a broader range of contexts. Their knowledge of grammar will also increase as they prepare for the National Curriculum Tests to be taken in the summer term of Year 6. Year 6 children will take a reading test of about one hour, a grammar and punctuation test of about forty-five minutes, and a spelling test of twenty words. These will be sent away for marking, with the results coming back before the end of the year. Your child's teacher will also make an assessment of whether or not your child has reached the expected standard by the end of the Key Stage.

### **Reading skills:**

- Read a wide range of fiction, non-fiction, poetry, plays and reference books
- Learn a range of poetry by heart
- Perform plays and poems using tone, volume and intonation to convey meaning
- Use knowledge of spelling patterns and related words to read aloud and understand new words
- Make comparisons between different books, or parts of the same book
- Read a range of modern fiction, classic fiction and books from other cultures and traditions
- Identify and discuss themes and conventions across a wide range of writing
- Discuss understanding of texts, including exploring the meaning of words in context
- Ask questions to improve understanding of texts
- Summarise ideas drawn from more than one paragraph, identifying key details
- Predict future events from details either written in a text or by 'reading between the lines'
- Identify how language, structure and presentation contribute to meaning
- Discuss how authors use language, including figurative language, to affect the reader
- Make book recommendations, giving reasons for choices
- Participate in discussions about books, building on and challenging ideas
- Explain and discuss understanding of reading
- Participate in formal presentations and debates about reading
- Provide reasoned justifications for views Figurative language includes metaphorical phrases such as 'raining cats and dogs' or 'an iron fist', as well as using language to convey meaning, for example by describing the Sun as 'gazing down' upon a scene.

***Themes & Conventions:*** As children's experience of a range of texts broadens, they may begin to notice conventions, such as the use of first person for diary-writing, or themes such as heroism or quests.

### **Writing Skills:**

- Write with increasing speed, maintaining legibility and style
- Spell some words with silent letters, such as knight and solemn
- Recognise and use spellings for homophones and other often-confused words from the Y5/6 list
- Use a dictionary to check spelling and meaning
- Identify the audience and purpose before writing, and adapt accordingly
- Select appropriate grammar and vocabulary to change or enhance meaning
- Develop setting, atmosphere and character, including through dialogue
- Write a summary of longer passages of writing
- Use a range of cohesive devices
- Use advanced organisational and presentational devices, such as bullet points
- Use the correct tense consistently throughout a piece of writing
- Ensure correct subject and verb agreement
- Perform compositions using appropriate intonation, volume and movement
- Use a thesaurus
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses
- Recognise vocabulary and structures that are appropriate for formal use
- Use passive verbs to affect the presentation of information
- Use the perfect form of verbs to mark relationships of time and cause
- Recognise the difference in informal and formal language
- Use grammatical connections and adverbials for cohesion
- Use ellipses, commas, brackets and dashes in writing
- Use hyphens to avoid ambiguity
- Use semi-colons, colons and dashes between independent clauses
- Use a colon to introduce a list
- Punctuate bullet points consistently Cohesive devices are words or phrases used to link different parts of writing together. These may be pronouns such as 'he' or 'it' to avoid repeating a name, or phrases such as 'After that...' or 'Meanwhile' to guide the reader through the text.

### **Speaking & Listening:**

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Years 5 & 6 some focuses may include:

- Speak clearly in a range of contexts, using Standard English where appropriate
- Monitor the reactions of listeners and react accordingly
- Consider different viewpoints, listening to others and responding with relevant views
- Use appropriate language, tone and vocabulary for different purposes

### **Parent Tip – Grammar Help**

For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:

- **Noun phrase**: a group of words which takes the place of a single noun. Example: The big brown dog with the fluffy ears.
  - **Modal verb**: a verb that indicates possibility. These are often used alongside other verbs. Example: will, may, should, can.
  - **Relative clause**: a clause which adds extra information or detail. Example: The boy who was holding the golden ticket won the prize.
- **Passive verb**: a form of verb that implies an action being done to, rather than by, the subject. Example: The boy was bitten by the dog.
- **Perfect form**: a form of verb that implies that an action is completed. Example: The boy has walked home.

