

## Progression Guidance: Writing Composition through the Primary School

This is a guidance document. It complements the new National Curriculum Programmes of Study for Key Stages 1 and 2. Many overlaps exist between this document and the Progression of Grammar, as grammar and punctuation are clearly key elements of the writing process. It is not intended to constrain or restrict teachers' creativity. Within each stage, schools have the flexibility to introduce content earlier or later than suggested.

Year group	Knowledge, skills and understanding	Supporting composition: routines and resources
Year R	<p>Year R is not included in the Programmes of Study for Key Stages 1 and 2. However, it would clearly be appropriate to prepare pupils for the Year 1 statements.</p> <p>Focus on speaking and listening skills to develop speech, particularly communicating effectively in <b>words</b> and <b>sentences</b>.</p> <p>Pupils will need to:</p> <ul style="list-style-type: none"> <li>• engage in pre-writing or writing-readiness activities</li> <li>• practise holding a writing or drawing implement correctly</li> <li>• practise and enjoy making marks using a variety of materials</li> <li>• make large marks and small marks, using gross and fine motor skills</li> </ul>	<p>Supporting composition:</p> <ul style="list-style-type: none"> <li>• Read rhymes, poems and stories regularly, to help child internalise narrative patterns, sentence constructions and vocabulary.</li> <li>• Write simple sentences by saying out loud what they are going to write about.</li> <li>• Model short sentence-writing, talking through skills and processes.</li> </ul> <p>Provide opportunities for pupils to:</p> <ul style="list-style-type: none"> <li>• explore and play with writing e.g. shopping lists, labelling, messages and letters</li> <li>• investigate a range of writing implements on different surfaces</li> </ul> <p>Resources might include:</p> <ul style="list-style-type: none"> <li>• Gateway to writing – ‘Developing Handwriting’</li> <li>• Alistair Bryce-Clegg – <a href="http://abcdoes.typepad.com">abcdoes.typepad.com</a></li> <li>• Write Dance</li> <li>• Role-play supporting writing</li> <li>• Writing in the outdoor environment</li> <li>• Well-planned writing area</li> </ul> <p>When appropriate, follow the statements for Year 1.</p>
	Knowledge, skills and understanding	Routines and resources
Year 1	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• Use Talk for Writing approach when imitating known stories; innovate based on a known model or invent from pupil's own ideas.</li> <li>• As a regular routine during shared writing, orally model whole sentence before writing it down.</li> </ul>

	<ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense.</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>discuss what they have written</li> <li>read aloud their writing clearly enough to be heard.</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>leave spaces between words</li> <li>join words and clauses with <b>and</b></li> <li>begin to punctuate sentences using a <b>capital letter</b> and a <b>full stop</b></li> <li>begin to punctuate sentences using a <b>question mark</b> or <b>exclamation mark</b></li> <li>use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'</li> <li>learn the grammar for Year 1 in English Appendix 2</li> <li>use the grammatical terminology in English Appendix 2 (Year 1) when discussing their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to focus on spoken language, to develop effective speech through <b>sentences</b>; include oral retelling of a simple story or fairy tale.</li> <li>At the beginning of year 1, not all pupils have the spelling and handwriting skills needed to write down everything they compose orally. Practitioners need to capture these pupils' spoken contributions.</li> <li>Pupils should understand, through demonstration, the skills and processes essential to writing: thinking aloud as they collect ideas, drafting and re-reading to check for meaning. Practitioners should demonstrate skills and processes during shared and guided writing.</li> <li>Join sentences with <b>and</b>; use other simple linking words; explain what 'connect' means.</li> <li>Introduce the term <b>punctuation</b>; recognise sentence boundaries in spoken sentences.</li> <li>Sequence a few sentences to write a simple story or recount of real events.