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Writing – Progression of Knowledge and Skills

EYFS

Composition			Transcription	
Emergent writing	Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting / fine motor skills
<ul style="list-style-type: none"> • Show awareness that writing communicates meaning. • Give meaning to the marks they make. • Make marks and drawings with increasing control. • Use mark-making and early writing in play. • Begins to make letter type shapes to represent the initial sound of their names or words. • Know there is a symbol/sound relationship. • Use some recognisable letters and own symbols Write letters and strings, 	<ul style="list-style-type: none"> • Introduce: <ul style="list-style-type: none"> ➢ word letters ➢ capital letters ➢ word ➢ multi syllabic sentence ➢ full stop • Begin to recognise and apply spaces between words in a simple sentence. • Begin to recognise and apply full stops at the end of a sentence. • Recognise and know that a sentence starts with a capital letter. • Write simple sentences using 	<ul style="list-style-type: none"> • Use talk to organise, sequence and clarify ideas, feelings and ideas. • Understand that thoughts and stories can be written down. • Orally compose a sentence and hold in their memory before attempting to write it. • Use phonic knowledge to write different text forms for different purposes: lists, stories, instructions, labels, captions. • Begin to write simple sentences. 	<ul style="list-style-type: none"> • Use some clearly identifiable letters to communicate meaning, representing some sound correctly and in sequence. • Write own name. • Segment sounds in simple words. • Segment to write vc and cvc words using set one sounds. • Make phonetically plausible attempts when writing more complex words (ccvc) using diagraphs previously taught (set 1 and 2) 	<ul style="list-style-type: none"> • Write from left to right and top to bottom. • Write lower case letters, most of which are correctly formed. • Begin to form letters relative size. • Write capital letters, most of which are correctly formed.



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<p>sometimes in cluster like words.</p> <ul style="list-style-type: none"> • Begin to use appropriate letters for initial sounds. • Begin to builds word using letters sounds in their writing. 	<p>finger spaces that can be read by themselves and others.</p>			
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Year 1

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> • <u>Say, and hold in memory whilst writing, simple sentences which make sense.</u> • <u>Write simple sentences that can be read by themselves and others.</u> • <u>Separate words with spaces.</u> • <u>Use punctuation to demarcate simple sentences (capital letters and full stops).</u> • Use capital letter for the personal pronoun <i>I</i>. • Use capital letters for names of people, places and days of the week. • Identify and use question marks and exclamation marks. 	<p>Planning</p> <ul style="list-style-type: none"> • Orally plan and rehearse ideas. • <u>Sequence ideas and events in narrative.</u> • Sequence ideas and events in non-fiction. • Use familiar plots for structuring the opening, middle and end of their stories. <p>Drafting and Writing</p> <ul style="list-style-type: none"> • <u>Orally compose every sentence before writing.</u> • <u>Re-read every sentence to check it makes sense.</u> • Compose and sequence their own sentences to write short narratives. 	<ul style="list-style-type: none"> • <u>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</u> • Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>. • Spell words with the /ŋ/sound spelt n before k, e.g. <i>bank, think</i>. • Divide words into syllables, e.g. <i>pocket</i>. • Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>. • Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>. • Add s and es to words, e.g. <i>thanks, catches</i>. 	<ul style="list-style-type: none"> • Sit correctly at a table and hold a pencil correctly. • <u>Hold a pencil with an effective grip.</u> • <u>Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>.</u> • Form digits 0-9 correctly. • Practise forming letters in handwriting families: <ul style="list-style-type: none"> • 'Long ladders' – i, j, l, t, u, • 'One armed robots' – b, h, m, n p, r • 'Curly caterpillars' – c, a, d, e, g, o, q, f, s



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| <ul style="list-style-type: none">• Use the joining word <i>and</i> to link words and clauses.• Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>.• Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>.• Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>.• Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. | <ul style="list-style-type: none">• Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>.• Use formulaic phrases to open and close texts.• Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. <p>Evaluating and Editing</p> <ul style="list-style-type: none">• Discuss their writing with adults and peers. <p>Performing</p> <ul style="list-style-type: none">• <u>Read aloud their writing audibly to adults and peers.</u> | <ul style="list-style-type: none">• Add the endings -ing, -ed and -er to verbs where no change is needed to the root word.• Add -er and -est to adjectives where no change is needed to the root word.• Spell words with vowel digraphs.• Spell words with vowel trigraphs.• Spell words ending -y (/i:/ or /ɪ/), e.g. <i>happy</i>.• Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>.• Spell words using k for the /k/ sound, e.g. <i>Kent</i>.• Add the prefix -un.• Spell compound words, e.g. <i>farmyard, bedroom</i>.• Spell common exception words (see below).• Spell days of the week.• <u>Name the letters of the alphabet in order.</u>• <u>Use letter names to distinguish between alternative spellings of the same sound.</u>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | <ul style="list-style-type: none">• Zig-zag letters – k, v, w, x, y, z• Have clear ascenders (<i>tall letters</i>) and descenders (<i>'tails'</i>).• Form capital letters correctly. |
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Year 2

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> • <u>Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination).</u> • Use sentences with different forms: statement, question, command, exclamation. • Secure the use of full stops, capital letters, exclamation marks and question marks. • Use commas to separate items in a list. • Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i> • Use apostrophes for singular possession in nouns, e.g. <i>the girl's name.</i> • <u>Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i></u> • <u>Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></u> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> • Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> • Orally rehearse each sentence prior to writing. • Develop a positive attitude to writing. • <u>Develop stamina for writing in order to write at length.</u> • Write about real and fictional events. • Write simple poems based on models. • Make simple notes from non-fiction texts, e.g. highlighting and noting key words. • Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> • Edit and improve own writing in relation to audience and purpose. • <u>Evaluate their writing with adults and peers.</u> • <u>Proofread to check for errors in spelling, grammar and punctuation.</u> 	<p>As above and:</p> <ul style="list-style-type: none"> • <u>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</u> • Learn new ways of spelling phonemes for which one or more spellings are already known. • <u>Learn to spell common exception words (see below).</u> • Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll.</i> • Learn the possessive apostrophe (singular), e.g. <i>the girl's book.</i> • To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear</i>; <i>sea</i> and <i>see</i>; <i>bear</i> and <i>bare</i>; <i>night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet</i>; <i>one</i> and <i>won</i>; <i>are</i> and <i>our</i>). • Add suffixes <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker.</i> • Add suffix <i>ment</i> to spell longer words, e.g. <i>enjoyment.</i> • Add suffixes <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless.</i> • Use suffixes <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> • <u>Form lower-case letters of the correct size relative to one another.</u> • Orientate capital letters correctly. • <u>Use capital letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words.</i></u> • Write capital letters and digits of the correct size relative to one another and to lower case letters. • 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. • Use spacing between words which reflects the size of the letters.



Roe Lee Park Primary School & Nursery

Free to Flourish

- Use the subordinating conjunction *that* in a sentence, e.g. *I hope that it doesn't rain on sports day.*
- Select, generate and effectively use **verbs**.
- Explore the progressive form of **verbs** in the **present tense** (e.g. *she is drumming*) and **past tense** (e.g. *he was shouting*) to mark actions in progress.
- Use **past tense** for narrative, recount (e.g. *diary, newspaper report, biography*) historical reports.
- Use **present tense** for non-chronological reports and persuasive adverts.
- Select, generate and effectively use **nouns**.
- Add **suffixes** *ness* and *er* to create **nouns** e.g. *happiness, sadness, teacher, baker.*
- Create **compound** words using **nouns**, e.g. *whiteboard* and *football.*
- Select, generate and effectively use **adjectives**.
- Identify, generate and effectively use **noun phrases**, e.g. *the blue butterfly with shimmering wings* (for description), *granulated sugar* (for specification).
- Add **suffixes** *ful* or *less* to create **adjectives** e.g. *playful, careful, careless, hopeless.*

- Proofread to check for correct form of verbs within sentences, e.g. correcting *he walking to the shop* to *he walked to the shop.*

Performing

- Read aloud their writing with intonation to make the meaning clear.

- Use **suffix** *ly* e.g. *slowly, gently, carefully.*

Spell words with:

- the /dʒ/ sound spelt as *ge* and *dge* at the end (e.g. *age, badge*), and spelt as *g* elsewhere (e.g. *magic, giant*).
- the /s/ sound spelt *c* before *e, i* and *y*, e.g. *ice, cell*
- the /n/ sound spelt *kn* and *gn* at the beginning, e.g. *knee, gnat.*
- the /ɹ/ sound spelt *wr* at the beginning e.g. *wrote, wrong.*
- the /l/ or /əl/ sound spelt *-le* at the end of words, e.g. *table, apple.*
- the /l/ or /əl/ sound spelt *-el* at the end of words, e.g. *camel, tunnel.*
- the /l/ or /əl/ sound spelt *-al* at the end of words, e.g. *pedal, capital.*
- the ending *-il* e.g. *pencil, fossil, nostril.*
- the /aɪ/ sound spelt *-y* at the end of words, e.g. *try, reply.*
- The /ɔ:/ sound spelt *a* before *l* and *ll*, e.g. *call, walk.*
- The /ʌ/ sound spelt *o*, e.g. *mother, Monday.*
- The /i:/ sound spelt *-ey*, e.g. *key, donkey.*
- The /ɒ/ sound spelt *a* after *w* and *qu*, e.g. *wander, quantity.*
- The /ɜ:/ sound spelt *or* after *w*, e.g. *word, worm.*
- The /ɔ:/ sound spelt *ar* after *w*, e.g. *war, warm.*



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Free to Flourish

<ul style="list-style-type: none"> Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. Select, generate and effectively use adverbs. Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. 		<ul style="list-style-type: none"> The /z/ sound spelt s, e.g. television, usual. Add -es to nouns and verbs ending in -y, e.g. <i>copies, babies</i>. Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it, e.g. <i>copied, copier</i>. Add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it, e.g. <i>hiking, hiked, hiker</i>. Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>. Spell words ending in -tion, e.g. <i>station, fiction</i> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	
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Year 3

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. 	<p>As above and:</p> <ul style="list-style-type: none"> Use further prefixes <i>dis_, mis_, re_</i>, and suffixes <i>_ly, _ous</i>, 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Form and use the four basic handwriting joins. ▶ Write legibly.



Roe Lee Park Primary School & Nursery

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<ul style="list-style-type: none"> • Explore, identify and create <u>complex sentences using a range of conjunctions</u> e.g. <i>when, if, because, although, while, since, until, before, after, so.</i> • Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i> • Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i> • Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually.</i> • Use inverted commas to punctuate direct speech (speech marks). • Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). • Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i> • Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. • Explore and collect nouns with prefixes <i>super, anti, auto.</i> 	<ul style="list-style-type: none"> • Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. • <u>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</u> <p>Drafting and writing</p> <ul style="list-style-type: none"> • Create and develop settings for narrative. • Create and develop characters for narrative. • Improvise, create and write dialogue. • Create and develop plots based on a model. • Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. • Use different sentence structures (see VGP). • <u>Group related material into paragraphs.</u> • <u>Use headings and sub headings to organise information.</u> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> • <u>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</u> • Discuss and propose changes with partners and in small groups. • Improve writing in the light of evaluation. <p>Performing</p>	<p>and understand how to add them.</p> <ul style="list-style-type: none"> • Add suffixes beginning with vowel letters to words of more than one syllable. • Spell homophones and near homophones. • Spell words containing the /ʌ/ sound spelt ou, e.g. <i>young, touch, double</i> • Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure.</i> • Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure.</i> • Spell words with the /ei/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i> • Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i> • Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i> • <u>Use the first two letters of a word to</u> 	
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	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class. 	<p><u>check its spelling in a dictionary.</u></p> <ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. 	
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Year 4

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> <u>Use commas to mark clauses in complex sentences.</u> <u>Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></u> <u>Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i></u> Use commas after fronted adverbials. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. <u>Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></u> <p>Drafting and Writing</p> <ul style="list-style-type: none"> Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. 	<p>As above and:</p> <ul style="list-style-type: none"> Use further prefixes, e.g. <i>in-, im- ir-, sub-, inter-, super-, anti-, auto-</i>. Use further suffixes, e.g. <i>-ation, -tion, -ssion, -cian.</i> Investigate what happens to words ending in f when suffixes are added, e.g. <i>calf/calves.</i> Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. <i>scheme, chorus.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Use a joined style throughout their independent writing. <u>Write with consistency in size and proportion of letters, e.g. <i>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.</i></u>



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<ul style="list-style-type: none"> Identify, select and use determiners including: <ul style="list-style-type: none"> articles: <i>a/an, the</i> demonstratives : <i>this/that; these/those</i> possessives: <i>my/your/his/her/its/our/their</i> quantifiers: <i>some, any, no, many, much, every</i> Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> Identify, select and effectively use pronouns. Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>. Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces</i>. Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>. 	<ul style="list-style-type: none"> Plan and write an opening paragraph which combines setting and character/s. Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. Generate and select from vocabulary banks e.g. adverbial phrases, <i>technical language, persuasive phrases, alliteration</i>. Use different sentence structures (see VGP). Use paragraphs to organise writing in fiction and non-fiction texts. Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists</i>. Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later...</i>, <i>Back at home...</i> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> <u>Proofread to check for errors in spelling, grammar and punctuation.</u> Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	<ul style="list-style-type: none"> Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. <i>chef, chalet, machine</i>. Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. <i>tongue, antique</i>. Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. <i>science, scene</i>. Understand how diminutives are formed using e.g. suffix - <i>ette</i> and prefix <i>mini-</i>. Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and <i>-ate</i> = <i>pollinate</i> (verb). The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. <i>myth, gym, Egypt</i>. <u>Use the first three letters of a word to check its spelling in a dictionary.</u> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	
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Roe Lee Park Primary School & Nursery

Free to Flourish

		<ul style="list-style-type: none"> • Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy). • Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below. 	
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Year 5

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
<p>As above and:</p> <ul style="list-style-type: none"> • Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i> • Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> • Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> • Identify the audience and purpose. • Select the appropriate language and structures. • Use similar writing models. • Note and develop ideas. • Draw on reading and research. • Think how authors develop characters and settings (in books, films and performances). <p>Drafting and Writing</p> <ul style="list-style-type: none"> • Select <i>appropriate</i> structure, vocabulary and grammar. • Blend action, dialogue and description within and across paragraphs. 	<p>As above and:</p> <ul style="list-style-type: none"> • Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>. • Recognise and spell words ending in <i>-ant</i>, • <i>-ance/-ancy, -ent, -ence/-ency</i>. • Recognise and spell words ending in <i>-able</i> and <i>-ible</i>. • Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>. • Recognise and spell words with the /i:/ sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive, receive</i>. • Recognise and spell words containing the letter-string <i>ough</i>. • To recognise and spell the suffixes <i>-al, -ary, -ic</i>. 	<p>As above and:</p> <ul style="list-style-type: none"> • Write fluently using a joined style as appropriate for independent writing. • Choose when it is <u>appropriate to print (lower case or upper case) rather than to join writing</u> e.g. <u>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</u>



Roe Lee Park Primary School & Nursery

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- Create and punctuate complex sentences using *ing* opening clauses, e.g. *Grinning with anticipation, Paul launched himself from the diving board.*
- Create and punctuate **sentences** using simile starters, e.g. *Like a fish out of water, she conversed awkwardly with the other guests.*
- Demarcate complex sentences using commas in order to clarify meaning.
- Use commas to avoid **ambiguity**, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'
- Identify and use commas to indicate **parenthesis**, e.g. *The house, lonely and abandoned, teetered on the edge of the cliff.*
- Identify and use **brackets** to indicate **parenthesis**, e.g. in formal writing: *The Cheetah (*Acinonyx jubatus*) inhabits open grassland in Africa.*
- Identify and use **dashes** to indicate **parenthesis**, e.g. in less formal writing: *The cake was lovely – delicious in fact – so I had another slice.*
- Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly.*
- Use devices to build **cohesion** within a paragraph e.g. *firstly, then, presently, this, subsequently.*
- Use expanded noun phrases to convey complicated information concisely, e.g. *carnivorous predators*

- Use different sentence structures with increasing control (see VGP).
- Use devices to build cohesion (see VGP).
- Use organisation and presentational devices e.g. *underlining, bullet points, headings.*

Evaluating and Editing

- Assess the effectiveness of own and others' writing in relation to audience and purpose.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Ensure consistent and correct use of tense throughout a piece of writing.
- Ensure consistent subject and verb agreement.
- Proofread for spelling and punctuation errors.

Performing

- Use appropriate intonation and volume.
- Add movement.
- Ensure meaning is clear.

- To spell further suffixes, e.g. *ll in full becoming l.*
- Spell some words with 'silent' letters, e.g. *knight, psalm, solemn.*
- To spell unstressed vowels in polysyllabic words.
- Develop self-checking and proof reading strategies.
- Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
- Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below.



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<p><i>with surprisingly weak jaws and small teeth.</i></p> <ul style="list-style-type: none"> • Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i> • Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i> • Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. • Investigate verb prefixes e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>. • 			
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Year 6

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
<p>As above and:</p> <ul style="list-style-type: none"> • <u>Manipulate sentences to create particular effects.</u> • <u>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></u> • <u>Use devices to build cohesion between paragraphs in narrative</u> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> • Identify audience and purpose. • Choose appropriate text-form and type for all writing. • <u>Select the appropriate structure, vocabulary and grammar.</u> • Draw on similar writing models, reading and research. • Compare how authors develop characters and settings (in books, films and performances). 	<p>As above and:</p> <ul style="list-style-type: none"> • Recognise and spell endings which sound like /ʃəs/, spelt <i>-cious</i> or <i>-tious</i>. • Recognise and spell endings which sound like /ʃəl/, e.g. <i>official, partial</i>. • Investigate adding suffixes beginning with vowel letters to words ending in <i>-fer</i>, e.g. <i>referring, reference</i>. • Investigate use of the hyphen. 	<p>As above and:</p> <ul style="list-style-type: none"> • Write, using a joined style, with increasing speed. • Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i>



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e.g. adverbials such as: *in the meantime, meanwhile, in due course, until then.*

- Use **ellipses** to link ideas between paragraphs.
- Use repetition of a word or phrase to link ideas between paragraphs.
- Identify and use **semi-colons** to mark the boundary between independent clauses e.g. *It is raining; I am fed up.*
- Investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.*
- Identify the **subject** and **object** of a sentence.
- Explore and investigate **active** and **passive** e.g. *I broke the window in the greenhouse versus the window in the greenhouse was broken.*
- Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. *I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).*
- Punctuate **bullet points** consistently.
- Identify and use **colons** to introduce a list.
- Identify and use **semi-colons** within lists.

- Use a range of planning approaches e.g. *storyboard, story mountain, discussion group, post-it notes, ICT story planning.*

Drafting and Writing

- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).
- Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"*
- Consciously control the use of different sentence structures for effect.
- Use a wide range of devices to build cohesion within and across paragraphs.
- Deviate narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.*
- Combine text-types to create hybrid texts e.g. *persuasive speech.*
- Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g.

- Investigate and use further prefixes, e.g. *bi- trans- tele-circum-*.
- Distinguish between homophones and other words that are often confused.
- Identify root words, derivations and spelling patterns as a support for spelling.
- Be secure with all spelling rules previously taught.
- Use a number of different strategies interactively in order to spell correctly.
- Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.
- Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.



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- Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark*.
- Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. *find out – discover, ask for - request, go in – enter.*
- Explore, collect and use question tags typical of informal speech and writing e.g. *"He's your friend, isn't he?"*
- Explore, collect and use subjunctive forms for formal speech and writing e.g. *If I were able to come to your party, I would; The school requires that all pupils be honest.*

headings, sub-headings, columns, bullet points, tables.

- Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence.*
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader.*
- Use **active** and **passive** voice to achieve intended effects e.g. *formal reports, explanations and mystery narrative.*
- Précis longer passages.

Evaluating and Editing

- Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
- Proofread for grammatical, spelling and punctuation errors.
- **Performing**
- Use appropriate and effective intonation and volume.
- Add gesture and movement to enhance meaning.
- Encourage and take account of audience engagement.