

Lumbertubs Primary School

English Progression Document

(Writing, Grammar and Handwriting)

Use vocabulary
effectively and
purposefully

Organise writing
appropriately

Present writing
neatly

Punctuate
sentences and
spell words

Writing

Taking elements of the Talk for Writing approach, our pupils will be taught how to plan, revise and evaluate their writing in every year group. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently. Every child is taught to write as a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Through the use of high-quality examples, shared writing, discussions and success criteria, our children are taught to fully understand how various text genres are written and do so purposefully across a range of contexts.

Handwriting

At Lumbertubs Primary School, our children are taught handwriting with Kinetic Letters. This is started in Reception and is taught and encouraged throughout the school.

Spelling, vocabulary, grammar and punctuation:

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing lessons. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They will also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils will be taught to control their speaking and writing consciously and to use Standard English. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. Our teachers consistently model accurate use of Standard English when speaking and writing as well as teaching the specific knowledge and skills children are required to know at KS1 and KS2.

Early Learning Goals	
Physical Development - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Literacy/ writing - Write recognisable letters, most of which are correctly formed. - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others. - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Expressive Arts and Design/ Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and teachers. Expressive Arts and Design/ Creating with Materials - Make use of props and materials when role playing characters in narratives and stories. - Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with their peers and their teacher. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	Communication and Language/ Speaking - Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. - Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Literacy/ Comprehension - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
The National Curriculum – Key Stage One	The National Curriculum – Key Stage Two
<u>Spelling</u> Spell: words containing each of the 40+ phonemes already taught; common exception words; the days of the week Name the letters of the alphabet: naming the letters of the alphabet in order; using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs; using the prefix un- ; using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] - Apply simple spelling rules and guidance, as listed in English Appendix 1 - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <u>Handwriting</u> - sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the	<u>Writing – Vocabulary, Grammar and Punctuation</u> - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - Use the present perfect form of verbs in contrast to the past tense - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Use conjunctions, adverbs and prepositions to express time and cause - Use fronted adverbials - Learn the grammar for years 3 and 4 in English Appendix 2 - Use commas after fronted adverbials - Indicate possession by using the possessive apostrophe with plural nouns - Use and punctuate direct speech - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading <u>Writing – Transcription</u>

Life Skills

Opportunities

Aspirations

- right place - form capital letters - form digits 0-9 - understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <u>Write sentences by:</u> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read aloud their writing clearly enough to be heard by their peers and the teacher. <u>Writing – vocabulary, grammar and punctuation</u> - Leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - learning the grammar for year 1 in English Appendix 2 - use the grammatical terminology in English Appendix 2 in discussing their writing.	- Use further prefixes and suffixes and understand how to add them - Spell further homophones - Spell words that are often misspell - Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals - Use the first two or three letters of a word to check its spelling in a dictionary - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <u>Writing – Handwriting</u> - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined - Increase the legibility, consistency and quality of their handwriting <u>Writing – Composition</u> - 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 - Plan their writing - Draft and write - In non-narrative material, use simple organisational devices - evaluate and edit
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Milestones in Writing				
Organise writing appropriately Composition Use Vocabulary effectively & purposefully				
	End of EYFS Milestone	End of Key Stage One Milestone	End of Lower Key Stage 2 Milestone	End of Upper Key Stage 2 Milestone
Write with purpose	- Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	- Say first and then write to tell others about ideas. - Write for a variety of purposes. - Plan by talking about ideas and writing notes. - Use some of the characteristic features of the type of writing used. - Write, review and improve.	- Use the main features of a type of writing (identified in reading). - Use techniques used by authors to create characters and settings. - Compose and rehearse sentences orally. - Plan, write, edit and improve.	- Identify the audience for writing. - Choose the appropriate form of writing using the main features identified in reading. - Note, develop and research ideas. - Plan, draft, write, edit and improve.
Use imaginative description	- Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay. - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	- Use well-chosen adjectives to add detail. - Use names of people, places and things. - Use well-chosen adjectives. - Use nouns and pronouns for variety. - Use adverbs for extra detail.	- Create characters, settings and plots. - Use alliteration effectively. - Use similes effectively. - Use a range of descriptive phrases including some collective nouns.	- Use the techniques that authors use to create characters, settings and plots. - Create vivid images by using alliteration, similes, metaphors and personification. - Interweave descriptions of characters, settings and atmosphere with dialogue
Organise writing appropriately	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	- Re-read writing to check it makes sense. - Use the correct tenses. - Organise writing in line with its purpose.	- Use organisational devices such as headings and sub headings. - Use the perfect form of verbs to mark relationships of time and cause. - Use conjunctions that signal time, shift attention, inject suspense and shift the setting.	- Guide the reader by using a range of organisational devices, including a range of conjunctions. - Choose effective grammar and punctuation. - Ensure correct use of tenses throughout a piece of writing.
Use paragraphs	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	- Write about more than one idea. - Group related information.	- Organise paragraphs around a theme. - Sequence paragraphs.	- Write paragraphs that give the reader a sense of clarity. - Write paragraphs that make sense if read alone. - Write cohesively at length.
Use sentences appropriately	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	- Write so that other people can understand the meaning of sentences. - Sequence sentences to form clear narratives. - Convey ideas sentence by sentence. - Join sentences with conjunctions. - Vary the way sentences begin.	- Use a mixture of simple, compound and complex sentences. - Write sentences that include: - conjunctions - adverbs - direct speech, punctuated correctly - clauses - adverbial phrases.	Write sentences that include: - relative clauses - modal verbs - relative pronouns - brackets & parenthesis - a mixture of active and passive voice - a clear subject and object - hyphens, colons and semi colons - bullet points.