</li> <li>Use Scaffolding Emergent Writing as a regular routine for some pupils, for as long as is required (<a href="http://www.mcrel.org">www.mcrel.org</a>).</li> <li>During shared writing, model and emphasise the capital letter and full stop, to demarcate each sentence.</li> <li>Talk about <b>describing words</b> such as <i>pretty, new, blue, fierce</i>, in readiness for introduction of adjectives.</li> <li>Find opportunities to make books; write letters; create posters; make up stories.</li> <li>Find opportunities to practise Standard English forms, e.g. role-model formal language when pretending to be a king or a duchess.</li> <li>Share pupils' special keepsakes in a box, to stimulate writing.</li> <li>Write to an imaginary character (can use a soft toy) which responds to the class (writing with a purpose to an audience).</li> <li>Write from real experience, describing real objects, people, places etc.</li> </ul>
	Knowledge, skills and understanding	Routines and resources
Year 2	Pupils should be taught to develop positive attitudes towards and stamina for writing by:	<ul style="list-style-type: none"> <li>Reading and listening to whole books helps pupils to increase their vocabulary and grammatical knowledge.</li> <li>Listen for connectives during read-aloud stories; big books; e-stories.</li> </ul>

	<ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and imagined)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes.</li> </ul> <p>Consider what they are going to write about before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words</li> <li>• encapsulating what they want to say, sentence by sentence.</li> </ul> <p>Make simple additions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with others</li> <li>• re-reading to check sense</li> <li>• re-reading to check tense of verbs</li> <li>• proof-reading to check for errors of spelling, grammar and punctuation.</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Pupils should be taught to develop their understanding of grammar and punctuation by:</p> <ul style="list-style-type: none"> <li>• learning how to use familiar and new punctuation correctly, including <b>full stops, capital letters, exclamation marks, question marks, commas for lists</b> and <b>apostrophes</b> for</li> </ul>	<ul style="list-style-type: none"> <li>• Draw out high quality vocabulary from shared texts.</li> <li>• Read a range of whole texts including picture books, class texts, big books, narrative poems.</li> <li>• Write from real life experience; describe real things.</li> <li>• Provide an enticing, well-stocked reading environment or area.</li> <li>• Explore use of working walls; writing journals or logs; access to dictionary and thesauruses; key vocabulary and word banks.</li> </ul> <ul style="list-style-type: none"> <li>• Develop speaking and listening e.g. through oral retelling of known stories, inserting simple <b>connectives</b>, perhaps using hand gestures.</li> <li>• Pupils should understand, through being shown, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting and re-reading to check the meaning is clear.</li> <li>• Drama and role-play can contribute to quality of writing by encouraging pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</li> <li>• Provide dressing up boxes; hats and props; make links to other curriculum subjects e.g. role-play connected to History topic.</li> </ul> <ul style="list-style-type: none"> <li>• Model all processes such as how to re-read to check for meaning; how to re-read to check appropriate use of tense.</li> <li>• Regularly proof read sentences during shared writing, to model how to edit and improve.</li> </ul> <ul style="list-style-type: none"> <li>• Focus on correct construction of simple <b>sentences</b>, inserting a <b>capital letter</b> and <b>full stop</b> appropriately and sometimes independently.</li> <li>• Use a string of capital letters for effect, e.g. SUDDENLY</li> <li>• Introduce the <b>apostrophe</b> for a contracted form e.g. <i>don't, can't, haven't</i>; also to mark singular possession in nouns e.g. <i>the girl's name</i>.</li> <li>• Practical activity: show and talk about 'Joanna's coat' or 'Daniel's pencil' to understand the meaning of possession, and to count the number of owners.</li> <li>• Activity: write all the letters of the uncontracted word on squared paper (e.g. would not). Show how the contracted form (wouldn't) uses fewer squares. Practise with other words e.g. cannot – can't, did not – didn't.</li> </ul>