## The National Curriculum - Reading Progression.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word Reading</b>	<b>Decoding</b>	Decode words using phonics knowledge. Blend sounds in unfamiliar words. Respond speedily with the correct sounds to graphemes for all 40+ phonemes.	Continue to decode words (until automatic decoding is fully embedded). Read accurately by blending sounds. As soon as children can read accurately and speedily, they should move on to Year 3/4 study for word reading	Main focus to move from word reading to comprehension.			
	<b>Word recognition</b>	Read common 'exception' words ('tricky' words, e.g. the, my, said). Read aloud accurately (texts that match phonic knowledge). Re-read books to build fluency and confidence.	Read common 'exception' words ('tricky' words, e.g. you, could, many, people). Read familiar words quickly and accurately without blending (e.g. shout, hand, stop, dream). Read aloud books matched to phonics knowledge. Re-read books to build fluency and confidence	Read common exception words (a wider range of 'tricky' words), noting unusual correspondences between spelling and sound. Any other word reading teaching should focus on development of vocabulary			
	<b>Patterns &amp; Rhyme</b>	Recognise and join in with predictable phrases. Learn to appreciate rhymes and poems, reciting some by heart.	Recognise simple recurring language in stories and poetry. Continue to build up a repertoire of poems. Teaching of syllable boundaries to aid in reading of longer words	Recognise different forms of poetry. Continue to build up a repertoire of poems		Learn a wider range of poetry by heart. Recognise different forms of poetry.	
	<b>Grammatical Features</b>	Read words containing taught grapheme / phoneme correspondences and common prefixes and suffixes (-s, -es, -ing, -ed, -er, -est and un-). Read words with more than one syllable. Read words with contractions, and understand the function of the apostrophe (e.g. I'm, can't, he's).	Read accurately words of two or more syllables containing taught grapheme-phoneme correspondences. Read words containing common prefixes and suffixes (-ment, -less, -ful).	Apply growing knowledge of root words, prefixes and suffixes in reading aloud and in understanding new vocabulary		Apply growing knowledge of root words, prefixes and suffixes (morphology) in reading aloud and in understanding new vocabulary.	
<b>Composition</b>	<b>Understanding</b>	Develop pleasure in reading and motivation to read. Listen to/discuss a wide range of texts. Begin to link what is read to own experiences. Become familiar with key stories (e.g. fairy	Develop pleasure in reading and motivation to read. Listen to, discuss and express views on a range of texts. Retell and become increasingly familiar with a range of stories (e.g. fairy stories and	Develop positive attitudes to reading and what is read. Listen to and discuss a wide range of texts (structured in a variety of ways for different purposes), increasing familiarity with a wider range of fiction (fairy stories,		Maintain positive attitudes to reading and understanding of what is read. Read/discuss an increasingly wide range of texts (structured in a variety of ways for different purposes), increasing familiarity with a wider range of fiction (myths, legends traditional stories,	