Milestones in Writing				
Transcription				
Present writing neatly Punctuate sentences & spell words				
	End of EYFS Milestone	End of Key Stage One Milestone	End of Lower Key Stage 2 Milestone	End of Upper Key Stage 2 Milestone
Present neatly	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	- Sit correctly and hold a pencil correctly. - Begin to form lower-case letters correctly. - Form capital letters. - Form digits 0–9. - Understand letters that are formed in similar ways. - Form lower-case letters of a consistent size. - Begin to join some letters. - Write capital letters and digits of consistent size. - Use spacing between words that reflects the size of the letters.	- Join letters, deciding which letters are best left un-joined. - Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.	Write fluently and legibly with a personal style.
Spell correctly	- Write recognizable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters.	- Spell words containing 40+ learned phonemes. - Spell common exception words (the, said, one, two and the days of the week). - Name letters of the alphabet in order. - Use letter names to describe spellings of words. - Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). - Use the prefix un. - Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. - Use spelling rules. - Write simple sentences dictated by the teacher. - Spell by segmenting words into phonemes and represent them with the correct graphemes. - Learn some new ways to represent phonemes. - Spell common exception words correctly. - Spell contraction words correctly (can't, don't). - Add suffixes to spell longer words (-ment, -ness, -ful and -less). - Use the possessive apostrophe. (singular) (for example, the girl's book) - Distinguish between homophones and near-homophones.	- Use prefixes and suffixes and understand how to add them. - Spell homophones correctly. - Spell correctly often misspelt words. - Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). - Use the first two or three letters of a word to check its spelling in a dictionary. - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	- Use prefixes appropriately. - Spell some words with silent letters (knight, psalm and solemn). - Distinguish between homophones and other words that are often confused. - Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. - Use dictionaries to check spelling and meaning of words. - Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. - Use a thesaurus. - Spell the vast majority of words correctly.
Punctuate accurately	Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.	- Leave spaces between words. - Use the word 'and' to join words and sentences. - Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. - Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.	- Develop understanding of writing concepts by: - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. - Using the present perfect form of verbs in contrast to the past tense.	- Develop understanding of writing concepts by: - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. - Using passive verbs to affect the presentation of information in a sentence. - Using the perfect form of verbs to mark relationships of time and cause. - Using expanded noun phrases to convey complicated information concisely. - Using modal verbs or adverbs to indicate degrees of possibility.