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	<p>contracted forms and the possessive (singular).</p> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>sentences with different forms: <b>statement, question, exclamation</b> and <b>command</b></li> <li>expanded nouns phrases to describe and specify [e.g. the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>appropriate grammar for Year 2 in English Appendix 2</li> <li>Some features of written Standard English.</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 when discussing their writing.</p>	<ul style="list-style-type: none"> <li>Use capital letters for <b>proper nouns</b> e.g. <i>Mrs Green, London; Emma</i>.</li> <li>Draw the link between describing words and adjectives; show that an adjective adds information about the noun e.g. <i>a red van; plain flour (noun phrase)</i>.</li> <li>Model use of CL and FS during shared writing; have high expectations of correct use.</li> <li>Play sentence games including: jumbled sentences; finish my sentence; beginnings and endings; rainbow sentences.</li> <li>Role-play commands. Play Simon Says. Point out the verb.</li> <li>Find and highlight direct speech. Use speech bubbles to indicate spoken words. Model.</li> <li>Consistently use <b>present</b> and <b>past tense of verbs</b> when speaking and writing e.g. <i>catch caught; go went; see saw</i>. Also use continuous forms of verbs to mark actions in progress e.g. <i>Sarah is skipping, Mum was shopping</i>.</li> <li>Play games and activities which reinforce tenses, e.g. I skip, I skipped, I will skip. I go, I went, I will go.</li> <li>Include games which practise continuous forms of verbs e.g. I am going, I was going, I will be going.</li> <li>Use simple gender forms correctly e.g. <i>his her; she he; him her</i>.</li> <li>Identify where direct speech occurs in a text, and notice speech marks. Begin to use speech marks in own writing.</li> <li>In speech and writing, develop coordinating conjunctions: <i>and, or, but</i>, and subordinating conjunctions such as: <i>when, if, that, because</i>. Teach explicitly correct subject/verb agreement e.g. <i>we did, they were</i> etc. Model correct usage.</li> <li>Try human sentences using pupils and large cards; drag and drop the conjunction into a whiteboard sentence.</li> <li>Clearly label classroom display to show proper nouns in context.</li> <li>Play games to describe things e.g. <i>The Vicar's Cat is an... amiable cat, bossy cat, cute cat</i> etc.</li> <li>Have fun with Animal Alliterations e.g. <i>an amazing ant, a beautiful butterfly</i>.</li> <li>Use drama and role-play to identify and practise use of formal and informal registers. Role play Standard English by speaking and acting as a 'duchess' or 'king'; adults model this process.</li> </ul>
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	Knowledge, skills and understanding	Routines and resources
Years 3 and 4	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>introduce the <b>paragraph</b> as a way to group related material; begin to organise information around a theme</li> <li>in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing</li> <li>in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings].</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing, and suggesting improvements</li> </ul>	<ul style="list-style-type: none"> <li>Share the reading of a range of texts in the chosen genre to gain familiarity with its features and structure.</li> <li>Engage in interactive discussion of texts; book talk; reminder of previous examples; cross curricular link texts.</li> <li>Draw out high quality vocabulary from shared texts.</li> <li>Build spoken language skills; speak in pairs and circles; verbal explanations e.g. how I made my model; verbal instructions; reading writing aloud; poetry.</li> <li>Use recording equipment to capture children's oral contributions.</li> <li>Use a dictionary to check meaning of words during reading.</li> </ul> <ul style="list-style-type: none"> <li>Model correct use of punctuation when writing sentences with children; shared and guided writing routines.</li> <li>Play Noisy Sentences and other sentence games; encourage children to hear the full stops as you read a familiar passage aloud. (Read twice. Listen first time. Pupils knock on the table when each sentence comes to an end.)</li> <li>Enjoy mini whiteboard work as a regular routine, creating and improving simple sentences; strengthen the noun; add an adjective; improve the verb; drop in a subordinate clause; add a subordinate clause etc.