



Writing KS1



OUR CURRICULUM INTENT

To nurture independent, resilient, inquisitive learners, who have a breadth of knowledge, experiences and skills, with aspiration to succeed in the wider world.

The GOLDEN THREADS of our Intent

Oracy

Diversity

Independence



Big Question:

Term 1 CYCLE A What is the secret to good food?

CYCLE B What do we need to Survive?

Term 2 CYCLE A What makes us a good leader?

CYCLE B Why is Britain great?

Term 3 CYCLE A How important is our World?

CYCLE B Do you think change is important?

KS1

TRANSCRIPTION

PHONICS AND SPELLING RULES

| YR | Y1 | Y2 |
|--|---|--|
| <p>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.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> | <p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> • the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; • the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); • dividing words into syllables (e.g. rabbit, carrot); | <p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> • the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); • the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); • the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); • the /aɪ/ sound spelt -y (e.g. cry, fly, July); |

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| | <ul style="list-style-type: none"> • the /tʃ/ sound is usually spelt as 'tch' and exceptions; • the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); • adding -s and -es to words (plural of nouns and the third person singular of verbs); • adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); • adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); • spelling words with the vowel digraphs and trigraphs: - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); - a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); - 'ar' (e.g. car, park); - 'ee' (e.g. green, week); - 'ea' (e.g. sea, dream); - 'ea' (e.g. meant, bread); - 'er' stressed sound (e.g. her, person); - 'er' unstressed schwa sound (e.g. better, under); - 'ir' (e.g. girl, first, third); - 'ur' (e.g. turn, church); - 'oo' (e.g. food, soon); | <ul style="list-style-type: none"> • adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); • adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; • adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); • the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); • the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); • the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); • the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) • the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); • the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /z/ sound spelt 's' (e.g. television, usual). |
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| | <p>- 'oo' (e.g. book, good);</p> <p>- 'oa' (e.g. road, coach);</p> <p>- 'oe' (e.g. toe, goes);</p> <p>- 'ou' (e.g. loud, sound);</p> <p>- 'ow' (e.g. brown, down);</p> <p>- 'ow' (e.g. own, show);</p> <p>- 'ue' (e.g. true, rescue, Tuesday);</p> <p>- 'ew' (e.g. new, threw); ie' (e.g. lie, dried);</p> <p>- 'ie' (e.g. chief, field);</p> <p>- 'igh' (e.g. bright, right);</p> <p>- 'or' (e.g. short, morning);</p> <p>- 'ore' (e.g. before, shore);</p> <p>- 'aw' (e.g. yawn, crawl);</p> <p>- 'au' (e.g. author, haunt);</p> <p>- 'air' (e.g. hair, chair);</p> <p>- 'ear' (e.g. beard, near, year);</p> <p>- 'ear' (e.g. bear, pear, wear);</p> <p>- 'are' (e.g. bare, dare, scared);</p> <ul style="list-style-type: none">• spelling words ending with -y (e.g. funny, party, family);• spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); <p>using 'k' for the /k/ sound (e.g. sketch, kit, skin).</p> | |
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HANDWRITING

LETTER FORMATION, PLACEMENT AND POSITIONING

| YR | Y1 | Y2 |
|---|---|---|
| <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p> | <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> | <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> |



| COMMON EXCEPTION WORDS | | |
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| YR | Y1 | Y2 |
| To write some irregular common words | To spell all Y1 common exception words correctly.* To spell days of the week correctly. To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). | To spell most Y1 and Y2 common exception words correctly. To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly. |
| FURTHER SPELLING CONVENTIONS | | |
| To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes | To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings). | |



| JOINING LETTERS | | |
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| YR | Y1 | Y2 |
| | | To begin to use the diagonal and horizontal strokes needed to join letters. |
| COMPOSITION | | |
| PLANNING, WRITING AND EDITING | | |
| <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>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.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and</p> | <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p> | <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> |



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| <p>some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Develop storylines in their pretend play.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p> | | |
| AWARENESS OF AUDIENCE, PURPOSE AND STRUCTURE | | |
| <p>Use a wider range of vocabulary.</p> <p>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.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p> <p>Participate in small group, class and one-to-one</p> | <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe</p> | <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p> |



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| <p>discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p> | | |
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VOCABULARY, GRAMMAR AND PUNCTUATION

SENTENCE CONSTRUCTION AND TENSE

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| <p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p> | <p>To use simple sentence structures.</p> | <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p> |
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| USE OF PHRASES AND CLAUSES | | |
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| <p>Use longer sentences of four to six words.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>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.</p> | <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p> | <p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> |
| PUNCTUATION | | |
| | <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p> | <p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; apostrophes to mark singular possession and contractions. |
| USE OF TERMINOLOGY | | |
| | <p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p> | <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma</p> |

KS2

TRANSCRIPTION

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| Use prefixes and suffixes to understand how to add them (app 1) | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | Use further prefixes and suffixes and understands the guidelines for adding them | Use dictionaries to check the spelling and meaning of words. |
| Spell further homophones | Use further prefixes and suffixes and understands how to add them (Appendix 1) | Spell some words with 'silent' letters, e.g. knight, psalm, solemn | Use further prefixes and suffixes and understands the guidelines for adding them |
| Identify commonly misspelt words and attempts to correct them. (Appendix 1) | Spell further homophones | Continue to distinguish between homophones and other words which are often confused. | Spell some words with 'silent' letters, e.g. knight, psalm, solemn. |
| Understand how to place the apostrophe in words with regular plurals eg girls' boys'. | Identify commonly misspelt words and corrects them. (See Appendix 1) | Use knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1 | Continue to distinguish between homophones and other words which are often confused. |
| Use the first two or three letters in a word to check its spelling in a dictionary. | Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's). | Use dictionaries to check the spelling and meaning of words. | Use knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1 |
| Write from memory simple sentences, dictated from the teacher, that include words and punctuation taught so far. | Use the first two or three letters of a word to check its spelling in a dictionary. | Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. | Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. |
| | | Use a thesaurus. | Use a thesaurus. |

