



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		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
To know how to write efficiently, neatly and legibly, using a joined style where appropriate.	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	<ul style="list-style-type: none"> Practising joining through a word in stages: no ascenders or descenders Practising joining through a word in stages: parallel ascenders Introducing joining from s to ascender: sh, sl, st, sk Introducing joining from s, no ascender: sw, sj, se, sm, sn, sp, su Introducing joining from s to an anti-clockwise letter: sa, sc, sd, sg, so, sq Introducing joining from r to an ascender: rb, rh, rk, rl, rt Introducing joining from r, no ascender: ri, ru, rn, rp Introducing joining from r to an anti-clockwise letter: ra, rd, rg, ro Introducing joining from r to e: are, ere, ure, ore, ire Introducing break letters: g, j, y, f, b, p, x, z 	<ul style="list-style-type: none"> Introducing joining to f: if, ef, af, of Introducing joining from f to an ascender: fl, ft Introducing joining from f, no ascender: fe, fi, fu, fr, fy Introducing joining from f to an anti-clockwise letter: fo, fa Introducing ff Introducing rr Introducing ss Revising parallel ascenders and descenders End of term check 	<ul style="list-style-type: none"> Revising joins: letter spacing Revising joins: spacing between words Revising joins: consistency of size Revising joins: fluency Revising joins: parallel ascenders Revising joins: parallel ascenders and descenders Revising horizontal join from r to an anti-clockwise letter: rs Revising break letters Assessment Revising capital letters 	<ul style="list-style-type: none"> Introducing diagonal join from p and b to ascender: ph, pl, bl Introducing diagonal join from p and b, no ascenders: bu, bi, be, pu, pi, pe Introducing diagonal join from p and b to an anticlockwise letter: pa, po, ps, ba, bo, bs Revising parallel ascenders and descenders: bb, pp Break letters: x, z Spacing in common exception words Consistent size of letters Relative size of capitals Speed and fluency End of term check 	<ul style="list-style-type: none"> Revising parallel ascenders Revising parallel ascenders and break letters Relative sizes of letters Proportion of letters Spacing between letters Spacing between words Writing at speed Improving fluency Speed and fluency End of term check 	<ul style="list-style-type: none"> Consistency of size Proportion Spacing between letters and words Size, proportion and spacing Fluency: writing longer words Speed and fluency Revising break letters Print alphabet: presentation Assessment Capital letters: presentation 	<ul style="list-style-type: none"> Introducing sloped writing in letter families Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, ie, en Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo Practising sloped writing: joining from r: ra, re, ri, ro, ru Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp End of term check 	<ul style="list-style-type: none"> Practising sloped writing: proportion – joining from f to ascender: fl, ft Practising sloped writing size – joining from f, no ascender: fa, fe, fi, fo, fu Different styles for different purposes: writing a paragraph Practising sloped writing: speed: ff Practising sloped writing: speed and legibility: rr Practising sloped writing: size, proportion and spacing: ss Practising sloped writing: building speed: qu Different styles for different purposes: decorative alphabets Different styles for different purposes End of term check 	<ul style="list-style-type: none"> Sloped writing: proportion, joining p ad b to ascenders: ph, pl, bl Handwriting for different purposes: joining from p and b, no ascender: bu, bi, pe, pu, pi, pr Practising sloped writing: parallel downstrokes: pp, bb Practising sloped writing: all double letters Practising sloped writing for speed: tial, cial Practising sloped writing for fluency Personal style Handwriting for different purposes: print alphabet Assessment Capitals 	<ul style="list-style-type: none"> Style for speed: crossbar join from t: th, ti, tr, ta, tt Style for speed: looping from g: gl, gi, gr, ga, gg Style for speed: looping from j and y: je, jo, ye, yr, yo Style for speed: looping from f Style for speed: different joins to s Styles for speed: looping from b Style for speed: joining from v, w, x and z Handwriting for different purposes: abbreviations Spacing between words End of term check 	<ul style="list-style-type: none"> Improving handwriting: the importance of consistent sizing Improving handwriting: the importance of proportion Improving handwriting: the importance of spacing Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders Improving handwriting: the importance of closed and open letters Improving handwriting: pen breaks in longer words Handwriting for different purposes: annotations Handwriting for different purposes Choice of handwriting tools End of term check 	<ul style="list-style-type: none"> Handwriting for different purposes: fast-joined and print letters Handwriting for different purposes: note making Handwriting for different purposes: neat writing Handwriting for different purposes: print letters for personal details Different styles of writing Handwriting for different purposes: presentation Handwriting for different purposes: decorated capitals Handwriting for different purposes: layout Assessment Handwriting for different purposes: handwriting patterns

