**Year 2 National curriculum objectives**

**Writing**

**En2/3.1   Spelling**

**En2/3.1a**   spell by:
- 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 homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular)
- distinguishing between homophones and near-homophones

**En2/3.1b**   add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

**En2/3.1c**   apply spelling rules and guidelines, as listed in English Appendix 1

**En2/3.1d**   write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.


**En2/3.2   Handwriting and Presentation**

**En2/3.2a**   form lower-case letters of the correct size relative to one another

**En2/3.2b**   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

**En2/3.2c**   write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

**En2/3.2d**   use spacing between words that reflects the size of the letters.


**En2/3.3   Composition**

**En2/3.3a**   Develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

**En2/3.3b**   Consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

**En2/3.3c**   make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- 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
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

**En2/3.3d**   read aloud what they have written with appropriate intonation to make the meaning clear

# Transcription: Handwriting and Spelling

| Handwriting | Year 3 | | | Year 4 | | | Year 5 | | | Year 6 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| To know how to write efficiently, neatly and legibly, using a joined style where appropriate. | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| | 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. | | | 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. | | | 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. | | | 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. | | |
| | To increase the legibility, consistency and quality of their handwriting 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. | | | To 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. | | | To choose the writing implement that is best suited for a task. | | | To choose the writing implement that is best suited for a task. | | |
| **Teaching Sequence** | • Practising joining through a word in stages: no ascenders or descenders<br>• Practising joining through a word in stages: parallel ascenders<br>• Introducing joining from s to ascender: sh, sl, st, sk<br>• Introducing joining from s, no ascender: sw, si, se, sm, sn, sp, su<br>• Introducing joining from s to an anti-clockwise letter: sa, sc, sd, sg, so, sq<br>• Introducing joining from r to an ascender: rb, rh, rk, rl, rt<br>• Introducing joining from r, no ascender: ri, ru, rn, rp<br>• Introducing joining from r to an anti-clockwise letter: ra, rd, rg, ro<br>• Introducing joining from r to e: are, ere, ure, ore, ire<br>• Introducing break letters: g, j, y, f, b, p, x, z | • Introducing joining to f: if, ef, af, of<br>• Introducing joining from f to an ascender: fl, ft<br>• Introducing joining from f, no ascender: fe, fi, fu, fr, fy<br>• Introducing joining from f to an anti-clockwise letter: fo, fa<br>• Introducing ff<br>• Introducing rr<br>• Introducing ss<br>• Introducing qu<br>• Revising parallel ascenders and descenders<br>• End of term check | • Revising joins: letter spacing<br>• Revising joins: spacing between words<br>• Revising joins: consistency of size<br>• Revising joins: fluency<br>• Revising joins: parallel ascenders<br>• Revising joins: parallel ascenders and descenders<br>• Revising horizontal join from r to an anti-clockwise letter: rs<br>• Revising break letters<br>• Assessment<br>• Revising capital letters | • Introducing diagonal join from p and b to ascender: ph, pl, bl<br>• Introducing diagonal join from p and b, no ascenders: bu, bi, be, pu, pi, pe<br>• Introducing diagonal join from p and b to an anticlockwise letter: pa, po, ps, ba, bo, bs<br>• Revising parallel ascenders and descenders: bb, pp<br>• Break letters: x, z<br>• Spacing in common exception words<br>• Consistent size of letters<br>• Relative size of capitals<br>• Speed and fluency<br>• End of term check | • Revising parallel ascenders<br>• Revising parallel ascenders and break letters<br>• Relative sizes of letters<br>• Proportion of letters<br>• Spacing between letters<br>• Spacing between words<br>• Writing at speed<br>• Improving fluency<br>• Speed and fluency | • Consistency of size<br>• Proportion<br>• Spacing between letters and words<br>• Size, proportion and spacing<br>• Fluency: writing longer words<br>• Speed and fluency<br>• Revising break letters<br>• Print alphabet: presentation<br>• Assessment<br>• Capital letters: presentation | • Introducing sloped writing in letter families<br>• Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st<br>• Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, ie, en<br>• Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho<br>• Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob<br>• Practicing sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve<br>• Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo<br>• Practising sloped writing: joining from r: ra, re, ri, ro, ru<br>• Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp<br>• End of term check | • Practising sloped writing: proportion – joining from f to ascender: fl, ft<br>• Practising sloped writing size – joining from f, no ascender: fa, fe, fi, fo, fu<br>• Different styles for different purposes: writing a paragraph<br>• Practising sloped writing: speed: ff<br>• Practising sloped writing: speed and legibility: rr<br>• Practising sloped writing: size, proportion and spacing: ss<br>• Practising sloped writing: building speed: qu<br>• Different styles for different purposes: decorative alphabets<br>• Different styles for different purposes<br>• End of term check | • Sloped writing: proportion, joining p ad b to ascenders: ph, pl, bl<br>• Handwriting for different purposes: joining from p and b, no ascender: bu, bi, pe, pu, pi, pr<br>• Practising sloped writing: parallel downstrokes: pp, bb<br>• Practising sloped writing: all double letters<br>• Practising sloped writing for speed: tial, cial<br>• Practising sloped writing for fluency<br>• Personal style<br>• Handwriting for different purposes: print alphabet<br>• Assessment<br>• Capitals | • Style for speed: crossbar join from t: th, ti, tr, ta, tt<br>• Style for speed: looping from g: gl, gi, gr, ga, gg<br>• Style for speed: looping from j and y: je, jo, ye, yr, yo<br>• Style for speed: looping from f<br>• Style for speed: different joins to s<br>• Styles for speed: looping from b<br>• Style for speed: joining from v, w, x and z<br>• Handwriting for different purposes: abbreviations<br>• Spacing between words<br>• End of term check | • Improving handwriting: the importance of consistent sizing<br>• Improving handwriting: the importance of proportion<br>• Improving handwriting: the importance of spacing<br>• Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders<br>• Improving handwriting: the importance of closed and open letters<br>• Improving handwriting: pen breaks in longer words<br>• Handwriting for different purposes: annotations<br>• Handwriting for different purposes<br>• Choice of handwriting tools<br>• End of term check | • Handwriting for different purposes: fast-joined and print letters<br>• Handwriting for different purposes: note making<br>• Handwriting for different purposes: neat writing<br>• Handwriting for different purposes: print letters for personal details<br>• Different styles of writing<br>• Handwriting for different purposes: presentation<br>• Handwriting for different purposes: decorated capitals<br>• Handwriting for different purposes: layout<br>• Assessment<br>• Handwriting for different purposes: handwriting patterns |

