

St Peter and St Paul Catholic Primary Academy - Literacy Scheme

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>	Bear Under the Stairs Goldilocks	Polar Express Night Before Christmas Stanley's Stick	Iggy Peck Architect The Naughty Bus	Send for a Superhero Beegu	Tadpole's Promise Three Little Pigs	I Want my Hat Back Jim and the Beanstalk
<b>Year 2</b>	The Dragon Machine	Rosie Revere Engineer	Journey Home	Owl and the Pussycat	House Held Up by Trees Lost and Found	A Walk in London The Minpins
<b>Year 3</b>	Cave Baby The Iron Man Ug Stone Age Boy		Greek Myths: Pandora's Box, Icarus and Daedalus, Persephone The Orchard Book of Greek Myths The Olympic Games (non-fiction)		Varmints Journey Gulliver	
<b>Year 4</b>	Escape from Pompeii Roman Myths and Legends Dudley		Egyptian Cinderella The Story of Tutankhamen		Avoid sailing with Christopher Columbus 23 Degrees 5 Minutes	Leon and the Place Between
<b>Year 5</b>	Cosmic	MacBeth Romeo and Juliet The Tempest	The Arrival	Hidden Figures	Can we save the Tiger?	Stig of the Dump
<b>Year 6</b>	Eric Kensuke's Kingdom The Promise The Lost Thing		The Invention of Hugo Cabret The Boy in the Tower		The London Eye Mystery	

The statements below are not ‘single-lesson’ objectives, but statements intended to be covered by the end of the year, phase or key stage. They will often be met in part and returned to across the year. Some of these statements will be covered implicitly through the teaching of other reading and writing objectives, tasks or activities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1	<p><b>Writing Transcription (Spelling and Handwriting)</b></p> <ul style="list-style-type: none"> <li>- Words containing each of the 40+ phonemes</li> <li>- Apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>- identify vowel digraphs which have been taught and the sounds which they represent.</li> <li>- form capital letters</li> </ul> <p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>- How words can combine to make sentences</li> <li>- Separation of words with spaces</li> <li>- Joining words and joining clauses using <i>and</i></li> <li>- Co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</li> <li>- Introduction to capital letters, full stops, question marks and exclamation marks</li> <li>- Capital letters for names and for the personal pronoun</li> </ul>	<p><b>Writing Transcription (Spelling and Handwriting)</b></p> <ul style="list-style-type: none"> <li>- Words containing each of the 40+ phonemes already taught</li> <li>- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>-Distinguishing between homophones and near-homophones</li> </ul> <p><b>Writing (composition)</b></p> <ul style="list-style-type: none"> <li>- Re-reading what they have written to check that it makes sense</li> <li>-- Writing narratives about personal experiences and those of others (real and fictional)</li> <li>- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>- Joining words and joining clauses using <i>and</i></li> <li>- Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</li> <li>- Use of capital letters, full stops, question marks and exclamation marks to</li> </ul>	<p><b>Writing Transcription (Spelling and Handwriting)</b></p> <ul style="list-style-type: none"> <li>- Words containing each of the 40+ phonemes already taught</li> <li>- Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>- Apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> <li>- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- Learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>- Apply spelling rules and guidance, as listed in English Appendix 1</li> <li>- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and</li> </ul>	<p><b>Writing (composition)</b></p> <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> <li>- Sequencing sentences to form short narratives</li> <li>- Re-reading what they have written to check that it makes sense</li> <li>- Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- Writing narratives about personal experiences and those of others (real and fictional)</li> <li>- Writing poetry</li> <li>- Planning or saying out loud what they are going to write about</li> <li>- Writing down ideas and/or key words, including new vocabulary</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>- Suffixes that can be added to verbs where no change is needed in</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>- Expanded noun phrases for description and specification</li> <li>- Correct choice and consistent use of present tense and past tense throughout writing</li> <li>- Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</li> <li>- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul>	<p><b>Writing (composition)</b></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> <li>- Sequencing sentences to form short narratives</li> <li>- Re-reading what they have written to check that it makes sense</li> <li>- Discuss what they have written with the teacher or other pupils</li> <li>- Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>- Writing narratives about personal experiences and those of others (real and fictional)</li> <li>- Planning or saying out loud what they are going to write about</li> <li>- Writing down ideas and/or key words, including new vocabulary</li> <li>- Encapsulating what they want to say, sentence by sentence</li> <li>- Evaluating their writing with the teacher and other pupils</li> <li>- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and</li> </ul>

