



Writing

Writing Progression Knowledge/ Skills

	Nursery	Reception	Year 1	Year 2
Transcription: spelling	<p>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.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>Identify phonemes in unfamiliar words. Know consonant and vowel digraphs and the sounds they represent. Use letter names to distinguish between alternative spellings of the same sound. Make plausible phonetic attempts to spell each of the 40 plus phonemes. Use syllables to divide words into spellings. Understand the process of segmenting words into sounds before choosing graphemes to represent them. Know words with adjacent consonants. Know all letters of the alphabet and the sounds they most commonly represent. Use what I know about alternative phonemes to narrow down possibilities for accurate spelling. Spell some unusual words correctly. Spell the days of the week. Spell common exception words. Know the names of all the letters of the alphabet in order. Use word endings such as -s and -es to change a word to mean more than one. Know how to add un- at the beginning of a word . Spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper. Spell the words correctly in my Year 1 spelling list.</p>	<p>Use knowledge of alternative phonemes to narrow down possibilities for alternative spelling. Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly. Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling. Spell words correctly by saying them out loud. Learning new ways for spelling words which sound the same but have different meanings. Know how to spell words that do not follow a spelling pattern. Spell some words by using 'rules' I already know. Learnt how to correctly use the possessive apostrophe for the singular in my spelling. Show I know the difference between homophones and near-homophones in my spelling. Spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer. Spell the words correctly in my Year 2 spelling list and understand their meaning. Spell the words correctly in my Year 1 spelling list and understand their meaning. Spell common exception words. Spell more words with contracted forms. Write from memory simple</p>

			<p>Write out a sentence told to me by my teacher.</p> <p>write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far.</p> <p>Consistently use and apply words containing the 40 plus phonemes and the Year 1 common exception words.</p>	<p>sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</p>
Transcription: handwriting	<p>Start to make marks intentionally. Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</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>Show a preference for a dominant hand.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>When writing, sit and hold a pencil correctly.</p> <p>Write capital letters and lower case letters correctly, starting and finishing in the right place.</p> <p>Write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.</p> <p>Tell you how some letters are similar and can be put into groups.</p>	<p>When writing, the letters are the same size.</p> <p>Learning which letters to join up in my handwriting, and which ones are best left unjoined.</p> <p>Write letters and numbers that are the right way round and the right size.</p> <p>Know where to leave spaces between words which reflect the size of the letters.</p> <p>Write capitals of the correct size, orientation and relationship to one another and to lower cases.</p> <p>Use digits of the correct size and orientation.</p> <p>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Use the diagonal and horizontal strokes needed.</p>
Composition	<p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</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>Re-read what they have written to check that it makes sense.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during</p>	<p>Before writing a sentence, say out loud what I am going to write.</p> <p>Think of and say a sentence before writing it.</p> <p>Write a text by thinking of a list of sentences in the order I need.</p> <p>Check my sentences make sense by re-reading them.</p> <p>Sequence sentences to form short narratives.</p> <p>Discuss what I have written with the teacher or my friends.</p> <p>Read aloud my own writing so my</p>	<p>Write longer narratives about real things and things that have happened to me or other people.</p> <p>Write about real events recording these simply and clearly (non fiction).</p> <p>Write under headings.</p> <p>Develop positive attitudes towards and stamina for writing by writing for different purposes.</p> <p>Write my own poems.</p>

	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>discussions about stories, non-fiction, rhymes and poems and during role play. Make use of props and materials when role playing characters in narratives and stories. Develop storylines in their pretend play. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>friends and the teacher can hear me.</p>	<p>Like to write for different purposes, for example, for my teacher, myself or for a class assembly. Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud. Write ideas and/or key words including new vocabulary. Think about what I am going to write by writing down my ideas and important words which will help me. Orally rehearse structured sentences or sequences of sentences. Write down brief descriptions about what I want to include in my writing, before I begin. Make changes in my writing by listening to what others have to say about it. Make additions, revisions and corrections to my own handwriting by evaluating my writing with a teacher or a friend. Once finished, I will re-read my work to make sure it makes sense. Proof read to check my finished work to make sure there are no mistakes in spelling, grammar or punctuation. Read aloud my work in a way which helps people understand it. Read aloud my writing with appropriate intonation to make the meaning clearer. Evaluate own handwriting independently, with friends and an adult. Write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar of my writing</p>