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| Spelling | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

| To know how to use a range of skills to apply spelling knowledge into writing. | Year 3 | | | Year 4 | | | Year 5 | | | Year 6 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| | **To use the dictionary to find the first two or three letters of a word to check its spelling.** | | | **To use the dictionary to find the first two or three letters of a word to check its spelling.** | | | **To use the dictionary to find the first three or four letters of a word to check its spelling, meaning or both.** **To use a dictionary to check the spelling and meaning of words.** | | | **To use the dictionary to find the first three or four letters of a word to check its spelling, meaning or both.** **To use a dictionary to check the spelling and meaning of words.** | | |
| | • To know alphabetical order (KS1 revisited). • To know that they need to look at the first three letters of a word to use a dictionary. | • To know how to scan down a page in a dictionary to locate a word. • To understand that the definition in a dictionary can help identify the correct spelling eg homophones. | • To begin to know how to effectively use a dictionary to find the spelling of words. | • Revisit and consolidate Year 3 learning. • To know the abbreviations used in a dictionary e.g. adj. | • To know how to effectively use a dictionary to spell words. | *Revisit and consolidate prior knowledge.* | • Revisit and consolidate Year 4 learning. • To begin to explore the meanings of words in context, using a dictionary. | *Revisit and consolidate prior knowledge.* | • To know how to explore the meanings of words in context, confidently using a dictionary. | *Revisit and consolidate prior knowledge.* | *Revisit and consolidate prior knowledge.* | *Revisit and consolidate prior knowledge.* |
| | **To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.** | | | **To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.** | | | **To use their knowledge of morphology and etymology in spelling and understand that the spelling of words needs to be learned specifically, as listed in Appendix 1.** | | | **To use their knowledge of morphology and etymology in spelling and understand that the spelling of words needs to be learned specifically, as listed in Appendix 1.** | | |
| | • To understand that talking a sentence out loud will help to remember it. • To know that the sentence needs to be correctly punctuated. • To understand the importance of using prior knowledge of spelling patterns. | • To know how to use the 'hold a sentence skill.' • To know that a dictated sentence needs to be proof read to check for mistakes. | • To know how to identify and correct mistakes within a dictated sentence. | • To understand the need to use 'hold a sentence' skills. • To know that a dictated sentence needs to be proof read to check for spelling and punctuation mistakes. | • To know how to identify spelling mistakes and be able to correct them. • To know how to spell the tier 1 and tier 2 words accurately in a sentence. | *To revisit, consolidate and apply to writing.* | • To know how to spell the year 5 words listed in appendix 1. (see spelling map) • To know that words can be built around root words. • To know that root words can be changed with different prefixes and suffixes. • To know that nouns can be created by adding suffixes to root words. | • To know how to spell the year 5 words listed in appendix 1. (see spelling map) • To know that verbs can be created by adding suffixes to nouns or adjectives. | • To know how to spell the year 5 words listed in appendix 1. (see spelling map) • To know that adjectives can be created by adding suffixes to nouns or verbs. | • To know how to spell the year 6 words listed in appendix 1. (see spelling map) • To know that nouns can be created by adding when adding different word endings to root words. • To understand that word families can show how words are related in meaning and form. • To know that diminutives can be created by adding prefixes to nouns. | • To know how to spell the year 6 words listed in appendix 1. (see spelling map) • To know the rule for adding suffixes beginning with vowels to words. | • To know how to spell the year 6 words listed in appendix 1. (see spelling map) |
| | | | | | | | **To use a thesaurus.** | | | **To use a thesaurus.** | | |
| | | | | | | | • To begin to understand the purpose of a thesaurus and how to use it. | • To know how to find alternative word choices using a thesaurus. | • To begin to understand the degree of meaning of words when using a thesaurus. | *Revisit and consolidate prior knowledge.* • To understand the degree of meaning of words when using a thesaurus. | • To know how to choose precise vocabulary to create stylistic effects. | • To know how to choose varied and precise vocabulary to create stylistic effects. |

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# Composition: Plan, draft and write, evaluate and edit