Life Skills

Opportunities

Aspirations

		• Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form.	• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause. • Using fronted adverbials. • Indicate grammatical and other features by: • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech.	• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing. • Using hyphens to avoid ambiguity. • Using brackets, dashes or commas to indicate parenthesis. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently.
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Milestones in Writing				
Present writing Analysis and Presentation				
	End of EYFS Milestone	End of Key Stage One Milestone	End of Lower Key Stage 2 Milestone	End of Upper Key Stage 2 Milestone
Analyse writing	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.	• Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: Year 1 • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. Year 2 • Use and understand grammatical terminology in discussing writing: • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.	• Use and understand grammatical terminology when discussing writing and reading: Year 3 • word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. Year 4 • pronoun, possessive pronoun, adverbial.	• Use and understand grammatical terminology when discussing writing and reading: Year 5 • relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. Year 6 • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.
Present writing	• Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	• Read aloud writing clearly enough to be heard by peers and the teacher. • Read aloud writing with some intonation.	• Read aloud writing to a group or whole class, using appropriate intonation.	• Perform compositions, using appropriate intonation and volume.

Progression of Writing											
KS2 Framework		KS1 Framework	Early Learning Goals	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Framework 2018 – 19 • In narratives, describe settings, characters & atmosphere • Integrate dialogue in narratives to convey character & advance the action	Create atmosphere	Framework 2018 – 19 write simple, coherent narratives about personal experiences and those of others (real or fictional)	Speaking: Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Comprehension: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Expressive arts and design: Make use of props and materials when role playing characters in narratives and stories. Expressive arts and design: Perform songs, rhymes, poems and stories with music and (when appropriate) try to move in time to music.	Development Matters: C&L: Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use a wider range of vocabulary. Sing a large repertoire of songs. Expressive A&D: Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know	Development Matters: Expressive A&D: Develop storylines in their pretend play Sing in a group or on their own, increasingly matching the pitch and following the melody. C&L: Learn new vocabulary. Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound Listen to and talk about stories to build familiarity and understanding.	write sentences that are sequenced to form a short narrative (real or fictional)	write simple, coherent narratives about personal experiences and those of others (real or fictional)	Create atmosphere through setting description using the 5 senses (step into the setting)	Create atmosphere by using non-human elements in the setting to convey feeling eg weather, objects in the setting	Use character actions to create atmosphere (show not tell) eg convey fear, calm, fun, worry	Create atmosphere using a range of writing techniques
	Advance the action							Use three actions for impact and pace (sentence of 3 for action)	Vary sentences for effect – short sentences for dramatic effect and to speed up action; long sentences to add detail and slow the action.	Limit actions, choosing the most important and using powerful, effective verbs to move action forward. Choose and use effective adverbials to add pace.	Use a range of techniques to highlight key action and advance the action, including dialogue (eg "Quick, grab the map and let's get out of here.")
	Convey character							Develop strong characters by effectively describing appearance and actions (including behaviour)	Convey character by describing the feelings and thoughts of that character.	Convey character by showing how others react to the character.	Convey character through what they say and what others say.

