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|  | Year 4 | Year 5 | Year 6 |
| Phonic and whole word spelling | |  | | --- | | • spell further homophones• spell words that are often misspelt (Appendix 1) | | • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 | • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 |
| Other Word Building Spelling | • use further prefixes and suffixes and understand how to add them  • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a dictionary | • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary | • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary |
| Transcription | • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |  |  |
| Handwriting | • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • increase the legibility, consistency and quality of their handwriting | • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task | • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task |
| Contexts for Writing | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed |
| Planning Writing | • discussing and recording ideas  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | • noting and developing initial ideas, drawing on reading and research where necessary | • noting and developing initial ideas, drawing on reading and research where necessary |
| Drafting Writing | • organising paragraphs around a theme  • in narratives, creating settings, characters and plot  • in non-narrative material, using simple organisational devices | • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  • précising longer passages  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader | • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  • précising longer passages  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader |
| Editing Writing | • assessing the effectiveness of their own and others’ writing and suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors | • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors | • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors |
| Performing Writing | • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| Sentence Level | • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | • use a thesaurus  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility | • use a thesaurus  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Grammar (edited to reflect Appendix 2) | • using fronted adverbials• difference between plural and possesive –s  • Standard English verb inflections (I did vs I done)  • extended noun phrases, including with prepositions  • appropriate choice of pronoun or noun to create cohesion | • using the perfect form of verbs to mark relationships of time and cause  • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun  • converting nouns or adjectives into verbs  • verb prefixes  • devices to build cohesion, including adverbials of time, place and number | • 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  • differences in informal and formal language  • synonyms & Antonyms  • further cohesive devices such as grammatical connections and adverbials  • use of ellipsis |
| Punctuation | • using commas after fronted adverbials  • indicating possession by using the possessive apostrophe with singular and plural nouns  • using and punctuating direct speech (including punctuation within and surrounding inverted commas) | • using commas to clarify meaning or avoid ambiguity in writing  • using brackets, dashes or commas to indicate parenthesis | • using hyphens to avoid ambiguity  • using semicolons, colons or dashes to mark boundaries between independent clauses  • using a colon to introduce a list punctuating bullet points consistently |
| Grammatical Terminology | determiner, pronoun, possessive pronoun, adverbial | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points |