



Medium Term Plan- Writing



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS Composition	<ul style="list-style-type: none"> *gives meaning to marks they make as they draw, write and paint. *begins to break the flow of speech into words. *uses some clearly identifiable letters to communicate meaning. *writes own name and other things such as labels, captions. *Invent, adapt and recount narratives and stories with peers and teachers. *perform familiar songs and rhymes alongside others 	<ul style="list-style-type: none"> *gives meaning to marks they make as they draw, write and paint. *begins to break the flow of speech into words. *uses some clearly identifiable letters to communicate meaning. *writes own name and other things such as labels, captions. *Invent, adapt and recount narratives and stories with peers and teachers. *Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary *perform familiar songs and rhymes alongside others 	<ul style="list-style-type: none"> *uses some clearly identifiable letters to communicate meaning *continues a rhyming string. *attempts to write short sentences in meaningful context. *Invent, adapt and recount narratives and stories with peers and teachers. *Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary * begin to use new vocabulary in different contexts *Perform class poems and stories with others 	<ul style="list-style-type: none"> *uses some clearly identifiable letters to communicate meaning *continues a rhyming string. *attempts to write short sentences in meaningful context. *Invent, adapt and recount narratives and stories with peers and teachers. *Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary * begin to use new vocabulary in different contexts *Perform class poems and stories with others 	<ul style="list-style-type: none"> *attempts to write short sentences in meaningful context. *continues a rhyming string. *write sentences which can be read by themselves and others. *Invent, adapt and recount narratives and stories with peers and teachers. *Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary * use new vocabulary in different contexts *Perform songs, rhymes, poems and stories with others 	<ul style="list-style-type: none"> *attempts to write short sentences in meaningful context. *continues a rhyming string. *write sentences which can be read by themselves and others. *Invent, adapt and recount narratives and stories with peers and teachers. *Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary * use new vocabulary in different contexts *Perform songs, rhymes, poems and stories with others
EYFS SPaG	<ul style="list-style-type: none"> *hears and says the initial sound in words. *links sounds to letters, naming and sounding the letters of the alphabet 	<ul style="list-style-type: none"> *hears and says the initial sound in words. *links sounds to letters, naming and sounding the letters of the alphabet. 	<ul style="list-style-type: none"> *use some clearly identifiable letters, representing some sounds correctly and in sequence. 	<ul style="list-style-type: none"> *use some clearly identifiable letters, representing some sounds correctly and in sequence. *segment the sounds in simple words and blend them together. 	<ul style="list-style-type: none"> *use their phonic knowledge to write words in which match their spoken sound. *write some irregular common words 	<ul style="list-style-type: none"> *use their phonic knowledge to write words in which match their spoken sound. *write some irregular common words

	*articulate their ideas and thoughts in well-formed sentences.	*articulate their ideas and thoughts in well-formed sentences.	*segment the sounds in simple words and blend them together. *use their phonic knowledge to write words in which match their spoken sound. *orally connect one idea or action using conjunctions such as 'and' * begin to punctuate a simple sentence that can be read by others and includes a capital letter and full stop.	*use their phonic knowledge to write words in which match their spoken sound. *orally connect one idea or action using conjunctions such as 'and' * begin to punctuate a simple sentence that can be read by others and includes a capital letter and full stop.	*spell some words correctly and others are phonetically plausible. *orally connect one idea or action using conjunctions such as 'and' and 'because' *punctuate a simple sentence that can be read by others and includes a capital letter and full stop.	*spell some words correctly and others are phonetically plausible. *orally connect one idea or action using conjunctions such as 'and' and 'because' *punctuate a simple sentence that can be read by others and includes a capital letter and full stop.
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In KS1 the No-Nonsense spelling scheme is followed, details of which are provided separately.