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<p>Vocabulary, Grammar and Punctuation</p>		<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>Write, I leave spaces between my words. Join words with 'and'. Add together two clauses using 'and'. Tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work. Show you where I can use a capital letter for the names of people, places, the days of the week and when I use I. Beginning to use capital letters and full stops. Use capital letters to start a sentence. Use a full stop to end a sentence. Begin to use a question mark and exclamation mark. Use a question mark. Use an exclamation mark. Use 'I'. Use a capital letter for names of people, places and days of the week. Make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes. Add endings such as -ing and -ed to words to make new words. Understand how adding un- to the beginning of some words changes the word to mean the opposite. Know that words can be put together to build sentences. Use the grammar rules set out in the Year 1 grammar list. Use conjunctions to join sentences (e.g. so, but)</p>	<p>Use capital letters and full stops. Use expanded noun phrases for description and specification. Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use question marks and exclamation marks. Use commas correctly when making a list of things. Use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. Use apostrophes to mark singular possession in nouns. Learning to write sentences which convey different meanings for different purposes. Able to write more interesting sentences by adding further detail. Use words such as - when, if, that, because, or, but when I write sentences. Use the present and past tense mostly accurately and consistently. Add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together. Add -ful and -less to words to make adjectives. Know what changes happen to</p>
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			<p>Use the full range of Year 1 punctuation mostly correctly Independently edit and improve writing (e.g vocabulary and spelling)</p>	<p>the meaning of words when I add -er, -est and -ly to words. When I discuss my writing, I can use the correct grammar in my Year 1 and Year 2 grammar list. Use coordination (or, and, but) and some subordination (when, if, that, because) to join clauses. Use the progressive use of verbs in the present and past tense to mark actions in progress. Use the punctuation taught in Year 1 and Year 2 mostly correctly.</p>
<p>Speaking</p>	<p>Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds. Listen and respond to a simple instruction. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). Babble, using sounds like 'ba- ba', 'mamama'. Reach or point to something they want while making sounds. Copy your gestures and words. Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking'. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Use the speech sounds p, b, m, w. Are usually still learning to pronounce:</p>	<p>Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Participate in small group, class and one-to-one discussions, 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.</p>	<p>Speak clearly and confidently in front of people in my class. Re-tell a well known story and remember the main characters. Hold attention when playing and learning with others. Keep to the main topic when we are talking in a group. Ask questions in order to get more information. Start a conversation with an adult I know well or with my friends. Listen carefully to the things other people have to say in a group. Join in with conversations in a group. Join in with role play.</p>	<p>Ask question to get more information and clarify meaning. Talk in complete sentences. Decide when I need to use specific vocabulary. Take turns when talking in pairs or a small group. Aware that formal and informal situations require different language (beginning). Retell a story using narrative language and linking words and phrases. Hold the attention of people I am speaking to by adapting the way I talk. Understand how to speak for different purposes and audiences (beginning). Perform a simple poem from memory.</p>

	<p>/l/r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer'</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>May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Use longer sentences of four to six words.</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>Use a wider range of vocabulary</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> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>		
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	Year 3	Year 4	Year 5	Year 6
