



Roselands Primary School

Progression of Skills and Knowledge in English

Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Skill Area</p> <p>Reading</p> <p>Phonics and Decoding</p> <p>Using Little Wandle Letters and Sounds Revised (LW) Phonic scheme</p> <p>See Appendix</p>	<p><u>Phase 2 phonics:</u> Oral blending Sounding out and blending with 36 new grapheme/phoneme correspondences (GPCs) 22 new tricky words</p> <p><u>Phase 3 phonics:</u> Oral blending Sounding out and blending with 22 new GPCs 9 new tricky words Revision of phase 2 Words with double letters Longer words Words with 2 or more digraphs Words ending in ing, s and es Compound words</p> <p><u>Phase 4 phonics:</u> Oral blending No new GPCs 18 new tricky words Word structures- cvcc, ccvc, ccvcc, cccvc, cccvcc Suffixes Revision of Phase 2 and Phase 3</p>	<p>Review Phase 3 and Phase 4</p> <p><u>Phase 5 phonics</u> Alternative spellings for previously taught GPCs (90) 42 new tricky words Oral blending Revision of Phase 2, Phase 3 and Phase 4</p>	<p>A full review of Phase 5.</p> <p>Revision of all previously taught GPCs for reading and spelling. Wider reading, spelling and writing curriculum secure phonic decoding until reading is fluent read accurately by blending, including alternative sounds for graphemes read multisyllable words containing these graphemes read common suffixes read exception words, noting unusual correspondences read most words quickly & accurately without overt sounding and blending</p> <p>Year 2 start the year with a phase 5 review and then they use 'Bridge to Spelling', moving on to Spelling units.</p>	<p>With LW, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling through the 'Spelling Shed' programme. Revision of all previously taught GPCs for reading and spelling Wider reading, spelling and writing curriculum apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>With LW, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling through the 'Spelling Shed' programme. Revision of all previously taught GPCs for reading and spelling Wider reading, spelling and writing curriculum apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p>	<p>With LW, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling Revision of all previously taught GPCs for reading and spelling through the 'Spelling Shed' programme. Wider reading, spelling and writing curriculum apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>With LW, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling Revision of all previously taught GPCs for reading and spelling through the 'Spelling Shed' programme. Wider reading, spelling and writing curriculum apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>
<p>Skill Area</p> <p>Writing Transcription</p> <p>Spelling</p> <p>Using Little Wandle Letters and Sounds Revised in Years Reception - 2</p> <p>Using Spelling Shed in Years 3 - 6</p> <p style="text-align: center;">m m</p>	<p>To write the GPCs for all taught phonemes. Use segmenting fingers to identify the individual phonemes in spoken words. To use the vocabulary tricky word. To understand what a tricky word is. To spell phase 2 tricky words. To spell phase 3 tricky words. To spell some phase 4 tricky words.</p>	<p>spell words containing each of the 40+ phonemes taught spell 45 Common Exception Words spell the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words apply simple spelling rules and guidance from English Appendix 1. Segment spoken words into individual phonemes and represent these</p>	<p>Spelling in Year 2 is taught through Little Wandle Bridge to Spelling and then Little Wandle Spelling.</p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common 33homophones learning to spell Common Exception Words distinguishing between homophones and near-homophones learning the possessive apostrophe (singular) learning to spell more words with contracted forms</p>	<p>spell further homophones spell words that are often misspelt – Common Exception Words use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>spell further homophones spell words that are often misspelt – Common Exception Words use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically – Common Exception Words use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically – Common Exception Words use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>

		phonemes by the appropriate graphemes. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidelines				
Skill Area Writing Composition Grammar		regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using and sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I' <i>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</i>	sentences with different forms: statement, question, exclamation, command present and past tenses used correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) adjectives adverbs some features of written Standard English suffixes to form new words (-ful, -er, -ness) sentence demarcation commas in lists apostrophes for omission & singular possession <i>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</i>	using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) <i>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</i> using fronted adverbials using similes	using fronted adverbials difference between plural and possessive -s Standard English verb inflections (I did vs I done) expanded noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion <i>determiner, pronoun, possessive pronoun, adverbial</i> using similes	using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun converting nouns or adjectives into verbs verb prefixes devices to build cohesion, including adverbials of time, place and number <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i> using rhetorical questions	recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause differences in informal and formal language synonyms & Antonyms further cohesive devices such as grammatical connections and adverbials use of ellipsis <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</i>
Skills Area Writing Composition Punctuation	Using the vocabulary: word, sentence, capital letter, finger space, full stop. Understanding the purpose for a capital letter, finger space and a full stop. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	using and punctuating direct speech (i.e. Inverted commas) using commas after fronted adverbials	using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas)	using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis using colons	using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
Skills Area Writing Composition Vocabulary		leaving spaces between words joining words and joining clauses using "and" using other simple connectives e.g. or, but, so, because	expanded noun phrases to describe and specify	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) use sentences of 3 for description use pattern of 3 for persuasion	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) Use repetition to persuade	use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility	use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility

<p>Skill Area</p> <p>Writing Composition</p> <p>Contexts for Writing</p>	<p>Labelling</p> <p>Simple captions</p> <p>Simple sentences</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>
<p>Skills Area</p> <p>Writing Composition</p> <p>Planning Writing</p>	<p>Saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p>	<p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>Understanding the 5 parts to a story; opening, build up, problem, resolution, ending</p>	<p>planning or saying out loud what they are going to write about</p> <p>Understanding the 5 parts to a story with more complex vocabulary</p>	<p>discussing and recording ideas</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>discussing and recording ideas</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>noting and developing initial ideas, drawing on reading and research where necessary</p>
<p>Skills Area</p> <p>Writing Composition</p> <p>Drafting writing</p>		<p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p>	<p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p>	<p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices (headings & subheadings)</p> <p>vary long and short sentences</p>	<p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices (headings & subheadings)</p> <p>vary long and short sentences</p>	<p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader</p>	<p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader</p>
<p>Skills Area</p> <p>Writing Composition</p> <p>Editing Writing</p>		<p>discuss what they have written with the teacher or other pupils</p>	<p>evaluating their writing with the teacher and other pupils</p> <p>rereading 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>proofreading to check for errors in spelling, grammar and punctuation</p>	<p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p>	<p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p>	<p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors</p>	<p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors</p>
<p>Skills Area</p> <p>Writing Composition</p> <p>Performing Writing</p>		<p>read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>

<p>Skill Area Writing Transcription Handwriting</p>	<p>Fine motor skills – holding a pencil in a tripod grip and using it with good control. Write recognisable letters, most of which are correctly formed.</p>	<p>Pupils are taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Pupils are taught to: form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.</p>	<p>Pupils are taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, 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].</p>	<p>Pupils are taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, 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].</p>	<p>Pupils are taught 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.</p>	<p>Pupils are taught 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.</p>
<p>Skill Area Reading and Writing Poetry</p>	<p>Teach feeling the beat of a rhythmic poem or nursery rhyme. Teach alliteration - hearing where words begin with the same sound. Writing list poem based on alliterative sentences. Teach rhyme awareness - hearing a rhyme and suggest own rhymes. Teach the fun of word play - recognising nonsense and word play. Making up nonsense words and sentences. Encourage children to express preferences for poems, saying why, performing chosen poems. Learning by heart. Performing.</p>	<p>Consolidate the skill of feeling the beat of a rhythmic poem. Revisit alliteration - hearing where words begin with the same sound. Writing list poems based on alliterative sentences. Describing things by comparison. Similes. Verbs. Teach children to observe closely - model poems based on close personal observation. Use of descriptive language. Inventive thought - nonsense poetry Encourage children to express preferences for poems, saying why, performing chosen poems. Learning by heart. Performing.</p>	<p>Consolidate feeling the beat of a rhythmic poem. Teach writing lines following the rhythm of a simple poem with a strong rhythm. Onomatopoeia - collect words that sound like the sounds they describe - splash, boom etc. Describing things by comparison. Similes and Metaphors. Teach children to observe closely - model poems based on close personal observation. Use of descriptive language. Personal poetry in free verse - describing people, friends, pets, own feelings and experience. Encourage children to express preferences for poems, saying why, performing chosen poems. Learning by heart. Performing.</p>	<p>Feeling the beat of a rhythmic poem. How words fit to the beat in a poem, Writing different words to known tunes Reading poems from and about other cultures Teach children to observe closely - model poems based on close personal observation. Use of descriptive language. Model acrostic poems. Metaphor, personification. Nonsense poems Encourage children to express preferences for poems, saying why, performing chosen poems. Learning by heart. Performing.</p>	<p>Explore some of the following short poetic forms: haiku, rhyming couplets, clerihews, limericks, tankas, riddles (NB Read these forms but don't attempt to write in them all.) Poems on the theme of nature and protecting the environment. Model writing in the voice of e.g. a tree or threatened plant or animal Concrete poetry Older poetry - model identifying older language Poems of place - writing about a favourite place - free verse writing but include previous skills e.g. alliteration, simile, metaphor, personification Performance Poetry</p>	<p>Poems about friendships and related issues - using free verse and/or rhyme For explanation of free verse see BBC Bitesize Free Verse: https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8sf8mn Kennings Narrative Poems and ballads Older /Classic Poetry - model identifying language features of older poetry Poems about social issues Performance Poetry. Encourage children to express preferences for poems, saying why, performing chosen poems. Learning by heart. Performing.</p>	<p>Poems in praise of a person and/or the natural world - eulogy, epitaph, ode, sonnet Poems on the theme of light - and dark use of imagery Nonsense poetry and word play Older Poetry - model writing lines that include assonance Poems about a social or environmental issue Performance Poetry. Encourage children to express preferences for poems, saying why, performing chosen poems. Learning by heart. Performing.</p>
<p>Skill Area Reading Range of Reading</p>	<p>Read sentences made up words with taught sounds/CEWs Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. Use non fiction books to develop new knowledge and vocabulary</p>	<p>Listen to and discuss a wide range of poems, stories and NF at a level beyond that at which they can read independently.</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and NF at a level beyond that at which they can read independently.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, NF and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, NF and reference or textbooks. Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, NF and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, NF and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes.</p>
<p>Skill Area Reading Familiarity with Texts</p>	<p>Talk about and respond to stories, rhymes and poetry; recalling sequencing and anticipating key events some as exact repetition and some in their own words.</p>	<p>To recognise and join in with predictable phrases. Become very familiar with key stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary</p>	<p>Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally. Identify themes and conventions in a wide range of books.</p>	<p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p>	<p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p>