## Plan

| To know how to plan an interesting, thoughtful, engaging text that considers purpose and audience. | Year 3 | | | Year 4 | | | Year 5 | | | Year 6 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| | **To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.** | | | **To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.** | | | **To identify the audience for and purpose of the writing, select the appropriate form and use other similar writing as models for their own.** | | | **To identify the audience for and purpose of the writing, select the appropriate form and use other similar writing as models for their own.** | | |
| | • To understand how to organise writing under a given heading.<br>• To know how to include the relevant Fantastics and Boomtastics in writing. (All of year 2 plus repetition, and similes.. 'like')<br>• To know how to select appropriate punctuation for the text planned. | • To know how to choose words because of the effect they will have on the reader. | *To revisit, consolidate and apply to writing including the elements listed on the GP map.* | • To plan in note form under a sub heading.<br>• To use bullet points to organise ideas.<br>• To include the Boomtastics (all of yr 3 plus similes 'like' and 'as' as metaphors)<br>• To make appropriate punctuation choices to support meaning.<br>• To make language choices that are interesting and varied. | *To revisit, consolidate and apply to writing including the elements listed on the GP map.* | *To revisit, consolidate and apply to writing including the elements listed on the GP map.* | • To generate some subheadings for planning.<br>• To logically order the sub headings.<br>• To include the Boomtastics in writing (all of year 4 plus pathetic fallacy)<br>• To start a new paragraph to show changes in time, place, event or person.<br>• To make appropriate punctuation choices to support meaning and avoid ambiguity. | *To revisit, consolidate and apply to writing including the elements listed on the GP map.*<br>• To know how to include the Boomtastics in writing (All of year 4 plus pun) | *To revisit, consolidate and apply to writing including the elements listed on the GP map.* | • To know how to generate subheadings for planning.<br>• To know how to include the Boomtastics in writing (All of year 5 plus personification)<br>• To know how to use a wide range of punctuation to enhance meaning and avoid ambiguity. | • To know how to logically order the sub headings independently.<br>• To know how to include the Boomtastics in writing (All of year 5 plus personification and symbolism) | *To revisit, consolidate and apply to writing including the elements listed on the GP map.* |
| | **To discuss and record ideas.** | | | **To discuss and record ideas.** | | | **To note and develop initial ideas, drawing on reading and research where necessary.** | | | **To note and develop initial ideas, drawing on reading and research where necessary.** | | |
| | • To know how to take part in discussions and share ideas.<br>• To know how to record on the planning frame given. | • To know how to use the features of a non-fiction text to find information eg subheadings.<br>• To know how to record using notes. | • To know how to use skimming and scanning skills to find key information.<br>• To record key vocabulary and ideas in note form. | *Revisit learning from Year 3.* | • To use the features of a non-fiction text to find information eg index.<br>• To record key ideas and phrases in note form.<br>• To organise ideas in a logical way. | • To know how to add to/ improve notes from discussions had with peers. | *Revisit learning from Year 4.*<br>• To know how to record key ideas found in reading.<br>• To know that note taking needs to be key words and quick writing. | • To know how to organise note taking using subheadings and bullet points. | *Revisit, consolidate and apply.* | *Revisit learning from Year 5.*<br>• To know that abbreviations need to be used when taking notes. | *Revisit, consolidate and apply.* | *Revisit, consolidate and apply.* |
| | | | | | | | **To consider how an author has developed characters and settings in what pupils have read, listened to or seen performed.** | | | **To consider how an author has developed characters and settings in what pupils have read, listened to or seen performed.** | | |
| | | | | | | | • To understand how authors use different language devices within fiction texts to develop characters and settings.<br>• To know how authors use language devices in poetry such as rhyming couplets to develop a | • To know how an author has used language devices in poetry such as repetition, similes and metaphors to develop a character or setting. | • To understand how an author has used different language devices within fiction texts to develop complex characters and their motives. | • To understand how vocabulary choices can develop a character in a text. | • Non-fiction texts are taught. | • To understand how poetic devices such as rhythm and rhyme can develop a character or setting. (Revisit term 1)<br>• To know how an author has used language devices in poetry such as free verse, morals, personification and repetition to |