Transcription: spelling	<p>Use some prefixes and suffixes and understand how to use them in my writing.</p> <p>Spell further homophones e.g. heel, heal, he'll.</p> <p>Identify the root in longer words. Spell words correctly which are in a family.</p> <p>Able to spell the commonly misspelt words from the Year 3/4 word list.</p> <p>Able to spell and understand the meaning of some of the Y3/Y4 words mostly correctly.</p> <p>Spell and understand the KS1 word list.</p> <p>Know how to use the possessive apostrophe in some plurals. When using a dictionary, I am able to use the first two letters of a word to check its' meaning. Write simple sentences dictated by the teacher, using the correct punctuation and spellings from KS1 and taught so far. Place the possessive apostrophe accurately in regular and irregular plurals.</p>	<p>Increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</p> <p>Spell further homophones.</p> <p>Able to spell and understand the commonly misspelt words from KS1 and those from the Year 3/4 word list.</p> <p>Know how to use the possessive apostrophe accurately in words with regular and irregular plurals and singular and plural words.</p> <p>When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.</p> <p>Write simple sentences from memory that have been dictated to me, using the correct punctuation.</p>	<p>Use further prefixes and suffixes and understand the how to add them.</p> <p>Spell some words that include silent letters.</p> <p>Use knowledge of morphology and etymology in spelling.</p> <p>Use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually.</p> <p>Use a dictionary to check how more ambitious words are spelled and what words mean.</p> <p>Use the first three letters of a word to quickly find it in a dictionary.</p> <p>Beginning to use a thesaurus to improve my vocabulary use; finding a wider set of different words in my text.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use a range of spelling strategies.</p> <p>Spell and understand the commonly misspelt words including those from the Year3 /4 word list.</p> <p>Spell and understand the commonly misspelt words from the Year5/6 word list.</p> <p>Form verbs with prefixes. Convert nouns or adjectives into verbs by adding a suffix.</p>	<p>Add prefixes and suffixes using the rules we have worked on in class.</p> <p>Spell some words that include silent letters, e.g. Knight, psalm and solemn.</p> <p>Know some words that sound the same but are spelled differently and can point out the different uses of these different words (e.g. 'eye' and 'I' or 'bee' and 'be').</p> <p>Use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</p> <p>Use a dictionary to check the spelling of more ambitious vocabulary.</p> <p>Use the first three or four letters of a word to quickly find it in a dictionary. Use a thesaurus to improve my vocabulary use, using a wider set of different words in my text. Continue to distinguish between homophones and other words which are often confused.</p> <p>Spell and understand the commonly misspelt words including from the Year 3/4 word list.</p> <p>Spell and understand the commonly misspelt words from the Year 5/6 word list.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Convert verbs into nouns by adding a suffix.</p>
Transcription: handwriting	<p>Understand which letters should be left un-joined.</p> <p>Beginning to join my letters when writing.</p> <p>Consistently use the diagonal and</p>	<p>Have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</p> <p>Spell further homophones.</p>	<p>Write legibly and fluently with increasing speed.</p> <p>Choose which shape of letter to use when given choices and deciding whether or not to join specific</p>	<p>Choose which shape of letter to use when given choices and decide whether or not to join specific letters.</p> <p>Choose the writing implement that</p>

	<p>horizontal strokes that are needed when I join letters. Beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other. Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. <i>Developed a consistent, legible handwriting style.</i></p>	<p>Able to spell and understand the commonly misspelt words from KS1 and those from the Year 3/4 word list. Know how to use the possessive apostrophe accurately in words with regular and irregular plurals and singular and plural words. When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning. Write simple sentences from memory that have been dictated to me, using the correct punctuation.</p>	<p>letters. Choose the writing implement that is best suited to the task. Choose the style of handwriting to use when given a choice. Choose the style of handwriting that is best suited to a specific task. Maintain legibility , fluency and speed in handwriting through choosing whether or not to join specific letters.</p>	<p>is best suited to the task. Choose the style of handwriting to use when given a choice. Choose the style of handwriting that is best suited to a specific task. Maintain legibility in joined handwriting when writing at speed.</p>
