



CHIVENOR
PRIMARY SCHOOL

ENGLISH - WRITING PROGRESSION AND OUTCOMES

Long Term - Writing progression and outcomes

Autumn 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text	I Like Bees but I Don't Like Honey Jack and The Beanstalk Prince Cinders Poetry with a pattern and repetitive language	Horrid Henry Animal non-fiction text to supplement recount	The Twits George's Marvellous Medicine	How to Train your Dragon	Kensuke's Kingdom	Dandelion Wine Street Child
Genre	Traditional tales, poetry	Short story, non-fiction	Fantasy text, adventure narrative	Fantasy text, non-fiction report	Adventure text	Thriller, historical fiction text
Suggested Outcome	<ul style="list-style-type: none"> • Captioning a story • Role play • Story sequencing • Re-tell of Prince Cinders • Poems with a pattern • 	<ul style="list-style-type: none"> • Character Description • Writing Story from a Familiar Setting • Recount of 'Animal man' / theatre visit 	<ul style="list-style-type: none"> • Character description • Instructional Writing • Biography 	<ul style="list-style-type: none"> • Persuasive Newspapers and magazines • A narrative non - chronological report • A character description 	<ul style="list-style-type: none"> • Diary entry • Balanced argument • Suspense story/ setting description • Recount of trip. 	Non Chron report (Victorian) Character description (Grimy Nick) Diary Entry

Long Term - Writing progression and outcomes

Autumn 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text	Pepita (Folk tale) The Crow's Tale Frozen (Visual) Poetry with a pattern and repetitive language Out and About	Off we Go to Mexico Coco- (Visual Literacy) Silly Poems	Myths and Legends Poetry - The Magic Box Calligrams	How to Train your Dragon	Kensuke's Kingdom	Street Child The Story of the Titanic Titanic newspaper report to supplement learning
Genre	Short story poetry folk tale	Non-fiction text, poetry visual literacy	Fantasy Texts Poetry	Fantasy text	Adventure story	Historical fiction, non-fiction text
Suggested Outcome	<ul style="list-style-type: none"> Sequence sentences Character description Seasonal poem Story retelling Christmas letter Instructions - How to make a Christmas Card 	<ul style="list-style-type: none"> Poetry Instruction Writing (how to make a tortilla wrap) Letter Non-chronological report 	<ul style="list-style-type: none"> Setting Description Create a mythical story Diary Poetry 	<ul style="list-style-type: none"> A narrative informal Letter (2 weeks) Instructions (2 Weeks) Setting description 	<ul style="list-style-type: none"> Character description (1 week) Non-chronological report - Jellyfish (3 weeks) Missing chapter (2 weeks) 	<ul style="list-style-type: none"> Journalistic Writing Biography of famous person on Titanic Formal letter-Job application Poetry Study

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Spring 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text	Lost and Found The Emperor;s Egg The Little Blue Truck Paddington (2 weeks)	Vlad and the Great Fire of London Toby and The Great Fire of London Acrostic Poems	Stone Age Boy Cave Baby	The Butterfly Lion Lion text to supplement Butterfly Lion	Cosmic Non-fiction about space to supplement	Harry Potter The making of Harry Potter
Genre	Adventure text	Historical fiction	Historical fiction	Dramatic text, non-fiction text	Science fiction	Fantasy narrative
Suggested Outcome	<ul style="list-style-type: none"> Retelling a story using and Character description Labels and captions Non-chronological report Letter 	<ul style="list-style-type: none"> Sequencing and retelling a story (The Great Fire of London) Writing in character as Samuel Pepys Poetry (acrostic) Recount Blakesley Hall Trip 	<ul style="list-style-type: none"> Narrative-conversation between characters Non-Chron Life in Stone Age Balanced argument 	<ul style="list-style-type: none"> Diary (2 weeks) Balanced Arguments (2 weeks) Formal Letters 	<ul style="list-style-type: none"> Descriptive writing (1 week) Persuasive writing - as estate agent (2 weeks) Non-chronological report - Planets (2 weeks) Explanation text- How does a rocket work? 	Description Diagon Alley Persuasive Advert (broom) Explanation text-wand Recount - Trip to HP Narrative - Missing chapter Into Spring 2