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## Draft and Write

| To know how to produce a text that is appropriate for the purpose and reader. | Year 3 | | | Year 4 | | | Year 5 | | | Year 6 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| | To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) | | | To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) | | | To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. | | | To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. | | |
| | • To know how to gain and maintain the interest of a reader. • To know how to develop their ideas by adding in literary devices such as adjectives etc. | • To know how to build and develop the vocabulary used within a text based on the year 3 red ambitious vocabulary. | • To know how to build sentences that are interesting, enagaging and thoughtful, using the year 3 sentence objectives. (see GPS map) • To know how to develop multiple ideas in a narrative, enriched with descriptive detail. • To know how to express a basic viewpoint. | • To know how to develop their ideas in detail eg narratives use indepth description, non fiction uses facts and reflections. | • To know how to build and develop the vocabulary used within a text based on the year 4 orange ambitious vocabulary. • To know how to use rhetorical questions to heighten reader engagement. Eg can we honestly believe….? | • To know how to build sentences that are interesting, enagaging and thoughtful, using the year 3 and 4 sentence objectives. (see GPS map) | • To know that some vocabulary is for effect or emphasis eg technical terminology, vivid language. | • To know how to build and develop the vocabulary used within a text based on the year 5 green ambitious vocabulary. | • To know how to include quotations in a text to help enhance meaning. | • To know that vocabulary can have different degrees of meaning. • To know that word choices can change the meaning of a sentence. | • To know how to choose precise vocabulary to create an effect. • To know how to choose appropriate vocabulary according to formality eg discover or find out. • To know how to build and develop the vocabulary used within a text based on the year 6 pink ambitious vocabulary. | • To know how to use varied and precise vocabulary to create stylistic effects. • To use the year 6 ambitious vocabulary in the correct context and for effect in writing. |
| | To organise paragraphs around a theme. | | | To organise paragraphs around a theme. | | | To use a wide range of devices to build cohesion within and across paragraphs. | | | To use a wide range of devices to build cohesion within and across paragraphs. | | |
| | • To understand what a paragraph is. • To know that the material in a paragraph is related. • To know how to group information into paragraphs. | • To know how to organise their writing into paragraphs. • To know how to develop ideas that are factual and precise. | • To know how to express a basic viewpoint, opinion or promote an idea. • To accurately write using several paragraphs where the material is grouped. | • To know why paragraphs change in a piece of writing – (time place person topic) • To know how to structure a paragraph according to a theme. | • To know how to write using paragraphs that are themed. | *To revisit, consolidate and apply to independent writing.* | • To know how to identify cohesive devices in text. • To know how using cohesive devices can improve a text. • To know what cohesive devices could be eg pronoun, relative clause, adverb, adverbial phrase. | • To know what cohesive devices could be eg conjunctions. • To know that paragraphs can be linked using phrases that refer back to previous points eg time – later, place – nearby, number – secondly, tense choices – he had seen her before. • To know that the linking words and phrases usually go at the start of a sentence. | • To know what cohesive devices could be eg conjunctions, heading. • To know that paragraphs can be linked using phrases that refer back to previous points eg tense choices – he had seen her before. | • *Revisit and consolidate prior knowledge of paragraphs.* • To know that repetition of a word or phrase can be used to link ideas across paragraphs. • To know how to use more complicated adverbial phrases to link ideas across paragraphs eg on the other hand | • To know how to use adverbial phrases to qualify, intensify or emphasise eg The dog is so incredibly stupid. • To know what an ellipsis is and how it is used to link ideas in writing. | *To revisit, consolidate and apply to independent writing.* |
| | To create settings, characters and plots in narratives. | | | To create settings, characters and plots in narratives. | | | To describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives. | | | To describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives. | | |