Framework 2018 – 19 select vocabulary and grammatical structures that reflect 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)	Framework 2018 – 19 write about real events, recording these simply and clearly	Expressive art an design: Invent, adapt and recount narratives and stories with peers and teachers.	Development Matters: C&L: Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Expressive A&D: Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.	Development Matters: C&L: Learn new vocabulary. Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Develop social phrases. Use new vocabulary in different contexts. Learn new vocabulary Articulate their ideas and thoughts in well-formed sentences. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Write in simple sentences about real events. Key vocabulary: Singular/ plural nouns/ pronouns adjectives Verbs Simple connectives and conjunctions Appropriate tense Question mark Exclamation mark	Write about real events, recording these simply and clearly Key vocabulary: Noun Expanded Noun phase Adjective Verbs in past and present Adverbs – ly – ful – ness Connectives/ Conjunction (Subordinating and coordinating)	Use more specific vocabulary to add detail, particularly in relation to non-fiction. Use topic sentences to introduce paragraphs and signpost the reader. Use a pattern of 3 for more informal persuasion (eg Visit! Swim! Enjoy!) Key vocabulary: Nouns Pronouns Verbs – present perfect Adverbs Adjectives Connectives/ conjunctions Tense of past and present Adverbs Preposition Subordinating clauses	Use standard English for key verb inflections (eg was / were, did / done) Use repetition to persuade in less formal writing such as advertisements (eg "Find us to find the fun") Key vocabulary: Modal verbs Expanded noun phases Prepositional phases Verbs Adjectives Subordinating and coordinating conjunctions Tenses Adverbs Fronted adverbials adverbial phrases	Use techniques such as empty words (eg something, someone) and technical language to convey a level of formality. Use of 'could', 'should', 'would' to increase the level of formality. Move sentence chunks around for different effect. Key vocabulary: Nouns – all nouns Verbs/ modal verbs Adjectives Connectives/ conjunctions Adverbs and Fronted adverbials Relative clause	Know how and when to use both informal and formal vocabulary to convey the same meaning (eg ask / request, try / endeavour, said / reported, alleged, claimed). Use question tags for more informal writing (eg didn't you?) Use of the subjunctive form to add formality (eg I request that you) Key vocabulary: Nouns Verbs Adjectives Connective/ conjunctions Tense Adverbs Subjunctive verbs
Framework 2018 – 19 use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs		Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Development Matters: C&L: Use longer sentences of four to six words. Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'	Development Matters: C&L: Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Develop social phrases. Use new vocabulary in different contexts.	Join words and clauses using 'and' Key vocabulary: Simple sentence Compound sentences	use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses Key vocabulary: Complex sentences Statements Question Exclamation marks Command	Use topic sentences to introduce a new paragraph. Use of pronouns to support cohesion within a paragraph. Clause (relative clauses) Use of the forms 'a' and 'an' Key vocabulary: Expanded noun phrases	Use of pronouns and nouns appropriately to avoid ambiguity and repetition within a sentence and across a paragraph. Use of adverbials and determiners to support cohesion within a paragraph (eg then, after, this that) Key vocabulary: Expanded noun phases Pronouns Determiner Fronted adverbial	Use time, (eg later, now) place (eg nearby) and number (eg firstly) adverbials to link ideas across paragraphs. Use tense to link ideas across paragraphs (eg ... he had seen earlier) Key vocabulary: Parenthesis adverbial phases	Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs Subject Object

Framework 2018 – 19 use verb tenses consistently and correctly throughout their writing	Framework 2018 – 19 Interim standards use present and past tense mostly correctly and consistently	Speaking: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Development Matters: C&L: Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Development Matters: C&L: Articulate their ideas and thoughts in well-formed sentences.	To understand the present and past tense words and how the sentences change. Key vocabulary: First, present and future tense Third person/ first person	use present and past tense mostly correctly and consistently Key vocabulary: Simple tense Progressive tense	Use present perfect form of verbs Key vocabulary: Perfect tense Prefix Word families	Use modal verbs as a way of indicating possibility / certainty	Use adverbs to indicate degrees of possibility (eg perhaps, surely, maybe) Key vocabulary: Tense fluency	Use active and passive verbs to create effect and to affect the presentation of information
										Tense fluency Active voice Passive voice
Framework 2018 – 19 use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	Framework 2018 – 19 demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Development Matters: C&L: Use longer sentences of four to six words.	Development Matters: Literacy: Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Form lower case and capital letters correctly. Articulate their ideas and thoughts in well-formed sentences. C&L: Connect one idea or action to another using a range of connectives.	demarcate some sentences with capital letters and full stops Begin to punctuate work using question marks and exclamation marks Key vocabulary: Capital letters Full stops Exclamation marks Question mark Apostrophe for contraction	demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required Use commas to separate items in a list Know if a sentence is a statement, question, exclamation or command. Key vocabulary: Commas in a list Apostrophe	Use commas for clarity mostly correctly Use inverted commas mostly correctly. Key vocabulary: Inverted commas to show direct speech Comma for clarity	Direct speech is punctuated correctly Use commas after fronted adverbials Key vocabulary: Comma Apostrophe Direct speech punctuation	Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity Key vocabulary: Commas for clarity Brackets Dashes Determiner	Use of the semi colon, colon and dash to indicate a stronger sub-division of a sentence than a comma. Use of colon to introduce a list and semi colons within lists. Use of semi colon to punctuate bullet points to list information. Use hyphens to avoid ambiguity eg <i>man-eating shark</i> versus <i>man-eating shark</i> or <i>recover</i> versus <i>re-cover</i>
										Ellipsis Dash Hyphen Bullet point Colon Semi-colon
Interim Framework Use a wide range of clause structures, sometimes varying their position within the sentence,	Framework 2018 – 19 Interim standards use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	Speaking: Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.	Development Matters: C&L: Use longer sentences of four to six words.	Development Matters: C&L: Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.	Join words and clauses using 'and' To understand the use of prefixes to change the meaning of verbs and adjectives for example: unkind, untie, undoing. To use suffixes within writing -ing, -ed, -er, -est To understand the use of syllables To use apostrophe for contraction	use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses Form nouns using suffixes such as -ness, -er and by compounding such as whiteboard, superman Form adverbs using suffixes such as -ful and -less Use suffixes to form adjectives such as smoothly, softly, bigger, biggest	Embellish simple sentences by using: Adverb starters eg Carefully, She ... Fronted adverbials to show 'where', 'when' or 'how' A range of subordinating conjunctions 'ing' clauses as starters eg Sighing, the Headteacher ... 'Drop in' relative clause using who / whom / which / whose / that	Develop complex sentences by using: - A range of subordinating conjunctions within main and subordinate clauses 'ed' clauses as starters eg Exhausted, the Headteacher... - Expanded 'ing' clauses as starters eg Grinning menacingly, the Headteacher... - Drop in 'ing' clause eg Sue, laughing at the Headteacher, ...	Develop complex sentences by using: - A full range of conjunctions in main and subordinate clauses - Expanded 'ed' clauses as starters eg Terrified by the Headteacher, Sue ... - Drop in 'ed' clause eg Poor Sue, exhausted by so much effort, left for home. - Elaboration of starters using adverbial phrases eg Throughout the night, the wind howled like... - Move sentence chunks (how, when, where) around for effect eg 'The siren echoed loudly / through the lonely streets / at midnight.'	Secure use of: - simple / embellished simple sentences - compound sentences - complex sentences with full range of conjunctions - expanded noun phrases to convey complicated information concisely