	To begin to interpret stories, rhymes and poetry; making suggestions for actions and events. To talk about and respond with questions to non fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.		language in stories and poetry.	Recognise some different forms of poetry,		Identify and discuss themes and conventions in and across a wide range of writing.	Identify and discuss themes and conventions in and across a wide range of writing.
Skill Area Reading Poetry and Performance	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups/independently.	Learn to appreciate rhymes and poems and recite some by heart.	Continue to build up repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry,	Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry,	Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
Skill Area Reading Word meanings	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Discuss word meanings and link new meanings to words already known.	Discuss and clarify the meaning of words and link new meanings to known vocabulary. Discuss their favourite words and phrases.	Use dictionaries to check the meaning of words that they have read.	Use dictionaries to check the meaning of words that they have read.	Use dictionaries to check the meaning of words that they have read.	Use dictionaries to check the meaning of words that they have read.
Skill Area Reading Understanding	Understand how to listen carefully. Respond to stories and rhymes with actions, relevant comments, questions; recalling key events, Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail.	Draw on what they already know or on a background information and vocabulary provided by teacher. Be encouraged to link what they read or hear read to their own experiences. Check that the text makes sense to them as they read and correct inaccurate reading. Answer simple retrieval questions about text and find evidence to support answers.	Discuss the sequence of events in books and how items of information are related. Draw on what they already know or on background information and vocabulary provided by the teacher. Make links between a current book and those already read. Check that the text makes sense to them as they read and correct inaccurate reading. Answer simple retrieval questions about text and find evidence to support answers.	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarise these. Identify morals and messages in a story.	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarise these. Identify morals and messages in a story.	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in on text. Ask questions to improve their understanding. Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in on text. Ask questions to improve their understanding. Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
Skill Area Reading Inference	To begin and interpret stories, rhymes and poetry; making suggestions for actions and events.	Predict what might happen on the basis of what has been read so far.	Make inferences on the basis of what is being said and done. Answer questions.	Draw inferences such as inferring characters' thoughts and motives from their actions. Justify inferences with evidence.	Draw inferences such as inferring characters' thoughts and motives from their actions. Justify inferences with evidence.	Draw inferences such as inferring characters' thoughts and motives from their actions and justify inferences with evidence.	Draw inferences such as inferring characters' thoughts and motives from their actions and justify inferences with evidence.
Skill Area Reading Prediction	To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words	Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.
Skill Area Reading Non-Fiction	Talk about and respond with questions to non fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Know and explain some differences between fiction and non fiction books.	Listen to and discuss a wide range of non fiction at a level beyond that at which they can read independently.	Be introduced to non fiction books that are structured in different ways.	Retrieval and record information from non fiction texts.	Retrieval and record information from non fiction texts.	Distinguish between statements of fact and opinion. Retrieve, record and present information from non fiction texts.	Distinguish between statements of fact and opinion. Retrieve, record and present information from non fiction texts