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Spring 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text	Tinga Tales What the Ladybird Heard Poetry	Katie in London The Queen's Hat London leaflet to supplement understanding	Escape to Pompeii Weird facts about the Romans to supplement escape to Pompeii Alliteration	The Butterfly Lion Haiku and Kennings	Percy Jackson and the Lightning Thief Non-fiction about Greek Gods to supplement understanding	The Explorer
Genre	Adventure text, poetry	Adventure text	Historical fiction, poetry	Drama text Poetry	Myths and legends Fantasy text	Adventure text
Suggested Outcome	<ul style="list-style-type: none"> ● Story map ● Character description ● Retell ● Thought bubbles and captions ● Poetry 	<ul style="list-style-type: none"> ● Postcard (informal) ● Non-chronological report (leaflet for London) ● Instruction Writing (How to make a victoria sponge) 	<ul style="list-style-type: none"> ● Informal Letter ● Persuasive Leaflet - Visit Pompeii ● Alliterative Poetry 	<ul style="list-style-type: none"> ● Poetry- Haiku and Kennings ● A non chronological report ● A formal letter ● A story from another culture 	<ul style="list-style-type: none"> ● Blog - Angels (2 weeks) ● Diary entry - ending of the story (1 week) ● Alternative ending (2 weeks) 	<ul style="list-style-type: none"> ● Narrative missing chapter (from Spring 1) ● Note in Bottle ● Argument Text (Rainforest)

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Summer 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text	The Lighthouse Keeper's Lunch The Lighthouse Keeper's Picnic Grace Darling	Flotsam Sally and the Limpet	Iron Man	The Journey Rollercoasters	Goodnight Mr Tom Historical poetry - In flanders fields poem to supplement	The Explorer Rainforest book
Genre	Adventure text, Historical fiction	Adventure story, fantasy text	Science Fiction text	Non-fiction, fantasy	Historical narrative, poetry	Adventure text, non-fiction
Suggested Outcome	<ul style="list-style-type: none"> • Description • Instructions (making a sandwich) • Setting description • Letter • Hot seating 	<ul style="list-style-type: none"> • Character description • Setting description • Letter • Recount of trip (Sea Life centre) 	<ul style="list-style-type: none"> • Police report • Newspaper report • Character description • Write a new chapter 	<ul style="list-style-type: none"> • Narrative • Explanation of how rollercoasters work • Persuasive advert 	<ul style="list-style-type: none"> • Letter - write a letter home to mum (2 weeks) • Newspaper report - outbreak of the war (2 weeks) • Poetry (2 weeks) 	<ul style="list-style-type: none"> • Description (School area) • Non Chron report - Amazon • Persuasive text- Advert

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Summer 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text	Starry Eyed Stan Barry The Fish with Fingers Poetry - Free Verse	Little Red Riding Hood/The Last Wolf The Amazing Lifecycle of Plants	Minpins	The Lost Happy Endings The Tempest	Goodnight Mr Tom	Macbeth The Present (LiteracyShed)
Genre	Picture book narrative, poetry	Traditional tales, non-fiction text	Short story, Fantasy text	Fantasy texts, playscript	Historical text	Playscript, visual literacy, poetry
Suggested Outcome	<ul style="list-style-type: none"> • Character description • Recount from the beach • Tell a story based on Barry • Speech Bubbles • Poem 	<ul style="list-style-type: none"> • Letter writing in character (as the wolf apologising) • Write their own fairy tale • Protest posters (Persuasive text) • Instructions growing plants. 	<ul style="list-style-type: none"> • Setting Description • Gruncher Description • Story based on going on their own swan adventure • Informal Letter 	<ul style="list-style-type: none"> • Write an alternative ending to a story • Advert for a 'lost happy ending' stories. • Playscripts 	<ul style="list-style-type: none"> • Recount • Playscripts 	<ul style="list-style-type: none"> • Poetry - classic poetry (Macbeth - Witches) • Playscript • Diary Entry • Film Review