| | • To know how to show the opening of a a narrative. | • To know how to include prepositions in their writing. | • To know how to signal to the reader that the | • To know how to maintain a point of view | • To know how to produce narratives that use a fantasy | • To revisit, consolidate and apply to | • To know how to create more complicated narratives eg | • To know how to use verbs ending in ed or ing to start clauses to build complex | • To know how to correctly punctuate dialogue. | • To know how to manipulate a reader through a | | • To know how to vary the types of sentences used across a piece eg |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | • To know how to add detail into a narrative eg noun phrases. • To know how to write sentences that use repetition for impact. | • To begin to understand how to create cohesion in a text by using strategeies such as pronouns and cohesive phrases. | narrative has finished. • To know how to use one word in isolation to grab a reader's attention eg Stop! | throughout a text. • To know how to produce narratives that create intrigue eg cliff hangers. • To know how to structure narratives with a clear beginning, middle and end. • To know how to write an opening in narratives with content that catches the reader's interest. | setting and characters. • To know how to write sentences that are developed on from previous sentences to form a group of connected/related ideas. • To know how to use different devices to write an opening in narrative that will catch the reader's interest. • To know how to include a dramatic close in narrative or link it back to opening. | independent writing. | parallel plot, flashback. • To know how to create different emphasis in sentences through the use of word order and noun phrases. • To know how to mix sentence structures to change, accelerate or show pace for the reader. • To know how to include dialogue to convey character or advance the action in a narrative. • To know how to punctuate dialogue. | sentences eg mortified by what he saw, Harry fled the scene. • To know how to include point of view that is clear and controlled with some elaboration. | | narrative eg to use humour. • To know how to choose style/genre features to maintain and challenge a readers interest eg elaborate in detail in narrative. • To know how to adapt well known genres to create different effects. • To know how to navigate a reader through a text in a logical, chronological way or subvert this eg flash forward, opposing viewpoint. | | simple, compound, complex. |
| | **To use simple organisational devices, for example headings and sub-headings in non-narrative material.** | | | **To use simple organisational devices, for example headings and sub-headings in non-narrative material.** | | | **To use further organisational and presentational devices to structure text and to guide the reader, for example headings, bullet points, underlining.** | | | **To use further organisational and presentational devices to structure text and to guide the reader, for example headings, bullet points, underlining.** | | |
| | • To know how to use headings and subheadings to group ideas. | • To know how to use devices such as conjunctions to signal to a reader that a nonfiction text has finished eg eventually, ultimately. | • To know how to include the features of a genre. • | • To knowhow to create more complicated nonfiction eg contrasting ideas or opinions. • To know how to write an opening in nonfiction that includes content to catch the reader's interest. | • To know how to write a strong ending in nonfiction that draws conclusions. | • To know how to include all the features of a genre appropriately and consistently. | • To know how to develop ideas in nonfiction. • To know that nonfiction writing needs to include supporting evidence. | • To know how to include all the features of a genre and adapt them when required. | | • To know how to guide a reader through a nonfiction text by using a range of strategies eg persuasive devices. • To know how to structure a nonfiction text to convey a convincing viewpoint using the point of view of others to support or contrast the writer's own opinion. • To know how to use layout devices such as columns, headings etc. | • To know how to use paragraphs across a whole text to support the ease and engagement of the reader eg linking paragraphs. | • To know how to choose genre features to maintain and challenge a reader's interest eg succinctness in a police report. • To know how to effectively use a range of layout devices. |
| | **To précis longer passages.** | | | **To précis longer passages.** | | | **To précis longer passages.** | | | **To précis longer passages.** | | |
| | | | | | | | • To know that a précis is a brief summary of a book, article, speech, or other text. | *To revisit, consolidate and apply.* | | | • To know that a precis is concise. • To know that a precis passage needs to be | • To know when it is appropriate to select to use a precis within a piece of writing. |