<p>Skill Area Reading Discussion</p>	<p>Talk about and respond to stories, rhymes and songs with actions, relevant comments, questions. Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. Begin to interpret stories, rhymes and poetry; making suggestions for actions and events. Talk about and respond with questions to non fiction books; recalling facts with increasing explanation and vocabulary in response to questions.</p>	<p>Participate in discussion about what is read to them by taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</p>	<p>Participation in discussion about books, poems and other works that are read to them and those that they can read themselves by taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and that they have read themselves.</p>	<p>Participate in discussion about both books that are read to them and those that they can read themselves by taking turns and listening to what others say.</p>	<p>Participate in discussion about both books that are read to them and those that they can read themselves by taking turns and listening to what others say.</p>	<p>Recommend books that they have read to their peers and giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views.</p>	<p>Recommend books that they have read to their peers and giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views.</p>
<p>Skill Area Reading Authorial intent</p>				<p>Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure and presentation contribute to meaning.</p>	<p>Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure and presentation contribute to meaning</p>	<p>Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.</p>	<p>Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.</p>

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p l n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
al ee lgh oa oo oo ar or ur ow ol ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /d/ /ed/, –est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /d/ /ed/, –ed /d/ –er, –est • longer words 	Review all taught so far



Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
<p> <i>/ur/</i> or word <i>/oo/</i> u oul awful could <i>/air/</i> are share <i>/or/</i> au aur oor al author dinosaur floor walk <i>/ch/</i> tch ture match adventure <i>/ar/</i> al a half* father* <i>/or/</i> a water schwa in longer words: different <i>/o/</i> a want <i>/air/</i> ear ere bear there <i>/ur/</i> ear learn <i>/r/</i> wr wrist <i>/s/</i> st sc whistle science <i>/c/</i> ch school <i>/sh/</i> ch chef <i>/z/</i> ze freeze schwa at the end of words: actor </p>	<p>once laugh because eye</p>

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
<p> <i>/ai/</i> eigh aigh ey ea eight straight grey break <i>/n/</i> kn gn knee gnaw <i>/m/</i> mb thumb <i>/ear/</i> ere eer here deer <i>/zh/</i> su si treasure vision <i>/j/</i> dge bridge <i>/i/</i> y crystal <i>/j/</i> ge large <i>/sh/</i> ti ssi si ci potion mission mansion delicious <i>/or/</i> augh our oar ore daughter pour oar more </p>	<p> busy beautiful pretty hour move improve parents shoe </p>



T4W Long Term Text Overview| Reception

	Autumn 1		Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-fiction	Fiction	Non-fiction
Year R	Nursery Rhymes <i>The Little Red Hen</i> Cumulative Focus: Setting	Little Red Hen's Diary Recount	<i>The Enormous Turnip</i> Cumulative Focus: Starting a story	<i>Healthy Food</i> Information	<i>The three Busy Santas</i> Defeat the Monster Focus: Characters – goodies & baddies	<i>The Three Billy Goats Gruff</i> Instructions	<i>How to trap a Troll</i> Instructions	<i>The Gingerbread Man</i> Journey Focus: Different settings	<i>How to bake Gingerbread Man</i> Instructions recipe	<i>The Very Hungry Caterpillar</i> Cumulative Focus: Describing with adjectives	<i>Mini Beasts</i> Information	<i>The Sleepy Bumblebee</i> Journey Focus: Character feelings	<i>Mr Bee's day out</i> Recount

In Reception, the children will work on their T4W units for 3-4 weeks of each half term. In addition to having T4W units as a stimulus for writing, there will be other topics from either across the curriculum or linked to the children's interests which the children will be using as a stimulus for writing.