Year 1 SPaG	*spell many words containing each of the 40+ phonemes taught so far *name the letters of the alphabet in order *spell some common exception words in the Y1 spelling appendix *use the suffixes –ing and -ed where no change is made to the root word * begin to punctuate sentences using a capital letter and a full stop or question mark *use a capital letter for names of people and the personal pronoun I	*spell many words containing each of the 40+ phonemes taught so far *name the letters of the alphabet in order *spell the days of the week *spell some common exception words in the Y1 spelling appendix *begin to join words and clauses using 'and' *use the suffixes –ing, -ed where no change is made to the root word *understand the rule for adding -s or –es as the plural marker for nouns *begin to punctuate sentences using a capital letter and a full stop or question mark	spell words containing each of the 40+ phonemes taught so far *name the letters of the alphabet in order *spell the days of the week *spell some common exception words in the Y1 spelling appendix *begin to join words and clauses using 'and' *use the suffixes –ing, -ed where no change is made to the root word *understand the rule for adding -s or –es as the plural marker for nouns * use the prefix un- *begin to punctuate sentences using a capital letter a full stop, question mark or exclamation mark	*use letter names to distinguish between alternative spellings of the same sound *spell most common exception words in the Y1 spelling appendix *join words and clauses using 'and' *use the suffixes –ing, -ed - er - est where no change is made to the root word *recognise and spell a set of simple compound words *understand the rule for adding -s or –es as the plural marker for nouns and the third person singular marker for verbs * use the prefix un- * punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	*use letter names to distinguish between alternative spellings of the same sound *spell most common exception words in the Y1 spelling appendix *join words and clauses using 'and' *use the suffixes –ing, -ed - er - est where no change is made to the root word *understand the rule for adding -s or –es as the plural marker for nouns and the third person singular marker for verbs *punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *use a capital letter for names of people, places,	*use letter names to distinguish between alternative spellings of the same sound *spell most common exception words in the Y1 spelling appendix *join words and clauses using 'and' *use the suffixes –ing, -ed - er - est where no change is made to the root word *understand the rule for adding -s or –es as the plural marker for nouns and the third person singular marker for verbs *punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *use a capital letter for names of people, places,
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		<ul style="list-style-type: none"> *use a capital letter for names of people and the personal pronoun I *join words and clauses using 'and' 	<ul style="list-style-type: none"> *use a capital letter for names of people, days of the week and the personal pronoun I 	<ul style="list-style-type: none"> *use a capital letter for names of people, places, days of the week and the personal pronoun I 	<ul style="list-style-type: none"> days of the week and the personal pronoun I 	<ul style="list-style-type: none"> days of the week and the personal pronoun I
Composition	<ul style="list-style-type: none"> *say out loud what they are going to write about *compose a sentence orally before writing it *sequence sentences to form short narratives *discuss what they have written with the teacher. *re-read what they have written to check that it makes sense. *read their writing aloud. 	<ul style="list-style-type: none"> *say out loud what they are going to write about *compose a sentence orally before writing it *sequence sentences to form short narratives *discuss what they have written with the teacher. *re-read what they have written to check that it makes sense. *read their writing aloud. 	<ul style="list-style-type: none"> *say out loud what they are going to write about *compose a sentence orally before writing it *sequence sentences to form short narratives *discuss what they have written with the teacher or other pupils *re-read what they have written to check that it makes sense. *read their writing aloud. 	<ul style="list-style-type: none"> *compose a sentence orally before writing it *sequence sentences to form short narratives *discuss what they have written with the teacher or other pupils *re-read what they have written to check that it makes sense and make changes if not. *read their writing aloud, clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> *compose a sentence orally before writing it *sequence sentences to form short narratives *discuss what they have written with the teacher or other pupils *re-read what they have written to check that it makes sense and make changes if not. *read their writing aloud, clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> *compose a sentence orally before writing it *sequence sentences to form short narratives *discuss what they have written with the teacher or other pupils *re-read what they have written to check that it makes sense and make changes if not. *read their writing aloud, clearly enough to be heard by their peers and the teacher