		demarcate Sentences	punctuation taught so far	the spelling of root words (e.g. <i>helping, helped, helper</i> ) - How words can combine to make sentences - Joining words and joining clauses using <i>and</i> - <i>Sequencing sentences to form short narratives</i> - <i>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</i> - <i>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</i> - <i>Correct choice and consistent use of present tense and past tense throughout writing</i> - Commas to separate items in a list - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]		consistently, including verbs in the continuous form - Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear
Year 2	<b>Writing Transcription (Spelling and Handwriting)</b> - Learning to spell common exception words - Add suffixes to spell longer words, including –ment, –ness - Using the prefix un– - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words	<b>Vocabulary, Grammar &amp; Punctuation</b> - Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i> ] - Subordination (using <i>when, if, that, because</i> ) and co-ordination (using <i>or, and, but</i> ) - Expanded noun phrases for description and specification	<b>Writing Transcription (Spelling and Handwriting)</b> - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far - Learning new ways of spelling phonemes for which one or more spellings are	<b>Vocabulary, Grammar and Punctuation</b> - Capital letters for names and for the personal pronoun I [Revision of Year 1] - Formation of adjectives using suffixes such as –ly - Subordination (using <i>when, if, that, because</i> ) - Expanded noun	<b>Writing (composition)</b> - Writing poetry - Writing for different purposes - Encapsulating what they want to say, sentence by sentence - Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences	<b>Writing (composition)</b> Write sentences by: - Saying out loud what they are going to write about. - Composing a sentence orally before writing it. - Sequencing sentences to form short narratives. - Re-reading what they have written to check that it makes sense.

	<p>and punctuation taught so far</p> <p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>- Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</li> <li>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>- Use apostrophes for contraction and singular possession</li> <li>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul>	<p>[for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <ul style="list-style-type: none"> <li>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>- Commas to separate items in a list</li> </ul>	<p>already known, and learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> <li>- Distinguishing between homophones and near-homophones</li> <li>- Apply spelling rules and guidance, as listed in English Appendix 1</li> </ul>	<p>phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <ul style="list-style-type: none"> <li>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>- Correct choice and consistent use of present tense and past tense throughout writing</li> <li>- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</li> <li>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>- Commas to separate items in a list</li> <li>- Apostrophes to mark where letters are missing in spelling</li> </ul>	<p>punctuated correctly]</p> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>- Expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i></li> <li>- Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</li> <li>- Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</li> <li>- Commas to separate items in a list</li> <li>- How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- Writing narratives about personal experiences and those of others (real and fictional)</li> <li>- Consider what they are going to write before beginning by:</li> <li>- Planning or saying out loud what they are going to write about</li> <li>- Writing down ideas and/or key words, including new vocabulary</li> <li>- Encapsulating what they want to say, sentence by sentence</li> <li>- Make simple additions, revisions and corrections to their own writing by:</li> <li>- Evaluating their writing with the teacher and other pupils</li> </ul> <p><b>Writing Transcription (Spelling and Handwriting)</b></p> <ul style="list-style-type: none"> <li>- Add suffixes to spell longer words, e.g. <i>–ment, –ness, –ful, –less, –ly</i></li> <li>- Learning to spell more words with contracted forms</li> </ul>
Year 3	<p><b>Writing (composition)</b></p> <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> <li>- Sequencing sentences to form short narratives</li> <li>- Re-reading what they have written to check that it makes sense</li> <li>- Discuss what they have written with the teacher or other pupils</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</li> <li>- How words can combine to make sentences</li> <li>- Joining words and joining clauses using <i>and</i></li> <li>- Sequencing sentences to form short narratives</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>- Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</li> <li>- Introduction to paragraphs</li> </ul>	<p><b>Writing Transcription (Spelling and Handwriting)</b></p> <ul style="list-style-type: none"> <li>- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- In non-narrative material, using simple organisational devices</li> </ul>	<p><b>Writing (composition)</b></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>- Composing and rehearsing sentences orally (including dialogue), progressively building a varied</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>- Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because</i>]</li> </ul>