	<p>stories and traditional tales), retelling them and considering particular characteristics. Clearly explain understanding of what is read to them, participating in discussion. Check that the text makes sense as it is read, correcting inaccurate reading. Use of role play to develop identification and exploration of characters and language.</p>	<p>traditional tales), and non-fiction books that are structured in different ways. Discuss favourite words and phrases. Participate in discussion about what is read to them. Check that the text makes sense as it is read, correcting inaccurate reading. Use of role play and drama techniques to develop identification and exploration of characters and language</p>	<p>myths and legends). Orally retell familiar stories. Discuss words/phrases that capture the reader's interest/imagination. Identify how language, structure and presentation contribute to meaning. Participate in discussion about what is read. Check that the text makes sense, understanding the meaning of words in context. Develop an understanding of the conventions of different texts. Progression from Year 3 to Year 4 evident in the complexity</p>	<p>modern fiction, fiction from our literary heritage and books from other cultures/traditions). Discuss/evaluate author's use of language and its impact upon a reader. Identify how language, structure and presentation contribute to meaning. Participate in discussion about what is read, building on own ideas and challenging others. Check that a book makes sense, discussing understanding and exploring meanings of the words in context. Make book recommendations with justification. Distinguish between fact/opinion. Explain/discuss understanding through formal presentations and debates (using notes where necessary). Continue to learn about the conventions of different texts. Develop an understanding of technical terms (e.g. metaphor, simile, analogy, imagery, style and effect). Compare characters, settings and themes. Progression from Year 5 to Year 6 evident in the complexity and challenge of the texts used.</p>
<b>Deducing and inferring</b>	<p>Understand what is read with accuracy and fluency, and understand what is listened to. Draw on knowledge, background information and vocabulary whilst reading. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read</p>	<p>Understand what is read with accuracy and fluency, and understand what is listened to. Draw on knowledge, background information and vocabulary whilst reading. Make inferences on the basis of what is being said and done. Discuss the sequence of events in a book, and how they are related. Predict what might happen on the basis of what has been read. Ask and answer questions</p>	<p>Understand what has been read independently. Identify themes and conventions in a wide range of texts. Ask questions to improve own understanding. Predict what might happen from details that are stated or implied. Draw inferences (e.g. thoughts, feelings, motives), justifying responses with evidence. Summarise main ideas across paragraphs.</p>	<p>Identify and discuss themes/conventions across a wide range of texts. Ask questions to improve own understanding, and answer questions providing reasoned justification. Predict what might happen from details stated or implied. Draw inferences (including thoughts, feelings and motives), justifying with evidence. Summarise main ideas across paragraphs, identifying key details that support themes/ideas in a text. Make comparisons within and across books.</p>
<b>Information and expression</b>		<p>Recite poems learnt by heart with appropriate intonation/expression to make meaning clear.</p>	<p>Prepare poems and play scripts to perform, showing understanding through use of intonation, tone, volume and action.</p>	<p>Prepare poems and play scripts to perform with use of intonation, tone, volume and action, so that the meaning is clear to an audience.</p>

	<b>Research</b>			Retrieve and record information from non-fiction texts. Use a dictionary to check the meaning of unfamiliar words. Know how to use contents pages and indexes to locate information	Retrieve and record information from non-fiction texts, presenting it to an audience. Use a dictionary to check the meaning of unfamiliar words. Know how to use contents pages and indexes to locate information
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## The National Curriculum – Transcription Progression.

Strand	Year 1	Year 2	Year 3 & Year 4	Year 5 & Year 6
<b>Phonics &amp; Spelling</b>	<ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words ‘tricky’ words.</li> <li>• days of the week</li> <li>• name the letters of the alphabet.</li> <li>• distinguish between different representations of the same sound e.g. or ore au al ough.</li> <li>• add prefixes and suffixes (s, es, un, ing, ed, er, est).</li> <li>• use the spelling rule for adding s or es as a plural marker.</li> <li>• apply simple spelling rules within appendix 1.</li> <li>• write from memory simple sentences dictated by the teacher.</li> </ul>	<p>Spelling and simple spelling rules - see Appendix 1. segment words into phonemes and represent these by graphemes.</p> <ul style="list-style-type: none"> <li>• learn some common homophones and near homophones e.g. see/sea; won/one.</li> <li>• learn to spell common exception words ‘tricky’ words.</li> <li>• some contracted forms e.g can’t didn’t it’s.</li> <li>• add suffixes to spell longer words e.g -ment -less – ful</li> <li>• write from memory simple sentences dictated by the teacher.</li> </ul>	<p>use further prefixes and suffixes and understand how to add them - see appendix 1</p> <ul style="list-style-type: none"> <li>• understand how to place the apostrophe in words with regular and irregular plurals (e.g. children’s).</li> <li>• continue to spell further homophones.</li> <li>• use a dictionary to check a spelling.</li> <li>• write from memory simple sentences dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them - see appendix 1</li> <li>• spell some words with silent</li> <li>• letters (knight, psalm, solemn).</li> <li>• to distinguish between homophones and other words which are often confused.</li> <li>• use knowledge of morphology (how words are formed) and etymology (origins of words) and understand that spellings of some words need to be learnt specifically.</li> <li>• use a dictionary to check a spelling and meaning of words.</li> <li>• use a thesaurus.</li> </ul>
<b>Handwriting</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at the table,</li> <li>• holding a pencil correctly and comfortably.</li> <li>• begin to form lower case. letters in the correct direction, starting and finishing in the right place.</li> <li>• form capital letters.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• form lower case letters of the same size.</li> <li>• begin to use diagonal and horizontal strokes needed to join letters.</li> <li>• know capital letters are not joined.</li> <li>• write capital letters and digits of the same size and orientation.</li> <li>• use correct spacing between words</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use diagonal and horizontal strokes to join letters.</li> <li>• know that capitals are not joined.</li> <li>• increase legibility and consistency of handwriting.</li> <li>• Ensure lines of writing spaced sufficiently.</li> <li>• Ensure ascenders and descenders do not touch.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write legibly, fluidly with increasing speed and style. develop a personal style</li> <li>• choose the appropriate writing implement best suited for the task.</li> <li>• Use appropriate style and form depending on the task (e.g. labelling a diagram, writing an email address, algebra and filling a form in capitals).</li> </ul>