Year 2 SPaG	<ul style="list-style-type: none"> *segment spoken words into phonemes and represent these by graphemes, spelling many correctly *learn new ways of spelling phonemes for which 1 or more spellings are already known. *distinguish between homophones and near homophones *spell common exception words *use familiar punctuation correctly including: full stops, capital letters and question marks. *use sentences with different forms – 	<ul style="list-style-type: none"> *segment spoken words into phonemes and represent these by graphemes, spelling many correctly *learn new ways of spelling phonemes for which 1 or more spellings are already known– learn some words with each spelling including common homophones *spell common exception words *spell some words with contracted forms *add suffixes to spell longer words including: ment, -ness, -ful, -less, -ly *use familiar and some new punctuation correctly 	<ul style="list-style-type: none"> *learn new ways of spelling phonemes for which 1 or more spellings are already known – learn some words with each spelling including common homophones *distinguish between homophones and near homophones *spell common exception words *spell more words with contracted forms *use possessive apostrophe (singular) *add suffixes to spell longer words including: ment, -ness, -ful, -less, -ly 	<ul style="list-style-type: none"> *learn new ways of spelling phonemes for which 1 or more spellings are already known – learn some words with each spelling including common homophones *distinguish between homophones and near homophones *spell common exception words *spell more words with contracted forms *use possessive apostrophe (singular) *add suffixes to spell longer words including: ment, -ness, -ful, -less, -ly *use familiar and new punctuation correctly including: full stops, capital 	<ul style="list-style-type: none"> *learn new ways of spelling phonemes for which 1 or more spellings are already known – learn some words with each spelling including common homophones *distinguish between homophones and near homophones *spell common exception words *spell more words with contracted forms *use possessive apostrophe (singular) *add suffixes to spell longer words including: ment, -ness, -ful, -less, -ly *use familiar and new punctuation correctly including – full stops, 	<ul style="list-style-type: none"> *learn new ways of spelling phonemes for which 1 or more spellings are already known – learn some words with each spelling including common homophones *distinguish between homophones and near homophones *spell common exception words *spell more words with contracted forms *use possessive apostrophe (singular) *add suffixes to spell longer words including: ment, -ness, -ful, -less, -ly *use familiar and new punctuation correctly including – full stops,

	<p>statement, question, exclamation, command</p> <p>*use the present and past tenses correctly.</p> <p>*use subordination (when/ because) and coordination (or, and, but)</p> <p>*Begin to use expanded noun phrases to describe and specify</p>	<p>including: full stops, capital letters and question marks.</p> <p>*use sentences with different forms – statement, question, exclamation, command</p> <p>*use the present and past tenses correctly and consistently.</p> <p>*use subordination (when/ because) and coordination (or, and, but)</p> <p>*Begin to use expanded noun phrases to describe and specify</p>	<p>*use familiar and new punctuation correctly including: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for omission and singular possession</p> <p>*use sentences with different forms – statement, question, exclamation, command</p> <p>*use sentences with different forms – statement, question, exclamation, command</p> <p>*use the present and past tenses correctly and consistently including the progressive form</p> <p>*use the present and past tenses correctly and consistently including the progressive form</p> <p>*use subordination (when, if, that, because) and coordination (or, and, but)</p> <p>*use subordination (when, if, that, because) and coordination (or, and, but)</p> <p>*Use suffixes to form new words (-ful, -er. -ness)</p> <p>*Use expanded noun phrases to describe and specify</p>	<p>letters, exclamation marks, question marks, commas for lists and apostrophes for omission and singular possession</p> <p>*use sentences with different forms – statement, question, exclamation, command</p> <p>*use the present and past tenses correctly and consistently including the progressive form</p> <p>*use subordination (when, if, that, because) and coordination (or, and, but)</p> <p>*Use suffixes to form new words (-ful, -er. -ness)</p> <p>*Use expanded noun phrases to describe and specify</p>	<p>capital letters, exclamation marks, question marks, commas for lists and apostrophes for omission and singular possession</p> <p>*use sentences with different forms – statement, question, exclamation, command</p> <p>*use the present and past tenses correctly and consistently including the progressive form</p> <p>*use subordination (when, if, that, because) and coordination (or, and, but)</p> <p>*Use suffixes to form new words (-ful, -er. -ness)</p> <p>*Use expanded noun phrases to describe and specify</p>	<p>capital letters, exclamation marks, question marks, commas for lists and apostrophes for omission and singular possession</p> <p>*use sentences with different forms – statement, question, exclamation, command</p> <p>*use the present and past tenses correctly and consistently including the progressive form</p> <p>*use subordination (when, if, that, because) and coordination (or, and, but)</p> <p>*Use suffixes to form new words (-ful, -er. -ness)</p> <p>*Use expanded noun phrases to describe and specify</p>