	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- Writing narratives about personal experiences and those of others (real and fictional)</li> <li>- Writing about real events</li> <li>- Writing for different purposes</li> <li>- Writing down ideas and/or key words, including new vocabulary</li> <li>- Evaluating their writing with the teacher and other pupils</li> </ul> <p>Spell by:</p> <ul style="list-style-type: none"> <li>- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>- Learning to spell more words with contracted forms</li> <li>- Apply spelling rules and guidance, as listed in English Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>- Separation of words with spaces</li> <li>- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>- Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> <li>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>- Commas to separate items in a list</li> <li>- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</li> </ul>	<p>as a way to group related material</p> <ul style="list-style-type: none"> <li>- Headings and sub-headings to aid presentation</li> <li>- Use of paragraphs to organise ideas around a theme</li> <li>- Use of commas to clarify meaning or avoid ambiguity</li> </ul> <p><b>Writing (composition)</b></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> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<p>[for example, headings and sub-headings]</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<p>and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> <li>- In narratives, creating settings, characters and plot</li> <li>- Proof-read for spelling and punctuation errors</li> </ul>	<p>of]</p> <ul style="list-style-type: none"> <li>- Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</li> <li>- Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</li> <li>- Use of paragraphs to organise ideas around a theme</li> <li>- Use of commas after fronted adverbials</li> </ul>
Year 4	<p><b>Writing Transcription (Spelling and Handwriting)</b></p> <ul style="list-style-type: none"> <li>- Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>- Place the possessive apostrophe accurately in words with regular plurals [for example, <i>girls'</i>, <i>boys'</i>] and in words with irregular plurals [for example, <i>children's</i>]</li> <li>- Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>- Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] (Y3)</li> <li>- Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>] (Y3)</li> <li>- Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or</li> </ul>	<p><b>Writing (composition)</b></p> <p>Write sentences by:</p> <ul style="list-style-type: none"> <li>- Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- In narratives, creating settings, characters and plot</li> <li>- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- Organising paragraphs around a theme</li> </ul> <p>Evaluate and edit 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> <li>- Organising paragraphs around a theme</li> <li>- In non-narrative material, using simple organisational devices [for example, headings</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b></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>- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>- Expressing time, place and cause using conjunctions [for</li> </ul>	<p><b>Writing Transcription (Spelling and Handwriting)</b></p> <ul style="list-style-type: none"> <li>- Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>- Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far.</li> </ul>

		<p>prepositions [for example, <i>before, after, during, in, because</i> of] (Y3)</p> <ul style="list-style-type: none"> <li>- Headings and sub-headings to aid presentation (Y3)</li> <li>- The grammatical difference between plural and possessive –s</li> <li>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</li> <li>- Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</li> <li>- Use of paragraphs to organise ideas around a theme</li> <li>- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>- Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</li> <li>- Use of commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<p>and sub-headings]</p> <ul style="list-style-type: none"> <li>- Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <ul style="list-style-type: none"> <li>- Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</li> </ul> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p>	
Year 5	<p><b>Writing Transcription (Spelling and Handwriting)</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries to check the spelling and meaning of words</li> <li>- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>- Use a thesaurus.</li> <li>- Identify an increasing range of homophones and other words that are often confused</li> <li>- Spell words containing the 'ough' grapheme and identify alternative pronunciations.</li> <li>- To recognise and spell the suffix cian/tion/ssion/sion</li> </ul>	<p><b>Writing (composition)</b></p> <ul style="list-style-type: none"> <li>- Writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed ____</li> <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 a wide range of devices to build cohesion ____within and across paragraphs</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- Using passive verbs to affect the presentation of information in a sentence</li> <li>- Using expanded noun phrases to convey complicated information concisely</li> <li>- Using modal verbs or adverbs to indicate degrees of possibility</li> <li>- Using relative clauses</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>- Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</li> <li>- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)</li> <li>- The use of subjunctive forms such as If I were or Were they to come in</li> </ul>	<p><b>Writing (composition)</b></p> <p>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 they have read,</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>- Verb prefixes [for example, <i>dis–, de–, mis–, over– and re–</i>]</li> <li>- Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</li> <li>- Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</li> <li>- Devices to build cohesion within a</li> </ul>