Interim Framework Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision		Speaking: Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Development Matters: Literacy: Engage in extended conversations about stories, learning new vocabulary. Expressive A&D: Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Development Matters: C&L: Learn new vocabulary. Use new vocabulary throughout the day.	To understand the use of adjectives.	Use expanded noun phrases for description (plain flour, blue butterfly, the man in the moon)	Use adverbs, prepositions and expanded noun phrases to add detail.	Use preposition phrases to add detail.	Use expanded noun phrases, preposition phrases and adverbs for precision.	Use adverbs to add qualification eg 'You are really annoying', 'I really like you', 'That is highly likely', 'I think highly of you', 'Clearly, you have not understood.'
Framework 2018 – 19 Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	Framework 2018 – 19 spell many common exception words segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	Development Matters: Literacy: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Development Matters: Literacy: Spell words by identifying the sounds and then writing the sound with the letter/s. Form lower case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. Write simple sentences which can be read by themselves and others.	segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* Key vocabulary: ○ Root word ○ Prefix and suffix introduction	spell many common exception words segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others Key vocabulary: ○ Suffix	Spell most words from the year 3 spelling list Key vocabulary: ○ Prefix ○ Word families	Spell most words from the year 4/3 spelling lists	Spell most words from the year 5 spelling list Key vocabulary: ○ Prefix ○ Suffix ○ verbs	Spell most words from the year 5/6 spelling lists Key vocabulary: ○ Antonym ○ synonyms

Framework 2018 – 19 Maintain legibility in joined handwriting when writing at speed	Framework 2018 – 19 form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters.	Physical Development: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Literacy: Write recognisable letters, most of which are correctly formed.	Development Matters: PD Use one-handed tools and equipment, for example, making snips in paper with scissors. Use large-muscle movements to wave flags and streamers, paint and make marks. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Literacy Write some letters accurately. Understand the key concepts about print: 1.Print has meaning 2.Print can have different purposes 3.We read English text from left to right and from top to bottom	Development Matters: PD 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Literacy: Form lower case and capital letters correctly.	Form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.	form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters.	Maintain kinetic letters from year 2.	Join legibly in focused tasks.	Join legibly in daily writing activities.	Maintain legible writing at speed in all writing activities.
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