Progression of Skills by year group

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Transcription</p>	<ul style="list-style-type: none"> Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others Spell words containing each of the 40+ phonemes already taught Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes Spell a few common exception words (e.g. I, the, he, said, of) Spell some common exception words 	<ul style="list-style-type: none"> Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Spell many common exception words Spell most common exception words 	<ul style="list-style-type: none"> Use the prefixes un-, dis-, mis-, re-, pre- Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited Use the suffix -ly Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature Spell words with endings which sound like 'zhun' e.g. division, decision Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, 	<ul style="list-style-type: none"> Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto- Understand and add suffixes -ation, -ous Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign 	<ul style="list-style-type: none"> Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly Spell words containing the letter-string 'ough' e.g. 	<ul style="list-style-type: none"> Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter Distinguish between homophones and other words which are often confused, for example, nouns end -ce and verbs end -se (English Appendix 1) Use dictionaries to check the spelling and meaning of words Use a dictionary to check the spelling of uncommon or
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	<ul style="list-style-type: none"> • Spell the days of the week • Name the letters of the alphabet in order • Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • Add prefixes and suffixes using the prefix un- • Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the 	<ul style="list-style-type: none"> • Spell some words with contracted forms • Spell most words with contracted forms • Spell by learning the possessive apostrophe (singular) e.g. the girl's book • Spell by distinguishing between homophones and near-homophones • Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly • Apply spelling rules as listed in Appendix 1 • Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly) • Write from memory simple 	<p>meat/meet, peace/piece, plain/plane</p> <ul style="list-style-type: none"> • Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym • Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double • Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo • Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine • Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they • Use the first two or three letters of a word to check its spelling in a dictionary 	<p>n, scene/seen, weather/whether, whose/who's</p> <ul style="list-style-type: none"> • Spell words with the 's' sounds spelt 'sc' e.g. science, scene • Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's • Use the first three or four letters of a word to check its spelling in a dictionary • Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far • 	<p>bought, rough, through, bough</p> <ul style="list-style-type: none"> • Spell some words with 'silent' letters e.g. knight, psalm, solemn • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1) • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus • 	<p>more ambitious vocabulary</p> <ul style="list-style-type: none"> • Use a thesaurus with confidence •
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	<p>spelling of root words e.g. helping, helped, helper, eating, quicker, quickest</p> <ul style="list-style-type: none"> • Apply simple spelling rules and guidance, as listed in (English Appendix 1) • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and words taught so far. • Spell words by identifying the phonemes with graphemes, including words with consonants clusters and simple digraphs 	<p>sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<ul style="list-style-type: none"> • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 			
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<p>Handwriting</p>	<p>Sit correctly at a table, holding a pencil correctly and comfortably</p> <p>Form lower-case letters correctly</p> <p>Form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0 to 9</p> <p>Understand which letters belong to which family</p>	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another in some of his/her writing • Form lower-case letters of the correct size relative to one another in most of his/her writing • Use the diagonal and horizontal strokes needed to join letters in some of his/her writing • Use the diagonal and horizontal strokes needed to join letters in some of his/her writing • Understand which letters, when adjacent to one another, are 	<ul style="list-style-type: none"> • Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure 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 	<ul style="list-style-type: none"> • 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 his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> • Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters • Write increasingly legibly 	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined • Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task
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		<p>best left unjoined</p> <ul style="list-style-type: none">• 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				
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<p>Composition</p>	<ul style="list-style-type: none"> • Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher • Write down one of the sentences that he/she has rehearsed • Compose and write sentences independently to convey ideas • Write sentences, sequencing them to form short narratives (real or fictional) • Write sentences by re-reading what he/she has written to check that it makes sense • Discuss what he/she has written with 	<ul style="list-style-type: none"> • Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional) • Write about real events, recording these simply and clearly • Write poetry to develop positive attitudes and stamina for writing • Write for different purposes to develop positive attitudes and stamina for writing • Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary 	<ul style="list-style-type: none"> • Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary • Plan his/her writing by discussing and recording ideas within a given structure • Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentence structures from (English Appendix 2) • Draft and write by organising writing into 	<ul style="list-style-type: none"> • Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar • Plan his/her writing by discussing and recording ideas • Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) 	<ul style="list-style-type: none"> • Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own • Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary • Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen • Draft and write by selecting appropriate grammar and vocabulary, 	<ul style="list-style-type: none"> • Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary • Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in
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	<p>teacher or other pupils</p> <ul style="list-style-type: none"> Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher 	<p>and grammar of his/her writing</p> <ul style="list-style-type: none"> Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence Make simple additions, revisions and corrections to his/her own 	<p>paragraphs as a way of grouping related material</p> <ul style="list-style-type: none"> Draft and write in narratives, creating settings, characters and plot Draft and write non-narrative material, using headings and sub-headings to organise texts Evaluate and edit by assessing the effectiveness of his/her own writing Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions 	<ul style="list-style-type: none"> Draft and write by organising paragraphs around a theme Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose Draft and write non-narrative material, using simple organisational devices Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements Evaluate and edit by proposing changes to grammar and vocabulary to 	<p>including that within (English Appendix 2)</p> <ul style="list-style-type: none"> Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character Draft and write by précising longer passages Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly Draft and write by linking ideas across paragraphs using 	<p>what the class have read, listened to or seen performed</p> <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure) Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2)
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		<p>writing by evaluating their writing with the teacher and other pupils</p> <ul style="list-style-type: none"> • Make simple additions, revisions and corrections to his/her own by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Make simple, additions, revisions and corrections to his/her own writing by proof-reading • Read aloud what he/she has written with appropriate intonation to 	<p>spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</p> <ul style="list-style-type: none"> • Read his/her 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>improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</p> <ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials • Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the 	<p>adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before</p> <ul style="list-style-type: none"> • Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining • Use different verb forms mostly accurately with consideration for audience and purpose • Evaluate and edit by assessing the effectiveness of his/her own and others' writing 	<ul style="list-style-type: none"> • Draft and write narratives, describing settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Draft and write by accurately précising longer passages • Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis • Draft and write by using organisational and
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		make the meaning clear		meaning is clear	<ul style="list-style-type: none"> • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2) • Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing • Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing • Proof-read for spelling errors 	<p>presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables</p> <ul style="list-style-type: none"> • Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning • Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2) • Evaluate and edit by ensuring the consistent and correct use of tense throughout a
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					<p>linked to spelling statements for year 5</p> <ul style="list-style-type: none"> • Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity • Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear • 	<p>piece of writing</p> <ul style="list-style-type: none"> • Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural • Distinguish between the language of speech and writing and choosing the appropriate register • Proof-read for spelling errors linked to spelling statements for year 6 • Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens • Confidently perform
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						his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear
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<p>Vocabulary, punctuation and grammar</p>	<ul style="list-style-type: none"> • Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun • Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper • Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat • Understand how words can combine to make sentences • Join words 	<ul style="list-style-type: none"> • Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman • Form adjectives using suffixes such as -ful, -less • Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest • Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses • Use expanded noun phrases for description and specification e.g. the blue butterfly, 	<ul style="list-style-type: none"> • Form nouns using a range of prefixes e.g. super-, anti-, auto- • Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box • Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble • Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or 	<ul style="list-style-type: none"> • Understands the grammatical difference between plural and possessive -s • Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair • Use fronted adverbials e.g. Later that day, I heard the bad news. • Use paragraphs to 	<ul style="list-style-type: none"> • Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify • Understand verb prefixes e.g. dis-, de-, mis-, over- and re- • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly 	<ul style="list-style-type: none"> • Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types • Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little • Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse
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Long Term - Writing progression and outcomes