Composition	<p>*write narratives about personal experiences and those of others (real and fictional)</p> <p>*write about real events</p> <p>*write poetry</p> <p>*write for different purposes</p> <p>*plan or say out loud what they are going to write about</p> <p>*evaluate their writing with the teacher and other pupils</p>	<p>*write narratives about personal experiences and those of others (real and fictional)</p> <p>*write about real events</p> <p>*write poetry</p> <p>*write for different purposes</p> <p>*plan or say out loud what they are going to write about</p>	<p>*write narratives about personal experiences and those of others (real and fictional)</p> <p>*write about real events</p> <p>*write poetry</p> <p>*write for different purposes</p> <p>*plan or say out loud what they are going to write about</p>	<p>*write narratives about personal experiences and those of others (real and fictional)</p> <p>*write about real events</p> <p>*write poetry</p> <p>*write for different purposes</p> <p>*plan or say out loud what they are going to write about</p>	<p>*write narratives about personal experiences and those of others (real and fictional)</p> <p>*write about real events</p> <p>*write poetry</p> <p>*write for different purposes</p> <p>*plan or say out loud what they are going to write about</p>	<p>*write narratives about personal experiences and those of others (real and fictional)</p> <p>*write about real events</p> <p>*write poetry</p> <p>*write for different purposes</p> <p>*plan or say out loud what they are going to write about</p>

	<p>*read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>*write down ideas and/or key words including new vocabulary</p> <p>*evaluate their writing with the teacher and other pupils</p> <p>*read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>*write down ideas and/or key words including new vocabulary</p> <p>*evaluate their writing with the teacher and other pupils</p> <p>*re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently – including verbs in the continuous form</p> <p>*proof-read to check for errors in spelling, grammar and punctuation</p> <p>*read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>*encapsulate what they want to say, sentence by sentence</p> <p>*evaluate their writing with the teacher and other pupils</p> <p>*re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently – including verbs in the continuous form</p> <p>*proof-read to check for errors in spelling, grammar and punctuation</p> <p>*read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>*encapsulate what they want to say, sentence by sentence</p> <p>*re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently – including verbs in the continuous form</p> <p>*proof-read to check for errors in spelling, grammar and punctuation</p> <p>*read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>*encapsulate what they want to say, sentence by sentence</p> <p>*re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently – including verbs in the continuous form</p> <p>*proof-read to check for errors in spelling, grammar and punctuation</p> <p>*read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>*share examples of writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar (Wagoll).</p>
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
In KS2 the No-Nonsense spelling scheme is followed, details of which are provided separately.						
Year 3	<p>*embed use of apostrophe for a range of contractions and for singular nouns</p> <p>*use dictionaries to aid checking of spelling</p> <p>*use coordinating and simple subordinating conjunctions to join clauses</p>	<p>*extend the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although, after, while, before, so</p>	<p>*begin to use a thesaurus with support</p> <p>*identify and use a range of prepositions</p> <p>*consolidate knowledge of word classes: noun, adjective, verb, adverb</p>	<p>*begin to use a thesaurus with support</p> <p>*extend the range of sentences with more than one clause by using a wider range of conjunctions including: when, if,</p>	<p>*use a range of sentence types which are usually grammatically accurate eg: commands, questions, statements</p> <p>*demarcate sentences with increasing security including capital letters,</p>	<p>*beginning to use apostrophes for plural possession</p> <p>*demarcate sentences with increasing security including capital letters, full stops, question marks, exclamation marks;</p>
SPaG						

	<ul style="list-style-type: none"> *use a or an according to whether the next word begins with a consonant or vowel *identify direct speech and begin to use inverted commas for direct speech 	<ul style="list-style-type: none"> *know what a thesaurus is used for. *use the past or present tense appropriate; sometimes use the present perfect eg: He has gone out to play. 	<ul style="list-style-type: none"> *identify direct speech and begin to use inverted commas for direct speech 	<ul style="list-style-type: none"> because, although, after, while, before, so 	<ul style="list-style-type: none"> full stops, question marks, exclamation marks; commas to separate items in lists and apostrophe for both omission and possession *Understand what a preposition is and begin to use prepositional phrases 	<ul style="list-style-type: none"> commas to separate items in lists and apostrophe for both omission and possession *identify direct speech and begin to use inverted commas for direct speech *spell some words from the Y3/Y4 Statutory Word List