T4W Long Term Text Overview: Two-Year Rolling Programme Year 1 & Year 2 Roselands

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Year A	<i>Text The Three Little Pigs</i> Defeat the Monster Focus: Character & Dialogue	<i>Estate Agent's Details for the Pig's House</i> Persuasion	<i>The Magic Porridge Pot</i> Finding Tale Focus: Setting	<i>How to make Magic Porridge</i> Instructions	Poetry Animal poem	<i>Monkey See, Monkey Do</i> Journey Focus: Openings & Endings	Poetry Performance poetry - History link Train poem	<i>Jack and the Beanstalk</i> Portal Focus: Suspense (adapt the model)	<i>Giants</i> Information		
Year B	<i>Little Charlie</i> Journey Focus: Setting	<i>Charlie's Day (Diary)</i> Recount	<i>The Elves & the Shoemaker</i> Rags to Riches Focus: Description	<i>Cave Baby</i> Journey Focus: Character	Poetry Colour poem	<i>How to look after Funky Monkey</i> Instructions How to look after a woolly mammoth.	Poetry Riddle poem	<i>Kassim and the Greedy Dragon</i> Warning Focus: Suspense	<i>Dragons</i> Information	<i>The Magic Bush</i> Finding Tale Focus: Openings and Endings		



**T4W Long Term Text Overview: Two-Year Rolling Programme
Year 3 & Year 4 Roselands**

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
	Fiction	Non-fiction	Fiction		Non-fiction	Poetry	Fiction	Non-Fiction	Fiction	Non-fiction	Fiction
Year A	<i>Little Red Riding Hood</i> Defeat the monster Focus - Settings	<i>Woodcutter Saves the Day</i> Newspaper	<i>George's Marvelous Concoction</i> Losing Tale Focus - Description		<i>Should Children Learn to Cook?</i> Discussion		<i>Adventure at Sandy Cove</i> Finding Tale Focus - Suspense	<i>Visit Sandy Cove</i> Persuasive Leaflet	<i>Reilly</i> Warning tale Focus - Description	<i>Wizards</i> Information	<i>Best Enemies</i> Tale of Fear Focus - Openings & Endings
Year B	<i>Cinderella</i> Rags to Riches Focus - Setting	<i>Colour Poem</i>	<i>Dragon Land</i> Persuasive Leaflet	<i>The Cobbler And the Dragon</i> Defeat the Monster Focus - Character & Dialogue	<i>Should you keep a dragon as a pet?</i> Discussion		<i>Elf Road</i> Portal Focus – Openings and Endings	 Newspaper	<i>Pixies</i> Information		<i>The Manor House</i> Tale of Fear Focus - Suspense



**T4W Long Term Text Overview: Two-Year Rolling Programme
Year 5 & Year 6 Roselands**

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Fiction	Fiction	Poetry	Non-fiction	Fiction	Non-fiction	
Year A	<i>Hansel & Gretel</i> Tale of Fear Focus: Character & Dialogue	<i>Gingerbread Houses</i> Information	<i>The Canal</i> Warning Focus: Setting	<i>Canal Holidays are cool!</i> Persuasion	<i>Kidnapped!</i> Finding Tale Focus: Suspense	<i>Text</i> <i>The Time Slip Scarab</i> Portal Focus: Openings & Endings			<i>Is Tomb Raiding right?</i> Discussion	<i>SATS</i> <i>Beowulf</i> Defeat the Monster Focus: Description	<i>How a survive a Grendle attack</i> Explanation	
						YR 6 - Letter of complaint YR 6 - Information text			Y6 - Persuasion	Y6 - Tale of fear	Y6 - Narrative with dialogue	Y6 - Recount (activities week)
Year B	<i>The Red Eye</i> Losing Focus: Openings & Endings	<i>Should Sally be punished?</i> Discussion	<i>Perseus and the Medusa</i> Quest/Journey Focus: Character & Dialogue	<i>Zelda Claw</i> Tale of Fear Focus: Suspense		<i>Rain Cats</i> Information			<i>The Gas Mask</i> Portal Story Focus: Setting	<i>Girl rescued from Rumble</i> Newspaper	(SATS) <i>Fowler's Yard</i> Tale of Fear Focus: Description	<i>All children should have a pet robot!</i> Persuasion
						YR 6 - Letter of complaint YR 6 - Information text			Y6 - Persuasion	Y6 - Tale of fear	Y6 - Narrative with dialogue	Y6 - Recount (activities week)

Writing Assessment Grids:

Year 1

Just below the expected standard	
Orally compose a sentence before writing it	
Check written work makes sense through rereading with other pupils and the teacher	
Leaves some spaces between words	
Has an awareness of demarcating sentences with a capital letter and full stop	
Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonetically plausible attempts at others	
Spelling some words containing previously taught phonemes and GPCs accurately (e.g. vowel digraphs and trigraphs)	
Spelling some of the Year 1 common exception words accurately	
Forming some lower case letters in the correct direction, starting and finishing in the right place.	
Working at the expected standard	
Sequencing a series of sentences to form a short narrative.	
To use some features of different text types (although these may not be consistent).	
Using adjectives to add description and detail	
Leaving appropriate spacing between words	
Joining words and clauses with the conjunction 'and'	
Begin to punctuate sentences with a capital letter and a full stop	
Begin to punctuate some sentences with question marks	
Begin to punctuate some sentences with exclamation marks	
Using capital letters for names, places, the days of the week and the personal pronoun 'I'	
Spelling many of the Year 1 common exception words and days of the week accurately	
Spelling most words containing previously taught phonemes and GPCs accurately (e.g. vowel digraphs and trigraphs)	
Spelling simple compound words accurately	
Using the suffixes -ing, -ed, -er and -est to root words (where no change to the root word is necessary)	
Forming most lower case letters in the correct direction, starting and finishing in the right place	
Forming capital letters and numerals correctly	
Working at greater depth within the expected standard	
Plan by writing down some key words or ideas, including some new vocabulary drawn from listening to books.	
Writing is mostly correctly sequenced with greater control of pronouns to link ideas or events (e.g. I/my/he)	
To use a number of features of different text types with some accuracy	
Makes simple additions, corrections and revisions to writing with prompting	
Punctuation used consistently within a wide variety of sentences - full stops, capital letters, and question marks.	
Beginning to develop a greater range of conjunctions (e.g. because, when, but)	
Handwriting is legible and of consistent size with appropriate spacing between words.	
Spelling is mostly accurate with only a few errors in ambitious vocabulary choices.	
Using the -s and -es to form regular plurals correctly	
Using the prefix 'un'	

Year 3

Just below the expected standard	
Plans writing by orally rehearsing and writing down key ideas	
Demonstrates some understanding of purpose and audience	
Begins to order writing using paragraphs to group key elements	
Uses simple organisational devices (eg headings and sub headings) in non-narrative writing	
Creates settings and develops characters in narrative writing	
Uses precise adjectives in descriptive writing	
Usually maintains the correct tense (including the progressive form)	
Extends sentences with the use of a range of conjunctions (including some subordination)	
Uses the full range of punctuation from previous year groups including: capital letters and full stops	
Uses the full range of punctuation from previous year groups including: question marks and exclamation marks	
Uses the full range of punctuation from previous year groups including: commas within lists	
Uses the full range of punctuation from previous year groups including: apostrophes to show possession and to form contractions	
Applies spelling rules from the KS1 guidance within the English Appendix 1	
Uses diagonal & horizontal strokes that are needed to join letters	
Letters are correctly formed with appropriate size/spacing	
Working at the expected standard	
Organise simple paragraphs around a theme	
Sustain writing across a whole text using appropriate language choices to add detail	
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. technical language, headings, sub-headings, bullet points)	
Creates character, setting and plot in narrative writing	
Evaluate and edit writing suggesting and making improvements	
Uses fronted adverbials to clarify time and place	
Uses the present perfect form of verbs in contrast to the past tense	
Uses carefully selected nouns or pronouns appropriately for clarity and cohesion to avoid repetition	
Uses a wide range of punctuation including: commas after a fronted adverbial	
Uses a wide range of punctuation including: possessive apostrophe	
Uses a wide range of punctuation including: some attempts to use inverted commas to indicate direct speech	
Uses and understands how to add a range of prefixes correctly, e.g. dis- re- in- mis- sub-	
Uses and understands how to add a range of suffixes correctly, e.g. -ful -less -ly -ment ness	
Spells most common homophones correctly	
Spells some of the Year 3 and Year 4 statutory spellings correctly	
Use the diagonal and horizontal strokes that are needed to join letters	
Working at greater depth within the expected standard	
Adopts and maintain an appropriate form throughout longer pieces of writing	
Consistently shows a wide range of sentence types	
Makes ambitious word choices to engage and affect the reader	
Shows good cohesion between sentences and paragraphs	
Uses conjunctions, adverbs and prepositions to express time and cause	
Uses an accurate application of apostrophes	
Accurately uses of a range of punctuation	
Correctly selects the article, 'a' or 'an'	
Spells most words correctly (year 3 and 4 words and patterns)	
Clear, legible and consistent joined writing style (knowing which letters should not be joined).	