## The National Curriculum – Punctuation and Grammar Progression

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word</b>	<ul style="list-style-type: none"> <li>Plural noun suffixes 's' 'es'.</li> <li>Regular verb endings: 'ing' 'ed' 'er'.</li> <li>Prefix 'un'.</li> <li>Introduce the term verb, adjective and noun.</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes: 'ness', 'er'; 'ful', 'less' and 'er', 'est', 'ly' to form new words</li> <li>Compound words: superman, whiteboard.</li> <li>Introduce the term adverb, phrase and pronoun.</li> </ul>	<p>Use a range of prefixes: i.e. 'super', 'anti', 'auto'.</p> <ul style="list-style-type: none"> <li>Use of 'a' or 'an' before a noun.</li> <li>Word families: i.e. 'solve', 'solution', 'solver' etc</li> <li>Introduce the term preposition.</li> </ul>	<p>Use of plural and possessive: 's'.</p> <ul style="list-style-type: none"> <li>Use of Standard English forms: i.e. 'we were', versus 'we was', 'I did' versus, 'I done'.</li> <li>Introduce the term determiner.</li> </ul>	<p>Use of suffixes to convert nouns or adjectives into verbs: i.e. 'ate', 'ise', 'ify'.</p> <ul style="list-style-type: none"> <li>Prefixes: 'dis', 'de', 'mis', 'over', and 're'.</li> </ul>	<p>Use formal vocabulary: (WOW Words).</p> <ul style="list-style-type: none"> <li>Use of synonyms and antonyms.</li> </ul>
<b>Sentence</b>	<p>Words combined to make sentences.</p> <ul style="list-style-type: none"> <li>Use of the joining word 'and' to join words and clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of joining words to connect clauses in sentences.</li> <li>Use of expanded noun phrases to give more detail.</li> <li>Different forms of sentences: command, question etc</li> </ul>	<p>Use of conjunctions, adverbs and prepositions to express time, place and cause.</p> <ul style="list-style-type: none"> <li>Use of fronted adverbials to extend simple sentences.</li> <li>Replace nouns with pronouns to avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Include adjectives, nouns and prepositions to further expand noun phrases.</li> <li>Introduction to clauses; compound sentences and complex sentences.</li> <li>Use of both reported and direct speech in some writing.</li> </ul>	<p>Use of relative pronouns: who, which etc.</p> <ul style="list-style-type: none"> <li>Use of relative clauses.</li> <li>Use of modal verbs and adverbs to show degrees of possibility.</li> </ul>	<p>Use of passive verbs to affect the presentation of information within a sentence.</p> <ul style="list-style-type: none"> <li>Use vocab and structures appropriate to formal speech and writing.</li> </ul>
<b>Text</b>	<p>Sequence sentences to form short narratives.</p>	<p>Correct use of present and past tense within writing.</p> <ul style="list-style-type: none"> <li>Use of progressive forms of verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of paragraphs.</li> <li>Use of headings and sub-headings.</li> <li>Use of present perfect forms of verbs</li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme.</li> <li>Correct use of pronouns or nouns.</li> </ul>	<p>Build cohesion within a paragraph.</p> <ul style="list-style-type: none"> <li>Link ideas across paragraphs through use of adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using a wider range of cohesive devices.</li> <li>Use of layout devices.</li> </ul>
<b>Punctuation</b>	<p>Finger spaces</p> <ul style="list-style-type: none"> <li>Use of capital letters and full stops.</li> <li>Introduction to question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>Use of capital letters and full stops.</li> <li>Use of exclamation and question marks.</li> <li>Use of commas in lists.</li> <li>Use of apostrophes for contractions.</li> <li>Use of possessive apostrophe for singular nouns.</li> </ul>	<p>Introduction to inverted commas to punctuate direct speech.</p> <ul style="list-style-type: none"> <li>Use of commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>More specific and accurate punctuation within speech sentences.</li> <li>Use of possessive apostrophes to mark plural possession.</li> </ul>	<ul style="list-style-type: none"> <li>Use of brackets, dashes or commas to show extra information within sentences.</li> <li>Use of commas to clarify meaning and avoid ambiguity.</li> <li>Use of semi-colon to separate 2 main clauses within a compound sentence.</li> </ul>	<p>Use of semi-colon, colon and dash to separate main clauses within sentences.</p> <ul style="list-style-type: none"> <li>Use of colon to introduce a list and semi-colons within lists.</li> <li>Use of hyphens to avoid ambiguity.</li> </ul>