Composition	<ul style="list-style-type: none"> *discuss writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar *talk about and record initial ideas *organise paragraphs broadly around a theme with some scaffolding *write chronological narratives *write in sequence *describe characters, settings and/or plot in simple ways adding some interesting details *re-read and check own writing against agreed criteria linked to spelling, grammar, punctuation and vocabulary 	<ul style="list-style-type: none"> *discuss writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar *talk about and record initial ideas *organise paragraphs broadly around a theme with some scaffolding *write in sequence *re-read and check own writing against agreed criteria linked to spelling, grammar, punctuation and vocabulary 	<ul style="list-style-type: none"> *discuss writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar *talk about and record initial ideas *organise paragraphs around a theme *evaluate own and others' writing – with direction *read their own writing aloud to a group or whole class with appropriate intonation to make that the meaning is clear and sufficient volume to be heard 	<ul style="list-style-type: none"> *write to suit purpose showing some features of the genre being taught *compose and rehearse sentences orally (inc dialogue) *organise paragraphs around a theme *describe characters, settings and/or plot adding some interesting details *evaluate own and others' writing – with direction 	<ul style="list-style-type: none"> *write to suit purpose showing some features of the genre being taught *compose and rehearse sentences orally (inc dialogue) *write in sequence *describe characters, settings and/or plot adding some interesting details *make changes to their own writing following a re-read 	<ul style="list-style-type: none"> *write to suit purpose showing some features of the genre being taught *compose and rehearse sentences orally (inc dialogue) *Begin to structure paragraphs to contain more detail *describe characters, settings and/or plot adding some interesting details *make changes to their own writing following a re-read
Year 4 SPaG	<ul style="list-style-type: none"> *vary sentence openers – including using fronted adverbials *Use commas after fronted adverbials and within a list *use expanded noun phrases and adverbial 	<ul style="list-style-type: none"> *vary sentence openers – including using fronted adverbials *use expanded noun phrases and adverbial phrases to expand sentences 	<ul style="list-style-type: none"> *vary sentence openers – including using fronted adverbials *identify the correct determiner eg: a, an, these, those 	<ul style="list-style-type: none"> *use a range of sentence types which are grammatically accurate and begin to use sentences containing more than one clause 	<ul style="list-style-type: none"> *use a range of sentence types which are grammatically accurate and begin to use sentences containing more than one clause 	<ul style="list-style-type: none"> *use a range of sentence types which are grammatically accurate and begin to use sentences containing more than one clause

	<p>phrases to expand sentences</p> <p>*identify the correct determiner eg: a, an, these, those</p> <p>*use the appropriate pronoun or noun within and across sentences to aid cohesion /avoid repetition</p> <p>*usually use the past or present tense and 1st / 3rd person consistently</p>	<p>*use sentence demarcation with accuracy including capital letters, full stops, question marks, exclamation marks</p> <p>*use inverted commas accurately for direct speech</p> <p>*use dictionaries independently to aid checking of spelling using the first 2 or 3 letters of a word</p>	<p>*use the appropriate pronoun or noun within and across sentences to aid cohesion /avoid repetition</p> <p>*use a variety of coordinating and subordinating conjunctions accurately</p> <p>*use sequencing conjunctions</p> <p>*use apostrophes to mark singular and plural possession</p>	<p>*use expanded noun phrases and adverbial phrases to expand sentences</p> <p>*use sentence demarcation with accuracy including capital letters, full stops, question marks, exclamation marks, commas to separate items in lists and for fronted adverbials and use apostrophes correctly for both omission and possession</p>	<p>*identify the correct determiner eg: a, an, these, those</p> <p>*use apostrophes correctly for both omission and possession</p> <p>*use inverted commas accurately for direct speech</p> <p>*use dictionaries independently to aid checking of spelling using the first 2 or 3 letters of a word</p>	<p>*use a variety of coordinating and subordinating conjunctions accurately</p> <p>*use sequencing conjunctions</p> <p>*use sentence demarcation with accuracy including capital letters, full stops, question marks, commas to separate items in lists and for fronted adverbials and use apostrophes correctly for both omission and possession</p> <p>*spell the majority of the words from the Y3/Y4 Statutory word list</p>