HANDWRITING

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| Use diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another are best left un-joined | Use the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined | Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices | Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices |
| Increase the legibility, consistency and quality of their handwriting eg by ensuring that the downward letters are parallel and equidistant. | Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant. | Decide, as part of their personal style, whether or not to join specific letters | Decide, as part of their personal style, whether or not to join specific letters. |
| Increase the legibility, consistency, and quality of their handwriting – eg by ensuring that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. | Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). | Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version) |
| | | Choose the writing implement that is best suited for a task (e.g. quick notes, letters) | Choose the writing implement that is best suited for a task (e.g. quick notes, letters). |

COMPOSITION

| Y3 | Y4 | Y5 | Y6 |
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| Make some attempt to define paragraphs by organising ideas with related points placed next to each other – eg one sentence paragraphs or ideas loosely | Know how to organise paragraphs around a theme: paragraphs/ sections that help to organise content. | Identify the audience for and purpose of the writing. Select the appropriate form and use other similar writing as a model for their own writing | Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own |
| In non-narrative material use simple organisational devices – eg headings and sub headings | In narratives, know how to create settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases). | In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. | In narratives, know how to use imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere. |
| Proof read for spelling and punctuation errors. | Proof-read for errors in spelling and punctuation. | Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). | Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). |



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| Discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar. | Discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar. | Ensure the consistent and correct use of tense throughout a piece of writing | Ensure the consistent and correct use of tense throughout a piece of writing |
| Discuss and record ideas | Discuss and record ideas | Proof-read for errors in spelling and punctuation. | Proof-read effectively for spelling and punctuation errors. |
| Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure. | Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures | Make notes and develop initial ideas, drawing on reading and research where necessary. | Make notes and develop initial ideas, drawing on reading and research where necessary |
| In narrative create settings, characters and plot, with some attempt to elaborate on basic information or events - eg nouns expanded by simple adjectives etc. | Assess the effectiveness of their own and others' writing and suggest improvements. | When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors | When developing characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors. |
| Assess the effectiveness of their own and others' writing and suggest improvements. | Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. | Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect | Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use an ambitious vocabulary, generally appropriate to purpose and audience. |
| Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. | Proof-read for errors in spelling and punctuation. | Attempt to précis longer passages | Integrate dialogue to convey character and advance the action. |
| Read aloud their own writing, to a group or the whole class using appropriate intonation and controls the tone of voice so that the meaning is made clear. | Read aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear. | Use a wide range of devices to build cohesion within and across paragraphs | Can shape and précis longer passages to adapt material appropriately for selected form. |
| | | Assess the effectiveness of their own, and others' writing. | Use a wide range of devices to build cohesion within and across paragraphs. |
| | | Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning | Within paragraphs, cohesive devices contribute to emphasis and effect, (e.g. adverbials as sentence starters). |
| | | Ensure correct subject and verb agreement when using singular and plural, distinguishing between the | Assess the effectiveness of their own and others' writing |

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| | | language of speech and writing, and choosing the appropriate register. | |
| | | | Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning |
| | | | Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register |
| VOCABULARY, GRAMMAR AND PUNCTUATION | | | |
| Limited use of inverted commas to punctuate direct speech | Use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The boss shouted, "Sit down!") | Use commas to clarify meaning or avoid ambiguity. | Use the colon to introduce a list and uses semi-colons within lists. |
| Attempt to use paragraphs as a way to group related materials. | Use paragraphs to organise ideas around a theme. | Use a range of devices to build cohesion within a paragraph (e.g. firstly, then, after that, this,) | Punctuate bullet points when listing information. |
| Make some use of the present perfect form of verbs instead of the simple past – eg "He has gone to the park". In contrast with "He went to the park". | Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must | Use of layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text). |
| Express time, place and cause using conjunctions. Eg when, before, after, while, because. | Use fronted adverbials (eg 'Later that day, I heard the sad news') | Understand how to convert nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify | Use the passive voice to affect the presentation of information in a sentence (e.g. 'I had broken the window in the greenhouse' versus 'The window in the greenhouse had been broken'). |
| Use the forms "a" or "an" according to whether the next word begins with a consonant or vowel. Eg a dog, an orange | Most of the time use appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'). | Use brackets, dashes or commas to indicate parenthesis | Recognise and use 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). |
| Show and have awareness of headings and sub headings to aid presentation. | Use expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher | Use a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. | Use the colon to introduce a list and use semi-colons within lists |



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| | expanded to: the strict maths teacher with curly hair). | secondly) or tense choices (e.g. he had seen her before) | |
| Express time, place and cause using adverbs. Eg then, next, soon, therefore. | Understand the grammatical difference between plural and possessive –s | Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun | Show knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover'). |
| Express time, place and cause using prepositions eg during, after, in, because of. | Use commas after fronted adverbials | Knowledge of verb prefixes (e.g. dis–, de–, mis–, over– and re–) | Use linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as : 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis |
| Show understanding of the formation of nouns, using a range of prefixes eg super, anti, auto. | Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names). | | Use a wide range of clause structures, varying their position within the sentence. |
| Show knowledge of word families based on common words, showing how words are related in form and meaning, eg solve, solution, solver, dissolve, insoluble | Use dictionaries to check the spelling and meaning of words. | | Show knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little). |