<p>Composition</p>	<p>Discuss and plan my writing by looking at similar texts written before, learning its structure, vocabulary and grammar. Discuss and record ideas about what I will write about. Compose and rehearse sentences orally progressively building a varied vocabulary and an increasing range of sentence structures. Read aloud my writing using appropriate intonation and controlling the tone and volume so that the meaning is clear. Write non-narrative using simple organisational devices. Draft my work into short paragraphs. Organise paragraphs around a theme. Create settings, characters and plot in narratives. Group ideas I write about into paragraphs. Use headings and sub-headings to structure and present my work (non-fiction). Use different sentence structures and some better vocabulary in my writing. Use a varied and rich vocabulary mostly correctly in my writing.</p>	<p>Write a narrative about my own or others experiences (fact and fiction) Plan my writing by looking at similar texts I have written before - discussing the structure, grammar and vocabulary. Able to use ideas to plan my writing. Discuss and record ideas. Compose and rehearse sentences orally progressively building a varied vocabulary and increasing the range of sentence structures. Using an increasing range of sentence structures and richer vocabulary in my writing. Draft my work into paragraphs. Organise paragraphs around a theme. Create different settings, characters and plot in narratives. Write under headings, sub-headings and bullet points. Use connecting adverbs to link paragraphs. Compose sentences using a range of sentence structures. Use a range of sentences which have more than one clause. Edit my own work and that of others and add improvements to the texts. Propose changes to grammar and</p>	<p>Beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing. Plan my writing by using ideas from how other authors have developed their characters and settings. Draft and write by selecting grammar and vocabulary to enhance my work. Review my work to add description to develop settings and characters. Precis a passage to create a sentence with the same meaning. Begin to use details across my texts to help link paragraphs together into a full text. Ensure the consistent and correct use of tense throughout the piece of writing. Proof reading for spelling for punctuation and spelling errors. Start sentences in different ways. Develop characters through action and dialogue. Organise my writing into paragraphs to show different information or events. Use the correct features and sentence structure matched to the text type I am working on. Select appropriate grammar to enhance meaning. Use a wide range of devices to build cohesion within and across paragraphs. In narratives, I can describe settings, characters and atmosphere and integrate dialogue.</p>	<p>Plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts. Structure my writing by identifying the audience for my text and the purpose of the writing. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Write and review my work to further describe and develop settings, characters and the narrative atmosphere. Precis a longer passage to create a short text with the same meaning. Use themes and details across my texts to help link paragraphs together into a flow of text. Use paragraphs to signal change of time, scene, action, mood or person. Use headings, bullet points and underlining to structure and guide a reader through my writing. Evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect. Evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation. Ensure I use the consistent and correct use of tenses throughout a piece of writing. Edit my work to ensure my use of</p>

	<p>Proof read and edit my own work and add some improvements to the texts. Propose changes to grammar and vocabulary to improve consistency. Assess the effectiveness of my own and others writing and suggest improvements.</p> <p>Use a range of sentences with more than one clause by using a range of conjunctions.</p> <p>When I finish a piece of work I will read it through to correct some spelling and punctuation errors.</p> <p>Read my writing out to an audience in a clear manner.</p>	<p>vocabulary to improve consistency. Edit written work to improve the use of grammar.</p> <p>When I finish a piece of work I will proof read it through to correct spelling and punctuation errors if present.</p> <p>Read aloud my writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Select appropriate vocabulary for effect and to enhance meaning. Use further organisational and presentational devices to structure text and guide the reader, in non-narrative pieces.</p> <p>Ensure correct subject and verb agreement.</p> <p>Add well-chosen details to interest the reader.</p> <p>Précis longer paragraphs.</p> <p>Use stylistic devices to create effects in writing.</p> <p>Headings and bullet points to structure my writing.</p> <p>Begin to evaluate and edit my work to think about whether it can be improved based on what I have read.</p> <p>Edit my texts to improve their content.</p> <p>Use the correct tense throughout a piece of writing.</p> <p>Begin to use singular and plural words accurately and I know my writing should not be the way I speak.</p> <p>Proof read to propose changes to grammar, vocab and punctuation to enhance effect.</p> <p>Establish a viewpoint as a writer through commenting on characters and events.</p> <p>Perform my own compositions using appropriate intonation, volume and movement.</p> <p>Discuss the audience and purpose of the writing.</p> <p>Vocabulary Grammar Punctuation</p> <p>Use a variety of parentheses.</p> <p>Make some use of semicolons to mark boundaries between independent clauses.