



Robin Hood Primary School
Writing Curriculum Progression Map

Intent for writing:

Our intention is that children leave Robin Hood able to communicate their knowledge, ideas and emotions through writing. We want children to have strategies to support their spelling and investigations of new vocabulary, be curious about language and be able to present their work suitably for a wide range of audiences and purposes. We want children to edit and improve their writing and refine their ideas both independently and with the support of feedback. We believe that reading and writing are most successful when strong links are built between the two and have a positive influence on each other. We celebrate and share writing and pride in our work across the curriculum and provide many a number opportunities for writing for a real purposes and real life audiences across the year.

Key points for use of this document:

- Each year, teaching and learning should revisit previous years/key stages learning.
- This document has been put together using the National Curriculum (2014), our brick walls and year group spelling booklets

Documents referred to/to go alongside this document:

- Little Wandle Revised Letters and Sounds
- Phonics Intervention Booklet
- Handwriting guidance
- English guidelines
- Brick Walls
- Robin Hood Planning formats
- Spelling booklets
- Sue Palmer Skeleton books
- Writing for a Purpose - Michael Tidd

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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PSpelling		Revision of EYFS work including letters of the alphabet and the sounds they commonly represent, Consonant digraphs, vowel digraphs, segmenting words into sounds before choosing graphemes that represent them. . Use spelling booklets for further information and examples. See Little Wandle Planning Syllables: Following a rhythm, slapping a steady beat, talk about the word syllable, ensure clear understanding of difference between syllable and phoneme. To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*, which includes: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;	Children who did not pass phonics screening/who need further support to 'keep up' with ARE should have access to phonics interventions. Regular revisit of previous learning. See Little Wandle planning as appropriate depending on 'catch up' Syllables: Talk about term 'syllable', introduce syllable lines when spelling longer words, new vocabulary - discuss how syllables help with spelling. To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight). To apply further Y2 spelling rules and guidance*, which includes: - the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); - the /r/ sound spelt	Children who need further support to 'keep up' with ARE should have access to phonics interventions. Regular revisit of previous learning. Syllables: When sharing spelling rules/teaching spelling, discuss new vocabulary in terms of syllables. Model how to use as an aid to spelling. Encourage children to use independently when spelling unfamiliar words. To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture'	Children who need further support to 'keep up' with ARE should have access to phonics interventions. Regular revisit of previous learning. Syllables: When sharing spelling rules/teaching spelling, discuss new vocabulary in terms of syllables. Model how to use as an aid to spelling. Encourage children to use independently when spelling unfamiliar words. To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent). CEW To spell all of the Y3 and Y4 statutory spelling words correctly. Prefixes and suffixes To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and	Children who need further support to 'keep up' with ARE should have access to phonics interventions. Regular revisit of previous learning Syllables: Syllables embedded in children's spelling practise and as an aid when spelling unfamiliar words independently. Syllable lines are used to demarcate and segment in word and spelling investigations. To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough). CEW To spell many of the Y5 and Y6 statutory spelling words correctly. Prefixes and suffixes To convert nouns or adjectives into verbs using the suffix -ate (e.g.	Children who need further support to 'keep up' with ARE should have access to phonics interventions. Regular revisit of previous learning Syllables: Syllables embedded in children's spelling practise and as an aid when spelling unfamiliar words independently. Syllable lines are used to demarcate and segment in word and spelling investigations. To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential). CEW To spell all of the Y5 and Y6 statutory spelling words correctly. Prefixes and suffixes To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell
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	- the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); - dividing words into syllables (e.g. rabbit, carrot); - the /tʃ/ sound is usually spelt as 'tch' and exceptions; - the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); - adding -s and -es to words (plural of nouns and the third person singular of verbs); - adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); - adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); - spelling words with the vowel digraphs and trigraphs: - 'ai' and 'oi' (e.g. rain, - wait, train, point, soil); 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); - a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); - 'ar' (e.g. car, park); - 'ee' (e.g. green, week); - 'ea' (e.g. sea, dream); - 'ea' (e.g. meant, bread); - 'er' stressed sound (e.g. her, person);	'wr' (e.g. write, written); - the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); - the /aɪ/ sound spelt -y (e.g. cry, fly, July); - adding -esto nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); - adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; - adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); - adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); - the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); - the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); - the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); - the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)	(e.g. creature, furniture, picture, nature, adventure). <u>CEW</u> To spell many of the Y3 and Y4 statutory spelling words correctly. <u>Prefixes and suffixes</u> To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning). <u>Further spelling conventions</u> To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary.	non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous). <u>Further spelling conventions</u> To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To use their spelling knowledge to use a dictionary more efficiently.	activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). <u>Further spelling conventions</u> To spell complex homophones and near-homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference). <u>Further spelling conventions</u> To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise). To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.