</li> <li>As a regular routine, model how to identify the main and subordinate clause.</li> <li>Play a spoken language game which requires pupils to change a sentence from the past tense to the present and vice versa. Add actions.</li> <li>Role-play giving commands e.g. lord / duchess / princess / mayor.</li> <li>Work in groups with a leader /chairperson, developing different characters within the group.</li> <li>Provide visual reminders through working walls, friezes and posters.</li> <li>Find and highlight direct speech. Use speech bubbles to indicate spoken words. Model.</li> <li>Make dictionaries and thesauruses available and model how to use them.</li> <li>Use word walls and key words; word logs; magpie (share) words with others.</li> </ul> <ul style="list-style-type: none"> <li>Use guided writing regularly as an opportunity to feedback specific information to children. Discuss next steps.</li> <li>Clarify the usage of a word within a sentence, particularly for those pupils who</li> </ul>

	<ul style="list-style-type: none"> <li>• suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns.</li> </ul> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear.</p> <p>Pupils should be taught to develop their understanding of the concepts of grammar, punctuation and vocabulary (Appendix 2) by:</p> <ul style="list-style-type: none"> <li>• using a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns for clarity</li> <li>• using conjunctions to express time and cause.</li> </ul> <p>Indicate grammatical features by:</p> <ul style="list-style-type: none"> <li>• indicating possession by using the possessive apostrophe with both singular and plural nouns (Year 4. In Year 3, revise singular nouns and teach plural to pupils who are ready.)</li> <li>• using and punctuating direct speech.</li> </ul>	<p>are new to the English language e.g. a round shape / a round of cards / singing a round / round and round</p> <ul style="list-style-type: none"> <li>• Text mark: find all the pronouns etc.</li> </ul> <ul style="list-style-type: none"> <li>• Model the proof-reading process during shared and guided writing.</li> <li>• Record examples on Talking Books or other IT devices.</li> <li>• Ask pupils to read work aloud to an audience. Involve pupils in evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, grasp of sentence structure and knowledge of terminology.</li> <li>• Expect independent use of <b>full stops</b> and <b>capital letters</b>.</li> <li>• Provide and display sentence openers using various <b>connectives</b>.</li> <li>• Become familiar with the term <b>word class</b>; choose nouns or <b>pronouns</b> appropriately for clarity <i>e.g. Jenny bought a Mars bar.</i></li> <li>• During shared reading, point out that many words belong to more than one word class, depending upon their usage in the text.</li> <li>• Identify <b>adjectives</b> in a text; words which tell you more about the noun; collect and classify adjectives (e.g. shapes, sizes, colours, sounds etc); consider the impact of the adjective during shared reading and writing.</li> <li>• Practical activity: show and talk about 'Joanna's coat' or 'Daniel's pencil' to understand the meaning of possession, and to count the number of owners.</li> <li>• Contractions activity: use paper/card/ sticky notes to show uncontracted and contracted words – kinaesthetic activity.</li> <li>• Learn to recognise and spell <b>contractions</b>: <i>cannot, can't; will not, won't etc.</i></li> <li>• Introduce the words '<b>omit; omission; possess; possession</b>' in readiness for teaching apostrophes.</li> <li>• Practise and develop more confidence to use <b>speech marks</b> accurately to show <b>direct speech</b>. Mention that they have another name which is <b>inverted commas</b>. Find them in class texts or guided reading texts.</li> <li>• Notice and collect irregular <b>verbs</b>, when working with a text.</li> </ul>