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| | | | | | | | | To know that a precis uses the main points of a text. | | | | logical and include sentences that are connected. |

(top fragment cells): • To know that a precis uses the main points of a text. • To know that a precis uses simple logical language. ... logical and include sentences that are connected.

## Evaluate and Edit

| To know how to identify parts of a text to improve based on grammar, vocabulary and punctuation choices. | Year 3 | | | Year 4 | | | Year 5 | | | Year 6 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| | To assess the effectiveness of their own and others' writing and suggesting improvements. | | | To assess the effectiveness of their own and others' writing and suggesting improvements. | | | To assess the effectiveness of their own and others' writing. | | | To assess the effectiveness of their own and others' writing. | | |
| | • To know how to check that a text is suitable for the audience. | • To know how to work in a pair to re-read a text to improve it for the audience. | • To know how to suggest improvements for mine and others texts based on the Year 3 Grammar and punctuation. | • To know the audience of a text written. • To know the purpose of the text written. | • To know how to work in pair to identify sections of a text to be improved to meet the audience. | • To know how to suggest improvements texts based on the Year 4 Grammar and punctuation. | • To know how to suggest improvements for mine and others texts based on the Year 5 Grammar and punctuation. | • To know how to identify a paragraph of text to be improved with a partner to meet the purpose and audience. | *Consolidate and apply.* | • To know how to suggest improvements for mine and others texts based on the Year 6 Grammar and punctuation. | • To know how to identify a weaker area of a text to be improved independently. | *Consolidate and apply.* |
| | To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. | | | To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. | | | To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. | | | To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. | | |
| | • To begin to know how to use a range of resources to support with selecting appropriate vocabulary (eg word banks, Y3 writing progress cards) | • To know how to use a range of resources to support with changing grammar and vocabulary (eg word banks, Y3 writing progress cards) | • To know how to identify vocabulary that can be made more precise. • To begin to know how to use words in the correct context in a passage. | • To begin to know how to use a range of resources to support with changing grammar and vocabulary (eg word banks, Y4 writing progress cards) | • To know how to identify vocabulary that can be made more precise within the context of the sentence. • To know how to identify where pronouns can be added to improve consistency and cohesion in a text. | *Consolidate and apply.* | • To begin to know how to independently use a range of resources to support with changing grammar and vocabulary (eg word banks, Y5 writing progress cards) | • To know how to identify where commas can be added to a text to improve consistency and clarify meaning. | • To know how to use a dictionary to clarify the meaning of any changes made. | • To begin to know how to independently use a range of resources to support with changing grammar and vocabulary (eg word banks, Y6 writing progress cards) | • To know how to choose precise vocabulary to create stylistic effects. • Eg using dictionaries and thesaurus independently. | *Consolidate and apply.* |
| | To proof-read for spelling and punctuation errors. | | | To proof-read for spelling and punctuation errors. | | | To proof-read for spelling and punctuation errors. | | | To proof-read for spelling and punctuation errors. | | |
| | • To understand the need to read a text out loud with the punctuation added in to hear errors. • To know how to identify mistakes based on the Yr R,1,2,3 Laundry marking scheme. (Teacher led) | • To understand when the syntax of a sentence is incorrect. • To know how to identify mistakes based on the Yr R,1,2,3 Laundry marking scheme. (pairs) | • To know how to identify mistakes based on the Yr R,1,2,3 Laundry marking scheme. (Ind) | • To know how to identify mistakes based on the Yr R,1,2,3,4 Laundry marking scheme. (Teacher led) | • To know how to identify mistakes based on the Yr R,1,2,3,4 Laundry marking scheme. (pairs) | • To know how to identify mistakes based on the Yr R,1,2,3, 4 Laundry marking scheme. (Ind) | • To know how to identify mistakes based on the Yr R,1,2,3,4,5 Laundry marking scheme. • (Teacher led T1) | • To know how to identify mistakes based on the Yr R,1,2,3,4,5 Laundry marking scheme. (pairs) | • To know how to identify mistakes based on the Yr R,1,2,3,4,5 Laundry marking scheme. (Ind) | • To know how to identify mistakes based on the Yr R,1,2,3,4,5,6 Laundry marking scheme. • (Teacher led T1) | • To know how to identify mistakes based on the Yr R,1,2,3,4,5,6 Laundry marking scheme. (pairs) | • To know how to identify mistakes based on the Yr R,1,2,3,4,5,6 Laundry marking scheme. (Ind) |
| | To read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | | | To read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | | | To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | | | To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | | |
| | • To know that a piece of text needs to be | • To know that I need to add in expression to a text I read out | *Consolidate and apply.* | • To know that a piece of text read out loud needs to be | • To know that a text needs to be read with emphasis and | *Consolidate and apply.* | • Revisit Year 4 learning. • To begin to know how to | *Consolidate and apply.* | | • To know how to perform to a group using appropriate | | • To know how to confidently and independently perform to a group |

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Coloured text boxes – National Curriculum statements

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | read out clearly and loudly. | loud to interest the reader/listener. | | done confidently and clearly. | expression to enhance the meaning of it. | | confidently perform to a group using appropriate pace, tone of voice and volume of speech to enhance performance. | | | pace, tone of voice, loudness of speech and appropriate actions to enhance the performance. | | using appropriate pace, tone of voice, loudness of speech and appropriate actions to enhance the performance to an audience. |
| | **To ensure the consistent and correct tense is used throughout a piece of writing.** (blue/green) | | | | | | **To ensure the consistent and correct tense is used throughout a piece of writing.** (yellow) | | | **To ensure the consistent and correct tense is used throughout a piece of writing.** (purple) | | |
| | | | | | | | | • To know how to use verbs in the present perfect form and the simple past tense. (Year 3 revisit) <br>• To know what the perfect future tense is. <br>• To know how to identify past perfect, present perfect and perfect future tenses in sentences. <br>To know that the perfect form of verbs can be used to show relationships of time and cause. | *Consolidate and apply year 5 objectives.* | *Consolidate and apply.* | *Consolidate and apply.* |
| | **To ensure there is correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.** (yellow) | | | | | | | | | **To ensure there is correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.** (purple) | | |
| | | • To begin to understand the term subject and object. | • To know when a word is singular or plural. <br>To know how to use the correct form of the noun in singular or plural form. | | | | | | • To know what a subject and verb are. | *To revisit, consolidate and apply to independent writing.* <br>• To know that a question tag is a question at the end of a statement. | • To know that the subjunctive uses be and were for all pronouns. <br>• To know that the subjunctive form does not use the third person singular –s in the present tense. <br>• To know that subjunctive form can be used to show statements contrary to fact, wishes and conveying the contents of a command. | |

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