## The National Curriculum – Writing Progression

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Planning &amp; Preparation</b>	Learn to say aloud what they are going to write about. Understand that words can be joined together to make sentences.	Discuss and plan ideas. Write down key words & new vocabulary.	Learn about structure, grammar and vocab of different text types through modelling and discussion. Record ideas in different ways. Organise ideas into paragraphs to group-related materials together.	Learn about structure, grammar and vocab of different text types through modelling and discussion. Record ideas in different ways.	Identify the audience and purpose of different types or writing. Use other similar writing as models for their own. Develop note-taking and research skills. Study different authorial techniques to set characters and settings.	Identify the audience and purpose of different types for writing. Use other similar writing as models for their own. Develop note-taking and research skills. Study different authorial techniques to s
<b>Drafting &amp; Writing</b>	Composing sentences orally before writing. Sequencing sentences to form short narratives.	Compose and rehearse sentences orally. Write narratives about personal experiences and those of others. Write about real events. Write for different purposes.	Compose and rehearse sentences orally, including dialogue. Develop new vocabulary and use it in own writing. Include paragraphs in writing. Create characters, setting and plot in narratives. Use simple organisational devices such as headings/sub-headings, in non-narrative.	Compose and rehearse sentences orally, including dialogue. Develop new vocabulary and use it in own writing. Include paragraphs in writing. Create characters, setting and plot in narratives. Use simple organisational devices such as headings/subheadings, in nonnarrative.	Select appropriate grammar and vocabulary for purpose and audience. Describe settings, characters and atmosphere. Move plot forward through dialogue, action and description. Précising longer passages.	Select appropriate grammar and vocabulary for purpose and audience. Describe settings, characters and atmosphere. Move plot forward through dialogue, action and description. Précising longer passages. Use a range of devices to build cohesion within and across paragraphs. Use further presentational and organisational devices.
<b>Editing &amp; Evaluating</b>	Re-reading what they have read to make sure it makes sense. Discuss writing. Read writing aloud clearly.	Evaluate writing with others. Re-read writing for sense. Proof-read to check for punctuation, spelling or grammatical errors. Read writing aloud clearly and with expression.	Assess effectiveness of own writing and that of others'. Proof-read to check for punctuation, spelling or grammatical errors. Read writing with appropriate intonation to make meaning clear.	Assess effectiveness of own writing and that of others': proposing changes to grammar and vocabulary. Proof-read to check for punctuation, spelling or grammatical errors. Read writing with appropriate intonation to make meaning clear.	Assess effectiveness of own writing and that of others': proposing changes to grammar and vocabulary to enhance effect and clarify meaning. Ensure consistent and correct use of tense. Ensure correct subject/verb agreement, distinguishing between spoken and written language. Proof-read to check for punctuation, spelling or grammatical errors.	Assess effectiveness of own writing and that of others': proposing changes to grammar and vocabulary to enhance effect and clarify meaning. Ensure consistent and correct use of tense. Ensure correct subject/verb agreement, distinguishing between spoken and written language. Proof-read to check for punctuation, spelling or grammatical errors.