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	<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <ul style="list-style-type: none"> <li>Use the present perfect form of verbs instead of the simple past [e.g. <i>He has gone out to play</i> rather than <i>He went out to play</i>].</li> </ul>	<ul style="list-style-type: none"> <li>Play card-matching games with verbs in the <b>present</b> and <b>past tense</b>: <i>come came; go went; shake shook; sing sang; buy bought; teach taught etc</i>; know that tense refers to time.</li> <li>Talk about commands e.g. when reading and writing instructions: these are also called <b>imperative verbs</b>. Explain with practical activities.</li> <li>Introduce an <b>adverb</b> which gives more information about the verb.</li> <li>Model use of <b>commas in lists</b>, <b>exclamation marks</b> and <b>question marks</b>.</li> <li>Introduce the word <b>preposition</b> to show the position of one thing in relation to another; play games to practise e.g. put the red triangle in front of the blue cube.</li> </ul>
	Knowledge, skills and understanding	Routines and resources
<p>Extending Year 4 (See also Years 3/4 above)</p>	<p>Use <b>paragraphs</b> as a way to organise ideas around a theme.</p> <p>Pupils should be taught to develop their understanding of the concept of grammar, punctuation and vocabulary (Appendix 2) by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the simple past tense [e.g. <i>He has gone out</i> rather than <i>He went out</i>]</li> <li>choosing nouns or pronouns for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause.</li> </ul>	<p>Model boxing-up of information into sections of similar material around a theme. Identify key information.</p> <ul style="list-style-type: none"> <li>Recognise that sentences need verbs to make sense.</li> <li>Be able to identify the <b>main clause</b> and <b>subordinate clause</b>; begin to use <b>connectives</b> to structure an argument: <i>if; on the other hand</i>.</li> <li>Learn that strong, specific <b>nouns</b> and powerful <b>verbs</b> make good writing.</li> <li>Provide scaffolds during planning, both during shared planning and independent work.</li> </ul> <p>Notice the various positions of the main clause within a sentence; e.g. ‘Although it was cold, <i>Jack took his coat off</i>.’ – can be written: ‘<i>Jack took his coat off</i>, although it was cold.’ (The main clause moves to the beginning of the sentence).</p> <ul style="list-style-type: none"> <li>Textmark; find the subordinate clause.</li> <li>Vary sentence order and sentence length, and examine the effect on the reader.</li> <li>Use a <b>comma</b> to mark a pause within a complex sentence.</li> <li>Model how to use two commas around extra information, e.g. Jess, <i>the shorter of the two</i>, asked Peter for a ladder. Explore other ways to punctuate extra information (a parenthesis), such as with a pair of <b>brackets</b> or <b>dashes</b>.</li> <li>Revise the term <b>pronoun</b> during shared writing, to show how they help the writer to avoid repetition or ambiguity, e.g. <i>Josh</i> loved sausages. <i>He</i> ate three every day. <i>His</i> mother gave them to <i>him</i>.</li> <li>Play the adverb game: do an action (e.g. sit on your chair / pick up a coat etc) in the manner of the adverb.</li> <li>Recognise <b>adverbs</b> when reading, particularly those ending with ‘ly’.</li> </ul>

	<p>Indicate grammatical features by:</p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with both singular and plural nouns. Know the grammatical difference between plural and possessive –s</li> <li>• using and punctuating direct speech.</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Use Standard English forms for <b>verb inflections</b> instead of local spoken forms [e.g. <i>we were</i> rather than <i>we was</i>].</p>	<ul style="list-style-type: none"> <li>• Model how to use a fronted adverbial as a regular routine in shared writing; discuss the effect of changing its position in the sentence.</li> <li>• Make sentences with mini whiteboards. Provide children with a simple sentence. Model how to add a comma and connective, followed by a subordinate clause e.g. <i>The dog came along the road – The Alsatian lurched along the lane, although his owner was calling him.</i></li> <li>• Ask pupils to identify whether a phrase/sentence has one owner or more than one owner, in order to be able to determine the position of the apostrophe e.g. the tails belonging to the squirrels; the dummy belonging to the baby.</li> <li>• Identify and apply <b>apostrophe for possession</b> e.g. <i>the baby's dummy; the ladies' hats</i>; teach basic rules for <b>singular/plural</b> nouns first.</li> <li>• Compare this to the <b>apostrophe for omission</b> used by <b>contractions</b> e.g. <i>won't</i>.</li> <li>• Revise the term <b>possessive pronoun</b> e.g. <i>Jack's football, Miss Wood's ruler</i>.</li> <li>• Develop confidence with <b>contractions</b> such as: <i>you're, should've, would've, it's/its</i>.