Year 4

Just below the expected standard	
With support can organise paragraphs around a theme	
Use simple organisational devices to aid presentation in non-fiction (headings, sub-headings)	
Develops setting, character and plot in narrative writing	
Uses words and phrases appropriate to the genre to engage the reader (imperative verbs in instructions)	
Uses the full range of punctuation from previous year groups mostly correctly including: capital letters, full stops, question marks and exclamation marks	
Shows some evidence of using taught punctuation sometimes correctly (commas after fronted adverbials and inverted commas for direct speech)	
Applies some of the KS2 spelling rules including: prefixes - dis, in, mis, im, ir, il, re, sub, inter and suffixes - or, ous, ation	
Spells some of the Year 3 and 4 common misconception words correctly	
Produces legible handwriting	
Working at the expected standard	
When planning, demonstrates some understanding of audience and purpose	
Plans writing by selecting words and phrases to interest and engage the reader	
Proof read their own work to check for errors and make corrections	
Uses a range of organisational devices in non-narrative writing	

Just below the expected standard	
Demonstrates some understanding of the audience and purpose (formal/informal appropriate to text)	
Beginning to use paragraphs to organise ideas	
Creates settings and develops characters in narrative writing	
Extends sentences with the use of coordinating and subordinating conjunctions	
Uses the full range of punctuation from previous year groups mostly correctly including: capital letters, full stops, question marks and exclamation marks	
Uses some punctuation from previous year groups including: commas for lists, inverted commas and apostrophes for contractions and possession mostly correctly	
Some evidence of using a dictionary and thesaurus correctly	
Applies some of the KS2 spelling rules including: suffixes - cial, tial, ant, ance, ancy, ation, ent, ence, ency	
Spells half of the Year 3 and 4 common misconception words correctly	
Spells some of the Year 5 and 6 common misconception words correctly	
Produces legible consistent handwriting	
Working at the expected standard	
Demonstrates a consistent understanding of the audience and purpose (formal/informal, passive/active appropriate to text)	
Uses literary devices to develop a strong sense of character in narrative writing (show not tell/figurative language)	
Uses organisational devices to structure and guide the reader (non-narrative)	
Consistent use of tense (subject verb agreement when using singular and plural)	
Uses carefully selected nouns or pronouns appropriately for clarity and cohesion to avoid repetition	
Uses a range of coordinating and subordinating conjunctions	
Uses modal verbs correctly	
Uses adverbs, prepositional and expanded noun phrases effectively	
Writing demonstrates a range of clause structures (altering the position of the main clause in the sentence and use of relative clauses)	
Uses inverted commas, commas for clarity and punctuation for parenthesis mostly correctly (dashes, brackets and commas)	
Some correct use of colons, semi colons and hyphens	
Mostly accurate spelling of the KS2 spelling rules, including: suffixes - cial, tial, ant, ance, ancy, ation, ent, ence, ency	
Accurate spelling of some common homophones	
Spells most of the Year 3 and 4 common misconception words correctly	
Spells half of the Year 5 and 6 common misconception words correctly	
Maintains legible joined handwriting	
Working at greater depth within the expected standard	
Begins to manipulate form for audience and purpose	
The mood and atmosphere of the piece is developed through carefully selected settings and characters	
Appropriate words are chosen to create a deliberate effect on the reader	
Conjunctions and adverbials are used purposely to create cohesion between sentences and paragraphs	
Applies the KS2 spelling rules with greater accuracy and precision	

Working towards the expected standard	
- Write for a range of purposes	
- Use paragraphs to organise ideas	
- In narratives describe settings and characters	
- In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	
- Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.	
- Spelling most words correctly (years 3 and 4).	
- Spelling some words, correctly (years 5 and 6).	
- Produce legible handwriting.	
Working at the expected standard	
- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary, direct address in instructions and persuasive writing)	
- In narratives, describes settings, characters and atmosphere	
- Integrate dialogue in narratives to convey the character and advance the action	
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
- Use verb tenses consistently and correctly throughout their writing	
- Use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)	
- Spelling most words correctly (years 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
- Maintain legibility in joined writing when writing at speed	
Working at greater depth within the expected standard	
- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)	
- Distinguish between the language of speech and writing and choose the appropriate register	
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	
- Use the range of punctuation taught in KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity	