

## Year 3 children will be taught to:

<b>Writing Transcription</b>	<b>Spelling</b>	<p>use the first two or three letters of word to check its spelling in a dictionary</p> <p>understand the words 'omit; omission', possess; possession' in relation to the use of apostrophes</p> <p>write from memory simple sentences, dictated by the teacher</p> <p>use a range of strategies to help learn to spell new words correctly</p> <p>(See additional year group overviews detailing spelling sounds.)</p>
	<b>Handwriting</b>	<p>write legibly with letters of consistent size and orientation in a cursive style</p> <p>write with increasing legibility, consistency and quality</p>
<b>Writing Composition</b>		<p>talk about a genre of writing similar to that which they are planning to write, to identify its structure, vocabulary and grammar</p> <p>discuss and record ideas</p> <p>compose and rehearse sentences orally improving them through a range of varied, rich vocabulary and range of sentence structures</p> <p>organise their writing in paragraphs around a theme</p> <p>use simple organizational devices and features of non-narrative material</p> <p>create settings, characters and plot in narrative writing</p> <p>write in a variety of genre</p> <p>proofread their work to check for spelling, grammar and punctuation errors</p> <p>assess the effectiveness of their own and others writing and suggest improvements</p> <p>propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns</p> <p>read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear</p> <p>evaluate what they have written with the teacher or another pupil</p>
<b>Vocabulary and grammar</b>		<p>use pronouns appropriately for clarity</p> <p>express time, place and cause using conjunctions, adverbs, or propositions</p> <p>identify the main and subordinate clause in a sentence</p> <p>use paragraphs as a way to group related material</p> <p>use imperative, regular and irregular verbs accurately when required in a range of genre</p> <p>write, from memory complex sentences dictated by a teacher with the correct punctuation</p> <p>confidently use a range of sentence openers to create variety and effect</p> <p>confidently use a range of adjectives and adverbs to create variety and effect</p> <p>use the determiner a/an correctly in all forms of writing</p>
<b>Punctuation</b>		<p>continue to use a variety of punctuation for effect</p> <p>use inverted commas to punctuate direct speech</p> <p>use a comma to mark a pause in a complex sentence</p> <p>use apostrophes accurately when spelling contractions (possessive apostrophe in words with regular and irregular plurals)</p>

## Year 4 children will be taught to:

<b>Writing Transcription</b>	<b>Spelling</b>	<p>use the first three letters of a word to check the spelling and meaning of new words.</p> <p>write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far (See additional year group overviews detailing spelling sounds.)</p>
	<b>Handwriting</b>	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>write at length with increasing legibility, consistency and quality; ensuring that the down strokes 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>
<b>Writing Composition</b>		<p>talk about a genre of writing similar to that which they are planning to write, to identify its structure, vocabulary and grammar</p> <p>discuss and record ideas</p> <p>compose and rehearse sentences orally improving them with a range of rich vocabulary and range of sentence structures</p> <p>organise writing in paragraphs around a theme</p> <p>use the features of non-narrative material</p> <p>create settings, characters and plot in narrative writing</p> <p>write in a variety of genre</p> <p>proofread work to check for spelling, grammar and punctuation errors</p> <p>assess the effectiveness of their own and others writing</p> <p>propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns</p> <p>read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear</p> <p>evaluate what they have written with the teacher or another pupil</p>
<b>Vocabulary and grammar</b>		<p>consolidate understanding of all previous year's learning</p> <p>use the present perfect form of verbs in contrast to the past tense</p> <p>use pronouns appropriately to avoid repeating the noun</p> <p>express time, place and cause using conjunctions, adverbs or propositions</p> <p>identify the main and subordinate clause in a sentence</p> <p>use paragraphs as a way to group related material</p> <p>write from memory complex sentences dictated by a teacher with the correct punctuation</p> <p>use a fronted adverbial correctly using a comma</p> <p>use specific nouns and powerful verbs effectively and purposefully</p> <p>use pronouns to avoid repetition or ambiguity</p> <p>explain and demonstrate the difference between plural and possessive 's'</p> <p>use the standard English forms verb inflections (e.g. we were not we was)</p>
<b>Punctuation</b>		<p>consolidate understanding of all previous year's learning</p> <p>use inverted commas to punctuate direct speech</p> <p>use commas after fronted adverbials</p> <p>use a comma to mark a pause in a complex sentence</p> <p>indicate possession by using the possessive apostrophe with plural nouns</p> <p>indicate omission by using the omissive apostrophe</p>

## Year 5 children will be taught to:

<b>Writing Transcription</b>	<b>Spelling</b>	use further prefixes and suffixes (See additional year group overviews detailing spelling sounds.)
	<b>Handwriting</b>	write legibly and fluently with increasing speed.
<b>Writing Composition</b>		consolidate understanding of all previous year's learning often use their own knowledge to plan, draft, write and edit their own composition. identify the audience for and purpose of their writing, selecting appropriate form usually use relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun. usually indicate degrees of possibility using adverbs (perhaps) or modal verbs (might). often use formal and informal speech accurately in independent writing perform their own compositions, considering their audience using appropriate intonation, volume and movement
<b>Vocabulary and grammar</b>		consolidate understanding of all previous year's learning learn how to identify and use the passive voice usually use relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun. usually indicate degrees of possibility using adverbs (perhaps) or modal verbs (might). often use formal and informal speech accurately in independent writing. usually use expanded noun phrases to convey complicated information concisely. select from a wide range of known imaginative and ambitious vocabulary and use precisely.
<b>Punctuation</b>		consolidate understanding of all previous year's learning use commas, brackets or dashes to clarify meaning or avoid ambiguity use colons before a list (e.g. of ingredients in baking) or before speech

**Year 6 children will be taught to:**

<b>Writing Transcription</b>	<b>Spelling</b>	<p>use a range of strategies to support accurate spelling in their writing</p> <p>use their knowledge of morphology and etymology to work out how to spell and understand words</p> <p>use a thesaurus independently and confidently</p> <p>(See additional year group overviews detailing spelling sounds.)</p>
	<b>Handwriting</b>	<p>choose an appropriate handwriting style for a particular task</p> <p>choose the writing implement that is best suited for the task</p>
<b>Writing Composition</b>		<p>consolidate understanding of all ks2 composition features taught previously</p> <p>use their own knowledge to plan, draft, write and edit their own composition</p> <p>use a wide range of devices to build cohesion within and across paragraphs</p> <p>choose the appropriate tone for their writing (informal or formal)</p> <p>perform their own compositions, considering their audience using appropriate intonation, volume and movement so that meaning is clear</p> <p>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>
<b>Vocabulary and grammar</b>		<p>consolidate understanding of all ks2 vocabulary and grammar features taught previously</p> <p>readily identify and use the passive voice</p> <p>confidently use relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun</p> <p>indicate degrees of possibility using adverbs (perhaps) or modal verbs (might)</p> <p>use formal and informal speech accurately in independent writing</p> <p>use expanded noun phrases to convey complicated information concisely</p> <p>use the perfect form of verbs to mark relationships of time and cause</p>
<b>Punctuation</b>		<p>consolidate understanding of all ks2 punctuation features taught previously</p> <p>confidently use brackets, dashes or commas to indicate parenthesis</p> <p>use commas to clarify meaning or avoid ambiguity</p> <p>use ellipses to link ideas between sentences/paragraphs</p> <p>use bullet points effectively and consistently</p>