</li> <li>• Photograph and collect examples of misuse of punctuation in the real world.</li> <li>• Use the term <b>inverted commas</b> when referring to speech marks, and clarify their use in <b>direct speech</b>; identify the difference between direct and reported speech.</li> <li>• Highlight / textmark to identify reported or direct speech from class text or pupil writing.</li> <li>• Model insertion of inverted commas as a regular routine.</li> <li>• Deliberately make errors for pupils to edit and correct.</li> <li>• Provide lines from well-known rhymes or stories or poems e.g. <i>Mary had a little lamb / Cats sleep anywhere etc</i>. Find the <b>subject</b> and <b>verb</b>. Repeat several times until children can easily identify the subject and verb.</li> <li>• Use drama and role-play to identify and practise use of formal and informal registers.</li> <li>• Visit theatre productions to broaden experience, language structures and vocabulary, and to enrich knowledge and understanding of playscripts;</li> <li>• Emphasise the importance of making the <b>subject and verb</b> agree, both when speaking and writing, e.g. <i>We were</i> fishing; <i>I did</i> my homework; they <i>were</i> blue.</li> <li>• Discuss and identify <b>formal</b> and <b>informal</b> language.</li> <li>• Build dictionary skills to check the meaning of new words; become familiar with using a thesaurus to expand vocabulary; keep a journal of words.</li> </ul>
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	<p>Identify and understand the term <b>determiner</b> [which specifies a noun as known or unknown, e.g. the; a; an; this; those; my; your; some; every;].</p>	<ul style="list-style-type: none"> <li>• Help pupils to avoid misuse of 'them' e.g. <i>I put them books on the shelf</i> instead of <i>I put those books on the shelf.</i></li> </ul>
	<p>Knowledge, skills and understanding</p>	<p>Routines and resources</p>
<p>Years 5 and 6</p>	<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• building cohesion within a paragraph [e.g. <i>then, after that, this, firstly</i>]</li> <li>• linking ideas across paragraphs using adverbials of time e.g. <i>later</i>, of place e.g. <i>nearby</i>, or number e.g. <i>secondly</i>, or by tense choice e.g. <i>he had seen her before</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a class short story to identify key events and place these in sequential order; draw a plan; insert key information in each section.</li> <li>• During shared writing or as a sentence–starter activity, play with sentence order, exploring how changes affect the reader.</li> <li>• Use shared reading as a regular routine, to observe and discuss use of connectives which promote fluency.</li> <li>• Build dictionary skills to check the meaning of new words; become familiar with using a thesaurus to expand vocabulary; keep a journal of words.</li> <li>• Visit theatre productions to broaden experience, language structures and vocabulary, and to enrich knowledge and understanding of play scripts.</li> <li>• During shared reading, discuss how the author uses both dialogue and actions to depict character.</li> </ul> <ul style="list-style-type: none"> <li>• Model how to improve skills in organisation of logical paragraphs. Identify similar information when sharing texts.</li> <li>• Use <b>connectives</b> more effectively to link sentences and paragraphs, to improve fluency of writing and <b>cohesion</b> of the whole piece.</li> <li>• Link ideas across paragraphs using adverbials [e.g. <i>later, nearby, secondly</i>]. Model boxing-up activity as a regular routine; show how to organise similar information into each section or paragraph; allow pupils to practise this boxing-up activity themselves.</li> <li>• Identify/highlight/textmark the main clause and subordinate clause of a sentence.</li> <li>• Which is it? game – use a bag or box containing a mixture of statements, questions and commands. Child picks out a card and reads to whole class. Everyone must respond with their choice.</li> <li>• Human sentences. Give out word cards (can include punctuation cards). Pupils arrange themselves into a sentence which makes sense.</li> <li>• <b>Word class</b> game. Use P.E hoops (or large paper) to create a Venn Diagram of three circles with intersections. Each hoop relates to either noun/verb or adjective.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>▪ précising longer passages</li> <li>▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>▪ assessing the effectiveness of their own and others' writing</li> <li>▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>▪ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing</li> </ul>	<p>Group of children discuss where to place given word cards.</p> <ul style="list-style-type: none"> <li>• Collect words to describe a given setting; use a picture or film as a stimulus.</li> <li>• Find vocabulary to evoke atmosphere of a setting. Use a dictionary and thesaurus with confidence to define new words and to support the collection of a wide variety of words to support writing.</li> <li>• Plan activities involving note-taking; summarising; writing a précis; write a book blurb; write a newspaper article for a school newspaper.</li> <li>• Keep journals for first drafting.</li> </ul> <ul style="list-style-type: none"> <li>• Link with cross-curricular topic work to practise research skills, referencing text books.</li> </ul> <ul style="list-style-type: none"> <li>• Regularly engage pupils in discussion of their writing and that of their peers, through feedback activities; guided writing and shared writing.</li> <li>• Model the process of providing constructive feedback, so that pupils learn to do this effectively for themselves.</li> <li>• Model how to improve work; how to maintain tense; how to make better vocabulary choices.</li> <li>• Introduce the idea of the <b>future tense</b>; <i>will be going, shall dine</i>.</li> <li>• Reiterate the importance of <b>subject/verb agreement</b>; <i>I am, you are, we were; I did, you did, they did; I was, you were, he was, they were</i>.</li> <li>• Role-play use of Standard English forms in a formal situation. Develop to use during writing, for example, a formal letter with an audience and purpose.</li> </ul> <p>Model the proof-reading process during shared and guided writing.</p> <ul style="list-style-type: none"> <li>• Know the term <b>Standard English</b> and what it means.</li> <li>• Use a dictionary and thesaurus to define words and to collect a variety of words to support writing.</li> </ul> <ul style="list-style-type: none"> <li>• Identify and model effective noun phrases, avoiding overuse of adjectives. 'Every</li> </ul>
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	<ul style="list-style-type: none"> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using relative clauses beginning with <i>who, which, where, when, whose, that</i></li> <li>• using modal verbs or adverbs to indicate degrees of possibility [e.g. <i>might; should; will; must or perhaps; surely</i>].</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis [embedded clause]</li> <li>• using a dash to mark boundaries between independent clauses [as a separator]</li> </ul> <ul style="list-style-type: none"> <li>• Identify the subject and object within a sentence.</li> </ul>	<p>adjective must earn its place.’ (Pie Corbett)</p> <ul style="list-style-type: none"> <li>• On mini-whiteboards, practise writing sentences using relative clauses beginning with <i>who, which, where, when, whose</i> and <i>that</i>.</li> </ul> <ul style="list-style-type: none"> <li>• Use the term <b>parenthesis</b> for an embedded clause of extra information; become familiar with ways to punctuate this using <b>commas, brackets</b> or <b>dashes</b>.</li> <li>• Play ‘Drop in’, providing a simple sentence, and inviting pupils to ‘drop in’ an embedded clause, or simply a word. Model this first to all children. Play this as part of ‘Super sentences’, modelling a wide range of ways to adapt and improve sentences. Show that embedded clauses can be punctuated in a variety of ways.</li> <li>• Display a range of connectives.</li> <li>• Game: Which connective is it? Provide a beginning and ending of a sentence (use class text) omitting the connective. Pupils select something suitable (whiteboards/ cards/ in pairs).</li> <li>• Use punctuation accurately in <b>complex sentences</b>; use a <b>comma</b> to clarify meaning.</li> <li>• Regularly investigate <b>main clauses and subordinate clauses</b> within sentences.</li> <li>• Confidently identify sentences which are <b>statements, questions</b> or <b>commands</b>.</li> <li>• Develop confidence to identify a <b>preposition</b> within a sentence.</li> <li>• Develop confidence to identify <b>reported speech (indirect)</b> and <b>direct speech</b>; e.g. <i>James said that he didn’t want to join in; James said, “I don’t want to join in.”</i></li> <li>• During shared and guided reading, regularly identify the <b>subject</b> and <b>object</b>.</li> </ul>