	<ul style="list-style-type: none"> and clauses using and Separate words with spaces Use capital letters and full stops to demarcate sentences in some of his/her writing Begin to punctuate work using question marks and exclamation marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun I Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question 	<p>plain flour, the man in the moon</p> <ul style="list-style-type: none"> Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use present and past tense mostly correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting Use capital letters and full stops to demarcate most sentences in his/her writing and use question 	<p>prepositions e.g. before, after, during, in, because of</p> <ul style="list-style-type: none"> Begin to use paragraphs as a way to group related material Use headings and sub-headings to aid presentation Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play Begin to use inverted commas to punctuate direct speech Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate 	<p>organise ideas around a theme</p> <ul style="list-style-type: none"> Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas Use apostrophes to mark plural possession e.g. the girl's name, the girls' names 	<ul style="list-style-type: none"> Link ideas across paragraphs using adverbials of time e.g. later, nearby and number e.g. secondly or tense choices e.g. he had seen her before Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity 	<p>was broken (by me)</p> <ul style="list-style-type: none"> Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
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Long Term - Writing progression and outcomes



	<p>mark, exclamation mark</p>	<p>marks correctly when required</p> <ul style="list-style-type: none"> • Use question marks and exclamation marks appropriately • Use commas to separate items in a list • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name • Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma 	<p>clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')</p>	<ul style="list-style-type: none"> • Use commas after fronted adverbials • Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial 		<ul style="list-style-type: none"> • Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis • Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text • Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses
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Long Term - Writing progression and outcomes



						<ul style="list-style-type: none">• Use the colon to introduce a list and semi-colons within lists• Use bullet points to list information• Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover• Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points• Use the perfect form of verbs to mark relationships of time and cause
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Long Term - Writing progression and outcomes



						<ul style="list-style-type: none">• Use expanded noun phrases to convey complicated information concisely• Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity
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