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	- ‘er’ unstressed schwa sound (e.g. better, under); - ‘ir’ (e.g. girl, first, third); - ‘ur’ (e.g. turn, church); - ‘oo’ (e.g. food, soon); - ‘oo’ (e.g. book, good); - ‘oa’ (e.g. road, coach); - ‘oe’ (e.g. toe, goes); - ‘ou’ (e.g. loud, sound); - ‘ow’ (e.g. brown, down); - ‘ow’ (e.g. own, show); - ‘ue’ (e.g. true, rescue, Tuesday); - ‘ew’ (e.g. new, threw); ‘ie’ (e.g. lie, dried); - ‘ie’ (e.g. chief, field); - ‘igh’ (e.g. bright, right); - ‘or’ (e.g. short, morning); - ‘ore’ (e.g. before, shore); - ‘aw’ (e.g. yawn, crawl); - ‘au’ (e.g. author, haunt); - ‘air’ (e.g. hair, chair); - ‘ear’ (e.g. beard, near, year); - ‘ear’ (e.g. bear, pear, wear); - ‘are’ (e.g. bare, dare, scared); • spelling words ending with –y (e.g. funny, party, family); • spelling new consonants ‘ph’ and ‘wh’ (e.g. dolphin, alphabet,	• the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm); • the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards); • the /ɜ/ sound spelt ‘s’ (e.g. television, usual). <u>CEW</u> To spell most Y1 and Y2 common exception words correctly <u>Prefixes and suffixes</u> To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly. <u>Further spelling conventions</u> To spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll. To learn the possessive singular apostrophe (e.g. the girl’s book). To write, from memory, simple sentences dictated by the teacher				
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		wheel, while); using ‘k’ for the /k/ sound (e.g. sketch, kit, skin). <u>CEW</u> To spell all Y1 common exception words correctly.* To spell days of the week correctly. <u>Prefixes and Suffixes</u> To use -s and -es to form regular plurals correctly. To use the prefix ‘un-’ accurately and understand how this changes meaning To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). <u>Further spelling conventions</u> To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes					
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Genres/text structure/text type	Planning tools (story map)	Retelling simple 5 part stories: Opening: One upon a time... Build up: One day... Problem/dilemma: Suddenly... Resolution: Fortunately... Ending: Finally...	Secure use of Story map/'boxing up' planning/text type	Secure use of planning tools eg story map/grids/boxing up/text type	Secure use of planning tools eg story map/grids/boxing up/text type	Secure independent use of planning tools	Secure independent planning Include suspense, cliff hangers, flashbacks/forwards, time slips
	Understanding format of beginning, middle, end Whole class retelling of simple 5 part stories: once upon a time first then/next but/so finally happily ever after labels names captions lists diagrams messages	Purposes for writing: To entertain To inform Text types: Stories (including re-tellings) Descriptions Poetry In-character/role Non fiction: heading introduction opening, middle, facts, bullet points, labelled diagrams, concluding sentence Suggested text types: Postcards Instructions Non-chronological report Recount Letter Instructions	Plan an opening around a character/setting/time of day/type of weather Understand with increasing complexity a five part story: Opening: In a land far away... Build up: Later that day... Problem/dilemma: To his amazement... Resolution: As soon as... Ending: Luckily/fortunately... Purposes for writing: To entertain To inform Text types: Stories (including re-tellings) Descriptions Poetry In-character/role Suggested text types: Story postcard character description Instructions Non chronological report (fact/fiction) Diary Recount *Newspaper taken out! Introductions Fact/fiction True/false Did you know...? Tense used appropriately for text type and consistently Continuous form of verbs: eg he was shouting, he was crying.	Plan an opening using setting/time of day/type of weather Paragraphs: organise ideas into each story part/around a theme Extended vocabulary to introduce 5 story parts: Introduction: should include detailed description of settings or characters Build up: Suspense towards a problem or dilemma Problem/dilemma: include details of actions/dialogues Resolution: should link with the problem Resolution: should link with problem Ending: clear ending should link back to the start, show how the character is feeling, how the character/situation has changed from the beginning. Purposes for writing: To entertain To inform To persuade Suggested text types: Story Poetry Recount Descriptions (inc.characters and settings) Explanation recount Letter Biography Advertising Letter Speech Non-Fiction Paragraphs to organise ideas around a theme	Plan opening using description/action Paragraphs: to organise each part of story to indicate a change in place or jump in time. Build in suspense to introduce a dilemma Developed 5 parts to story: Introduction Build-up problem/dilemma Resolution Ending (clear distinction between resolution and ending. Ending should include reflection on events or the characters) Purposes for writing: To entertain To inform To persuade Suggested text types: Story Poetry Recount Descriptions (inc.characters and settings) Explanation recount Letter Newspaper writing Advertising Letter Speech Poster Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link ideas within paragraphs with a range of connectives Use of bullet points and diagrams Introduction Middle section Ending (personal opinion, question, warning, reminders)	Plan opening using description/action/dialogue Paragraphs: vary conjunctions within paragraphs to build cohesion into a paragraph Use change of place/time and action to link ideas across paragraphs Use 5 part story structure. Writing to start to include flashbacks Introduction: to include action/description - character setting/dialogue Build-up: develop suspense techniques Problem/dilemma: may be more than one problem to resolve Resolution: clear links with dilemma Ending: character could reflect on events, any changes/lessons, look forward to the future, ask a question Purposes for writing: To entertain To inform To persuade To discuss Suggested text types: Narrative! Descriptions! Poetry Character/settings! Non-fiction: Report ! Recount! Biography Newspaper article Advertising Letter! Campaign! Balanced argument News blog! Review!	Story could start at any point within 5 part structure eg resolution, opening, build up, problem, ending Maintain plot consistently working from a plan Paragraphs - secure use of links between Secure development of characterisation Purposes for writing: To entertain To inform To persuade To discuss Suggested text types: Narrative Descriptions Poetry Character/settings Report Recount Biography Advertising Letter Speech Essay*** Balanced argument Newspaper article Review Use a variety of text layouts appropriate to purpose. Use a range of techniques to involve the reader eg questions, rhetorical questions, observations. Express balanced coverage on a topic. Use appropriate formal and informal styles of writing.

				Introduction: Develop hook to tempt reader in eg who? What? Where? When? How? Group related facts Subheadings 'Topic' sentences List of steps Bullet points Flow diagrams Information boxes/amazing facts/wow comments Verb forms mark time	Appropriate choice of pronoun/noun across sentences to aid cohesion Use appropriate formal and informal styles of writing.	Independent planning Secure in use of layouts suitable to text Secure use of paragraphs: use a variety of ways to open text and draw reader in and make the purpose clear. Use appropriate formal and informal styles of writing. Link ideas within and across paragraphs using a full range of conjunctions and signposts Use rhetorical questions Express own opinions clearly Consistently maintain a viewpoint Summary in final paragraph/conclusion	Use/choose publishing format to engage a reader eg. font, images, diagrams Link ideas across paragraphs eg word repetition, elision Layout devices eg headings/subheadings/columns/bullet points/tables
Handwriting		To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. To become familiar with the RWI 'sayings' for letter formation beginning with 'up we go' To begin to use upstrokes in handwriting to prepare for joining.	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. To embed the use of upstrokes and joining of letters to allow handwriting to be cursive and therefore flow.	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Children to choose whether to write in pen or pencil when presenting a 'final draft'.	To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	To write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task and to have the opportunity to investigate this depending on audience and purpose.