	Knowledge, skills and understanding	Routines and resources
Extending Year 6 (See also Years 5/6 above)	<p>Link ideas across paragraphs using a wider range of cohesive devices,</p> <ul style="list-style-type: none"> <li>• for example by repeating a word or phrase</li> <li>• using adverbials such as <i>on the other</i></li> </ul>	<ul style="list-style-type: none"> <li>• Display and share a range of <b>connectives</b> to give writing <b>fluency</b>: e.g. using <b>adverbials</b> such as <i>‘on the other hand; in contrast; as a consequence of this</i>.</li> <li>• Revise and ensure correct identification of the <b>main clause</b> and <b>subordinate clause</b> in a <b>sentence</b>; explore different order in own writing; discuss effect of changes. Model. Text mark.</li> </ul>

	<p><i>hand, in contrast, or as a consequence of</i></p> <p>Use a range of layout devices, e.g. headings, sub-headings, columns, bullet points or tables, to structure a text.</p> <p>Pupils should be taught to: Develop their understanding of the concepts in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>using passive verbs to affect the presentation of information in a sentence e.g. <i>I broke the window in the greenhouse</i>, versus <i>The window in the greenhouse was broken</i>.</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using hyphens to avoid ambiguity</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list.</li> </ul> <p>Identify the subject and object of a sentence.</p> <p>Identify the difference between formal and informal speech, e.g. <i>He's your friend, isn't he?</i> Or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in formal writing and speech.</p> <p>Understand that words are synonyms if they have the same or similar meanings, and antonyms if they are opposite in meaning.</p>	<ul style="list-style-type: none"> <li>Identify the <b>past, present</b> and <b>future tense</b> within texts. Change from one to another.</li> <li>Model the selection of powerful and effective <b>verbs</b> during shared writing.</li> <li>Revise the term <b>modal verbs</b> to indicate degree of possibility: <i>might, should, will</i></li> <li>Use practical scenarios to explain prepositions; identify them in texts.</li> </ul> <ul style="list-style-type: none"> <li>Play language game which requires changing passive action to active, or vice versa; set up real life scenarios.</li> <li>Use punctuation fans (one per child), to select appropriate punctuation in a given scenario e.g. on an IWB sentence.</li> <li>Show how the <b>hyphen</b> can be used to avoid ambiguity: e.g. <i>man eating shark versus man-eating shark; little, used car versus little-used car</i>.</li> <li>Use the <b>semi-colon</b> to mark a bigger pause than a comma, separating two sentences which are closely linked in context: e.g. <i>The journey was very long; we all fell asleep</i>. Can pupils find and create examples?</li> <li>Show also that a semi-colon can divide long items in a list.</li> <li>Revise use of the colon before a list. Introduce the <b>colon</b> as indicating a reveal: e.g. <i>I knew her secret: she was a ghost!</i></li> <li>Show that an <b>ellipsis</b> is the omission of a word or phrase which is expected and predictable, e.g. <i>Jack waved to Kelly and (he) watched her walk away</i>.</li> <li>Achieve competence in <b>subject/verb agreement</b>, both in speech and in writing e.g. <i>we were; they were; I did</i>. Role-play scenarios requiring use of formal speech, such as newsreader/ interview/ debate / school council. Use 'Did you mean to say?...' so that when a pupil uses the verb incorrectly (e.g. <i>I done</i>), the adult responds with the correct phrase.</li> <li>Write a formal letter for a specific purpose, such as complaint or suggestion.</li> <li>Model during shared writing, processes for linking paragraphs together using connectives and adverbials; boxing up information, in order to clarify paragraphs.</li> <li>Convert text passages from direct to indirect speech and vice versa.</li> <li>Revise identification of <b>direct speech</b> and <b>reported/indirect</b> speech; use accurately in independent writing.</li> <li>Find other words with similar meaning by using thesauruses, gathering words from your reading; collect synonyms and antonyms in reading journals.</li> </ul>
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