	<p><b>Writing (composition)</b> 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> </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>- Précising longer passages</li> <li>- Using a wide range of devices to build cohesion within and across paragraphs</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>- Proof-read for spelling and punctuation errors</li> <li>- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<p><b>Writing Transcription (Spelling and Handwriting)</b></p> <ul style="list-style-type: none"> <li>- Use further prefixes and suffixes and understand the guidance for adding them</li> <li>- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>- Use a thesaurus</li> </ul>	<p>beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) ----- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning relative pronoun</p>	<p>some very formal writing and speech]</p> <ul style="list-style-type: none"> <li>- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. adverbials</li> <li>- Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")</li> <li>- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>	<p>listened to or seen performed</p> <p>Draft and write by:</p> <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>- Using a wide range of devices to build cohesion within and across paragraphs</li> <li>- Using further organisational and presentational devices to structure text and to guide the reader</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> </ul>	<p>paragraph [for example, <i>then, after that, this, firstly</i>]</p> <ul style="list-style-type: none"> <li>- Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</li> <li>- Brackets, dashes or commas to indicate parenthesis</li> <li>- Use of commas to clarify meaning or avoid ambiguity</li> <li>- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</li> <li>- How words are related by meaning as synonyms</li> <li>- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>]</li> <li>- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a</i></li> </ul>
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						<i>consequence</i> ], and ellipsis - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] - How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Year 6	<b>Writing (composition)</b> Plan their writing by: - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Précising longer passages - Using a wide range of devices to build cohesion within and across paragraphs - Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: - Assessing the effectiveness of their own and others' writing - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Proof-read for spelling and punctuation errors - Perform their own compositions, using appropriate	<b>Vocabulary, Grammar and Punctuation</b> - Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter) - The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. adverbials - Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!") - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	<b>Vocabulary, Grammar &amp; Punctuation</b> - Use of inverted commas and other punctuation to indicate direct speech [LKS2 Revision] - Use of the present perfect and progressive forms of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] [KS1/LKS2 Revision] - Verb prefixes [for example, dis–, de–, mis–, over– and re–] - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Brackets, dashes or commas to indicate parenthesis - Use of the passive to affect the presentation of information in a sentence [for example, I broke	<b>Writing Transcription (Spelling and Handwriting)</b> - Use further prefixes and suffixes and understand the guidance for adding them - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - Use dictionaries to check the spelling and meaning of words  <b>Writing (Composition)</b> Plan their writing by: - Noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	<b>Vocabulary, Grammar &amp; Punctuation</b> Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun - Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i> ] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ] - Linking ideas across paragraphs using adverbials of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before] - Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity - Use of expanded noun phrases to convey complicated information concisely - Devices to build	<b>Vocabulary, Grammar &amp; Punctuation</b> - Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] - Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i> ] - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover</i> ; <i>ask for – request</i> ; <i>go in – enter</i> ] - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or as a <i>consequence</i> ], and ellipsis - Use of the semi-colon, colon and dash to mark



	intonation, volume, and movement so that meaning is clear.	<b>Word Reading</b> - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	the window in the greenhouse versus The window in the greenhouse was broken (by me)] - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] - Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	Evaluate and edit by: - Using a wide range of devices to build cohesion within and across paragraphs - Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - Assessing the effectiveness of their own and others' writing - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	cohesion within a paragraph [for example, <i>then, after that, this, firstly</i> ] - How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i> ] (Y6) - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]	the boundary between independent clauses [for example, It's raining; I'm fed up] - Punctuation of bullet points to list information
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