Composition	<p>*discuss writing similar to that which they are planning to write in order to identify and explain the purpose of its structure, vocabulary and grammar</p> <p>*organise writing into appropriate sections or paragraphs – both for fiction and non-fiction</p> <p>*appropriately use a range of presentational devices including use of title and subheadings] *describe characters, settings and plot with some appropriate interesting details</p> <p>*evaluate own and others' writing making suggestions for improvements including content, grammar and vocabulary</p>	<p>*discuss writing similar to that which they are planning to write in order to identify and explain the purpose of its structure, vocabulary and grammar</p> <p>organise writing into appropriate sections or paragraphs – both for fiction and non-fiction</p> <p>*use dialogue [note: balance between dialogue and narrative may be uneven</p> <p>*describe characters, settings and plot with some appropriate interesting details</p> <p>*evaluate own and others' writing making suggestions for improvements including</p>	<p>*discuss writing similar to that which they are planning to write in order to identify and explain the purpose of its structure, vocabulary and grammar</p> <p>*describe characters, settings and plot with some appropriate interesting details</p> <p>*evaluate own and others' writing making suggestions for improvements including content, grammar and vocabulary</p> <p>*develop vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc...</p>	<p>*write to suit purpose and with a growing awareness of audience, using some appropriate features</p> <p>*discuss and develop initial ideas in order to plan before writing</p> <p>*proof-read, edit and revise their own work</p> <p>*read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>*begin to use a thesaurus to find widen vocabulary</p>	<p>*write to suit purpose and with a growing awareness of audience, using some appropriate features</p> <p>*discuss and develop initial ideas in order to plan before writing</p> <p>*proof-read, edit and revise their own work</p> <p>*begin to use a thesaurus to find widen vocabulary</p> <p>*describe characters, settings and plot with some appropriate interesting details</p>	<p>*write to suit purpose and with a growing awareness of audience, using some appropriate features</p> <p>*discuss and develop initial ideas in order to plan before writing</p> <p>*proof-read, edit and revise their own work</p> <p>*begin to use a thesaurus to find widen vocabulary</p>

	*develop vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc...	content, grammar and vocabulary *develop vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc...	*appropriately use a range of presentational devices including use of title and subheadings			
Year 5 SPaG	*identify and select a range of determiners (understand articles as specific determiners an, the, a) *understand 'relative clause' begins with relative pronouns – who, which, where, when, whose *demarcate sentences correctly – use a comma for a pause in complex sentences *begin to use punctuation for parenthesis: brackets, commas and dashes **Revisit statement, question, exclamation and command sentences and imperative verbs **	*indicate degrees of possibility using modal verbs *understand 'relative clause' begins with relative pronouns – who, which, where, when, whose *demarcate sentences correctly – use a comma for a pause in complex sentences *begin to use punctuation for parenthesis: brackets, commas and dashes	*usually maintain the correct tense *write a range of sentence structures which are grammatically accurate *demarcate sentences correctly – use a comma for a pause in complex sentences *begin to use punctuation for parenthesis: brackets, commas and dashes	*usually maintain the correct tense *write a range of sentence structures which are grammatically accurate	*usually maintain the correct tense *write a range of sentence structures which are grammatically accurate *indicate degrees of possibility using adverbs eg: perhaps, surely	*usually maintain the correct tense *write a range of sentence structures which are grammatically accurate *identify and select a range of determiners (understand articles as specific determiners an, the, a) *spell the majority of words from the Y3/Y4 statutory word list and some words from the statutory Y5/Y6 list
Composition	*discuss the audience and purpose for a piece of writing * with some support - select the appropriate form and use other similar writing as models for their own *discuss and develop a variety of initial ideas in order to plan before writing – choosing the	*discuss the audience and purpose for a piece of writing * with some support - select the appropriate form and use other similar writing as models for their own *discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop	*discuss the audience and purpose for a piece of writing * with some support - select the appropriate form and use other similar writing as models for their own *discuss and develop a variety of initial ideas in order to plan before writing – choosing the	*discuss the audience and purpose for a piece of writing *discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop *evaluate own and others' writing: proof-read, edit and revise – making	*discuss the audience and purpose for a piece of writing *discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop *evaluate own and others' writing: proof-read, edit and revise – making	*discuss the audience and purpose for a piece of writing *discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop *evaluate own and others' writing: proof-read, edit and revise – making