Drafting/editing/improving		Children are encouraged to try new writing new words/sentence structures and that errors are a part of investigating new vocabulary/structures. Use a neat line to cross through any mistakes and re-write above/next to the error. Encouraged to uplevel vocabulary. When uplevelling, children will write new word choice above their original one. Introduced to whole class feedback and how to respond to this in their own work.	As previous year plus: Green pen introduced for self-correction/responding to feedback. Re-writing of sections/paragraphs of work at a time to encourage stamina. Whole class feedback becomes a part of regular practise with independent writes alongside individual/small group writing conferences. Use of peer feedback/peer critique (SPECIFIC)	As previous years plus: In independent writing, children rule off bottom 5 lines of book during 'first draft' to allow space for adding in ideas/new phrases/sentences. Edits demarked with an asterisk and number. Embedded use of peer feedback/critique.	As previous years plus: Redrafting process involves a number of techniques such as adding improvements on tracing paper, redrafting paragraphs on slips of paper and stuck over original. A solid understanding is shown for the reasons why, as a writer, work needs to be edited and improved/revisited. Use of 'prove it' slips introduced.	Embed previous skills. Use independently/what works for them. Children have the opportunity to give feedback on a variety of work. 'Prove it' sheets become embedded as a part of practise.	Children use all of the previous skills developed and regularly apply the ones they feel support them the most independently.
Composition		To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue). Introduction to paragraphs Headings and subheadings Perfect present form of verbs instead of the simple past (He has gone out to play instead of He went to play).	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	To 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. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

Sentence construction	The rhythm of a sentence when writing/read	How words can combine to make sentences Joining words and clauses using and/so/but	Subordination (when, if, hat, because) and co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Expressing time, place and cause using conjunctions, adverbs or prepositions (before, after, during, in, because, of)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. Indicating degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)	Using the passive to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (eg the use of question tags or the use of subjunctive forms such as eg If I were or Were they...
Word structure/language		Use regular plural noun suffixes (-s or-es) including the effects of these suffixes on the meaning of the noun	Formation of nouns using suffixes such as -ness and by compounding (whiteboard, superman) Formation of adjectives using suffixes such as -ful, -less Use the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	Formation of nouns using a ranges of prefixes Use of the forms a or an according to whether the next word begins with a consonant or vowel Word families based on common words, showing how words are related in form and meaning.	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local verbal forms (I did instead of I done/We were instead of we was)	Converting nouns or adjectives into verbs using suffixes (ase, ise, ify) Verb prefixes (dis, de, mis, over, re)	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing find out-discover, ask for - request, go in - enter) How words are related by meaning as synonyms and antonyms
Punctuation	Full stop	Capital letters for names and for the personal pronoun 'I'	Capital letters, full stops, question marks and exclamation marks demarcate sentences Commas to separate a list Apostrophes to mark a missing letter	Introduction to inverted commas to punctuate direct speech.	Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession Use of commas after fronted adverbials	brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity
Terminology	Finger spaces Full stops capital letters word	Build on previous learning plus: pronoun letter capital letter words singular plural sentence punctuation full stop question mark exclamation mark speech bubble bullet point adjective	Build on previous learning plus: 'boxing up' = skeleton outline of text type (Sue Palmer books useful. noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past and present) apostrophe, comma	Build on previous learning plus: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, vowel inverted commas (or speech marks)	Build on previous learning plus: determiner pronoun, possessive pronoun adverbial	Build on previous learning plus: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	Build on previous learning plus: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points