</p> <p>Use inverted commas and all speech punctuation.</p> <p>Use devices to build cohesion between paragraphs across a range of genres.</p> <p>Select vocabulary appropriate to task audience and purpose.</p>	<p>singular and plural words are accurate and I know my writing should not be the language of speech.</p> <p>Proof-read my work to correct spelling and punctuation errors.</p> <p>Read aloud my own work using appropriate intonation, volume and movement.</p> <p>Use commas to mark phrases and clauses.</p> <p>In narratives, I can describe settings, characters and atmosphere and integrate dialogue.</p> <p>Précis longer paragraphs.</p> <p>Sustain and develop ideas logically in narrative and non-narrative writing.</p> <p>Ensure correct subject and verb agreement.</p> <p>Use a range of sentence starters to create specific effects.</p> <p>Use character, dialogue and action to advance events in narrative writing.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Summarise a text conveying key information in writing.</p> <p>Distinguish between the language of speech and writing and choose the appropriate register.</p> <p>Write effectively for a range of purposes and audiences; selecting the appropriate form and drawing independently on what I have read as models for my own writing.</p> <p>Show control over levels of formality, particularly through manipulating grammar and vocabulary in my writing.</p>
<p>Vocabulary, Grammar and Punctuation</p>	<p>Correctly use verbs in the first, second and third person.</p> <p>Use verbs in the past or present tense correctly.</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p>	<p>Indicate degrees of possibilities using adverbs and use modal verbs.</p> <p>Make some correct use of parenthesis (brackets, dashes or</p>	<p>Write out formal speech or texts using appropriate vocabulary.</p> <p>Use the passive voice to affect the presentation of information in a sentence.</p>

	<p>Write in past, present and future tense confidently. Express time using adverbs (e.g. then, next, soon, therefore) Use the perfect form of verbs to mark relationships of time and cause. Use adjectives and adverbs to express time, cause and describe verbs. Write sentences which contain more than one clause, by using a wider range of conjunctions e.g. because, although. Understand how to use the present perfect form of verbs which contrast to the past tense in my writing. Use a range of sentence structures which have more than one clause. Use the grammar rules set out in my grammar list. Use conjunctions, adverbs and prepositions to express time and cause in my writing. Add prefixes to form new words, such as adding super-anti- or auto- to words I already know. Know when to use 'a' or 'an' depending on whether the next word begins with a consonant or vowel. Know some words belong to word families (e.g. solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family. Know that inverted commas are used to open and close what some one is saying in a text. Use inverted commas to punctuate speech with some accuracy.</p>	<p>Use a range of prepositional phrases. Use verbs in the past, present and future tense. Vary sentence structure by using different openers. Choose proper nouns and pronouns appropriately. Begin to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing. Begin to use fronted adverbials. Use a comma after fronted adverbials. Use commas to mark clauses. Know that I should not write in the same way that I talk. Use the possessive apostrophe with plural nouns accurately. Punctuate speech in a text using inverted commas. Talk about my work using the learning from KS1/ Year 3 and my Year 4 grammar list. Describe nouns in careful detail when I need to write about a complex object. Use a varied and rich vocabulary. Use a range of conjunctions— subordinating and coordinating. Use conjunctions, adverbs and prepositions to express time and cause. Use a range of determiners. Use inverted commas and associated punctuation mostly correctly. Use a full range of punctuation used in KS1 and Year 3 including</p>	<p>commas) to create an explanation section in a sentence. Talk about my work using the learning from my Year 5 grammar list. Use KS1, Year 3 and Year 4 grammar and punctuation. Begin sentence clauses with who, which, where, when, whose, that or with. Use a range of clause structures including relative clauses sometimes varying their position within a sentence. Convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify). Understand a range of verb prefixes e.g. dis-, de-, mis-, over). Use the present perfect form of verbs Make my paragraphs more interesting by using word structures e.g. after that, firstly, subsequently. Use conjunctions, adverbs and prepositions to express time and cause. Use commas to structure my sentences and clarify the meaning of a text. Use pronouns and nouns appropriately. Use inverted commas including associated punctuation. Use devices to build cohesion within a paragraph Add phrases to make sentences more precise and detailed.</p>	<p>Use modal verbs to suggest degrees of possibility. Know some words have similar meanings (synonyms) and others have opposite meanings (antonyms). Link ideas across my work by using a range of devices (e.g. repetition of a word or phrase; using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis. Structure my work with appropriate headings, sub-headings, columns, bullets, or tables. Use bullet points accurately when constructing a list. Select vocabulary and grammatical structure to reflect what the writing requires. Talk about my work using my grammar understanding from KS1/KS2 and learning from my Year 6 grammar list. Write in paragraphs which can clearly signal a change in subject, time, place or event. Punctuation bullet points to list information. Use expanded noun phrases to convey complicated information concisely. Use subordinate clauses to write complex sentences. Know the difference between structures of informal speech and structures appropriate for formal speech and writing. Link ideas across paragraphs using a wide range of cohesive</p>