	<p>most appropriate ideas to develop</p> <p>*evaluate own and others' writing: proof-read, edit and revise – making changes which clarify descriptions and meaning</p> <p>*proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation</p> <p>*when writing narratives, consider ways in which characters and settings can be developed referring to books have read, listened to, seen performed</p> <p>*use dialogue to indicate character and event</p> <p>*describe characters, setting and plot with growing precision</p> <p>*use a thesaurus to expand vocabulary</p>	<p>*evaluate own and others' writing: proof-read, edit and revise – making changes which clarify descriptions and meaning</p> <p>*proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation</p> <p>*use a thesaurus to expand vocabulary</p>	<p>most appropriate ideas to develop</p> <p>*evaluate own and others' writing: proof-read, edit and revise – making changes which clarify descriptions and meaning</p> <p>*proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation</p> <p>*use a range of presentational devices including use of title, subheadings and bullet points</p> <p>*use dialogue to indicate character and event</p> <p>*describe characters, setting and plot with growing precision</p> <p>*use a thesaurus to expand vocabulary</p>	<p>changes which clarify descriptions and meaning</p> <p>*proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation</p> <p>*perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – beginning to show an awareness of audience</p> <p>*choose vocabulary and grammar to suit formal and informal writing – with guidance</p> <p>*use vocabulary which is becoming more precise</p>	<p>changes which clarify descriptions and meaning</p> <p>*proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation</p> <p>*when writing narratives, consider ways in which characters and settings can be developed referring to books have read, listened to, seen performed</p> <p>*use dialogue to indicate character and event</p> <p>*describe characters, setting and plot with growing precision</p> <p>*choose vocabulary and grammar to suit formal and informal writing – with guidance</p> <p>*use vocabulary which is becoming more precise</p>	<p>changes which clarify descriptions and meaning</p> <p>*proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation</p> <p>*use a range of presentational devices including use of title, subheadings and bullet points</p> <p>*use dialogue to indicate character and event</p> <p>*describe characters, setting and plot with growing precision</p> <p>*choose vocabulary and grammar to suit formal and informal writing – with guidance</p> <p>*use vocabulary which is becoming more precise</p>
<p>Year 6</p> <p>SPaG</p>	<p>*use a range of sentence structures (simple and complex) including relative clauses eg: using that, which</p> <p>*use a wide range of punctuation-dashes; colons and semi-colons to link 2 sentences; hyphens;</p>	<p>*use a range of sentence structures (simple and complex) including relative clauses eg: using that, which</p> <p>*use modal verbs with precision to indicate degrees of possibility</p> <p>*use a wide range of punctuation including brackets and dashes; colons and semi-colons</p> <p>*understand and use active and passive voice (to show the flow of 'power')</p>	<p>*use a range of sentence structures using multi-clause sentences for effect.</p> <p>*use a wide range of punctuation -commas for pauses; colons and semi-colons for lists.</p>	<p>*select a range of sentence structures using multi-clause sentences for effect.</p> <p>*use a wide range of punctuation-ellipsis for building suspense</p>	<p>*select a range of sentence structures using multi-clause sentences for effect.</p> <p>*use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; ellipsis;</p> <p>*whilst integrating dialogue to show characters and move action-ensure the conventions of speech punctuation are used accurately.</p>	<p>*select a range of sentence structures using multi-clause sentences for effect.</p> <p>*use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; ellipsis;</p> <p>*whilst integrating dialogue to show characters and move action-ensure the conventions of speech punctuation are used accurately.</p>

		*identify the subject and object				*spell the majority of words from the statutory Y5/Y6 word list
Composition	<p>*confidently identify the audience and purpose for a piece of writing</p> <p>*adapt form and style to suit the audience / purpose and draw appropriate features from models of similar writing</p> <p>*use discussion effectively to develop ideas and language before and during writing</p> <p>*use a range of presentational devices which clearly guide the reader eg: bullet points, tables, columns</p> <p>*identify synonyms and antonyms</p> <p>*confidently use a thesaurus to find precise word choices and further expand vocabulary</p> <p>*proof-read to ensure correct subject and verb agreement when using singular and plural – distinguishing between the language of speech and writing and choosing</p> <p>*evaluate own and others' writing: proof-read, edit and revise – making assured changes to enhance effects and clarify meaning</p> <p>*organise and shape paragraphs effectively –</p>	<p>*confidently identify the audience and purpose for a piece of writing</p> <p>*adapt form and style to suit the audience / purpose and draw appropriate features from models of similar writing</p> <p>*use discussion effectively to develop ideas and language before and during writing</p> <p>*confidently use a thesaurus to find precise word choices and further expand vocabulary</p> <p>*confidently perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – showing a developed awareness of audience</p> <p>*proof-read to ensure correct subject and verb agreement when using singular and plural – distinguishing between the language of speech and writing and choosing</p> <p>*evaluate own and others' writing: proof-read, edit and revise – making assured changes to enhance effects and clarify meaning</p> <p>*organise and shape paragraphs effectively – develop and expand some</p>	<p>*confidently identify the audience and purpose for a piece of writing</p> <p>*adapt form and style to suit the audience / purpose and draw appropriate features from models of similar writing</p> <p>*use discussion effectively to develop ideas and language before and during writing</p> <p>*use a range of presentational devices which clearly guide the reader eg: bullet points, tables, columns</p> <p>*integrate dialogue to convey and contrast characters and to advance the action</p> <p>*describe characters, settings and atmosphere with some precision</p> <p>*confidently use a thesaurus to find precise word choices and further expand vocabulary</p> <p>*confidently perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear –showing a developed awareness of audience</p> <p>*proof-read to ensure correct subject and verb</p>	<p>*confidently identify the audience and purpose for a piece of writing</p> <p>*adapt form and style to suit the audience / purpose and draw appropriate features from models of similar writing</p> <p>*use discussion effectively to develop ideas and language before and during writing</p> <p>*describe characters, settings and atmosphere with some precision</p> <p>*recognise and use the subjunctive form of the verb when appropriate</p> <p>*use vocabulary which is varied, interesting and precise</p> <p>*proof-read to ensure correct subject and verb agreement when using singular and plural – distinguishing between the language of speech and writing and choosing</p> <p>*evaluate own and others' writing: proof-read, edit and revise – making assured changes to enhance effects and clarify meaning</p> <p>*write an accurate précis</p> <p>*use a range of devices to link ideas within and across paragraphs eg: precise</p>	<p>*confidently identify the audience and purpose for a piece of writing</p> <p>*adapt form and style to suit the audience / purpose and draw appropriate features from models of similar writing</p> <p>*use discussion effectively to develop ideas and language before and during writing</p> <p>*when writing narratives, consider ways in which established authors have developed characters and settings in books the children have read, listened to, seen performed</p> <p>*integrate dialogue to convey and contrast characters and to advance the action</p> <p>*use vocabulary which is varied, interesting and precise</p> <p>*proof-read to ensure correct subject and verb agreement when using singular and plural – distinguishing between the language of speech and writing and choosing</p> <p>*evaluate own and others' writing: proof-read, edit and revise – making assured changes to</p>	<p>*confidently identify the audience and purpose for a piece of writing</p> <p>*adapt form and style to suit the audience / purpose and draw appropriate features from models of similar writing</p> <p>*use discussion effectively to develop ideas and language before and during writing</p> <p>*integrate dialogue to convey and contrast characters and to advance the action</p> <p>*use complex plot structures</p> <p>*proof-read to ensure correct subject and verb agreement when using singular and plural – distinguishing between the language of speech and writing and choosing</p> <p>*evaluate own and others' writing: proof-read, edit and revise – making assured changes to enhance effects and clarify meaning</p>

	<p>develop and expand some ideas in depth, adding detail within each paragraph</p>	<p>ideas in depth, adding detail within each paragraph</p>	<p>agreement when using singular and plural – distinguishing between the language of speech and writing and choosing *evaluate own and others' writing: proof-read, edit and revise – making assured changes to enhance effects and clarify meaning *use a range of devices to link ideas within and across paragraphs eg: precise adverbials, deliberate repetition, sustained tense</p>	<p>adverbials, deliberate repetition, sustained tense *maintain correct tense and control perfect form of verbs eg: He has collected some shells.</p>	<p>enhance effects and clarify meaning *use a range of devices to link ideas within and across paragraphs eg: precise adverbials, deliberate repetition, sustained tense</p>	
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