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	<p>Use prepositions (e.g. before, after, during, in, because, of). Use prepositions to express place and position. Choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition. I can mostly use a full range of grammar and punctuation taught in KS1 and so far with some use of possessive and contracted apostrophes and commas in lists. Use a full range of punctuation taught including inverted commas and associated punctuation mostly correctly.</p>	<p>commas for lists. Use range of punctuation taught in Y3/Y4 including inverted commas and associated punctuation Select a range of verb forms in past, present and future tense confidently. Make use of fronted adverbials within and across sentences and paragraphs to build cohesion.</p>	<p>Begin to adapt sentence structure to text type. Link clauses in sentences using a range of subordinating and coordinating conjunctions. Use range of sentence openers- judging the impact of the effect needed. Use verb phrases to create subtle differences (e.g. She began to run). Use adverbs and adverbial phrases, pronouns and prepositional phrases within sentences and paragraphs to build cohesion. Use adverbs, prepositional phrases and expanded noun phrases to convey precise and detailed information concisely. Use apostrophes for possession and contractions. Use fronted adverbials correctly.</p>	<p>devices. Use verb tenses consistently and correctly throughout my writing Use the range of punctuation taught in KS2 mostly correctly Use semi colons within lists. Use full the range of punctuation taught in KS2 correctly to enhance meaning and avoid ambiguity. Mark out separate clauses in a sentence by using a semi-colon or colon. Use a colon to indicate the beginning of a list. Use hyphens to ensure the reader understands exactly what I mean.</p>
<p style="text-align: center;">Speaking</p>	<p>Sequence and communicate ideas in an organised and logical way, always using complete sentences. Vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. Take a full part in paired and group discussions. Show that I know when Standard English is required and use it (beginning). Retell a story using narrative language and add relevant detail. Show that I have listened carefully because I make relevant comments. Present ideas or information to an audience. Recognise that meaning can be expressed in different ways, depending on the context.</p>	<p>Ask questions to clarify or develop my understanding. Sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. Show that I understand the main point and the details in a discussion. Adapt what I am saying to the needs of the listener or audience (increasingly). Show that I know that language choices vary in different contexts. Present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. Justify an answer by giving evidence. Use Standard English when it is required.</p>	<p>Engage the listener by varying my expression and vocabulary. Adapt my spoken language depending on the audience, the purpose or the context. Can develop my ideas and opinions, providing relevant detail. Express my point of view. Show that I understand the main points, including implied meanings in a discussion. Listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views. Use Standard English in formal situations. Begin to use hypothetical language to consider more than one possible outcome or solution. Perform my own compositions,</p>	<p>Talk confidently and fluently in a range of situations, using formal and Standard English, if necessary. Ask questions to develop ideas and take account of others' views. Explain ideas and opinions giving reasons and evidence. Take an active part in discussions and can take on different roles. Listen to, and consider the opinions of, others in discussions. Make contributions to discussions, evaluating others' ideas and respond to them. Sustain and argue a point of view in a debate, using the formal language of persuasion. Express possibilities using hypothetical and speculative language. Engage listeners through choosing</p>

	<p>Perform poems from memory adapting expression and tone as appropriate.</p>	<p>Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.</p>	<p>using appropriate intonation and volume so that meaning is clear. Perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone. Begin to select the appropriate register according to the context.</p>	<p>appropriate vocabulary and register that is matched to the context. Perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear. Perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.</p>
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