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.		
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To begin to know how to effectively use a dictionary to find the spelling of words. 	<ul style="list-style-type: none"> Revisit and consolidate Year 3 learning. To know the abbreviations used in a dictionary e.g. adj. 	<ul style="list-style-type: none"> To know how to effectively use a dictionary to spell words. 	<i>Revisit and consolidate prior knowledge.</i>	<ul style="list-style-type: none"> Revisit and consolidate Year 4 learning. To begin to explore the meanings of words in context, using a dictionary. 	<i>Revisit and consolidate prior knowledge.</i>	<ul style="list-style-type: none"> To know how to explore the meanings of words in context, confidently using a dictionary. 	<i>Revisit and consolidate prior knowledge.</i>	<i>Revisit and consolidate prior knowledge.</i>	<i>Revisit and consolidate prior knowledge.</i>
	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.		
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To know how to identify and correct mistakes within a dictated sentence. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<i>To revisit, consolidate and apply to writing.</i>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To know how to spell the year 6 words listed in appendix 1. (see spelling map)
							To use a thesaurus.			To use a thesaurus.		
						<ul style="list-style-type: none"> To begin to understand the purpose of a thesaurus and how to use it. 	<ul style="list-style-type: none"> To know how to find alternative word choices using a thesaurus. 	<ul style="list-style-type: none"> To begin to understand the degree of meaning of words when using a thesaurus. 	<i>Revisit and consolidate prior knowledge.</i> <ul style="list-style-type: none"> To understand the degree of meaning of words when using a thesaurus. 	<ul style="list-style-type: none"> To know how to choose precise vocabulary to create stylistic effects. 	<ul style="list-style-type: none"> To know how to choose varied and precise vocabulary to create stylistic effects. 	

Composition: Plan, draft and write, evaluate and edit

Composition: Plan, draft and write, evaluate and edit												
Plan	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.		
	<ul style="list-style-type: none"> To understand how to organise writing under a given heading. To know how to include the relevant Fantastics and Boomtastics in writing. (All of year 2 plus repetition, and similes.. 'like') To know how to select appropriate punctuation for the text planned. 	<ul style="list-style-type: none"> To know how to choose words because of the effect they will have on the reader. 	<i>To revisit, consolidate and apply to writing including the elements listed on the GP map.</i>	<ul style="list-style-type: none"> To plan in note form under a sub heading. To use bullet points to organise ideas. To include the Boomtastics (all of yr 3 plus similes 'like' and 'as' as metaphors) To make appropriate punctuation choices to support meaning. To make language choices that are interesting and varied. 	<i>To revisit, consolidate and apply to writing including the elements listed on the GP map.</i>	<i>To revisit, consolidate and apply to writing including the elements listed on the GP map.</i>	<ul style="list-style-type: none"> To generate some subheadings for planning. To logically order the sub headings. To include the Boomtastics in writing (all of year 4 plus pathetic fallacy) To start a new paragraph to show changes in time, place, event or person. To make appropriate punctuation choices to support meaning and avoid ambiguity. 	<i>To revisit, consolidate and apply to writing including the elements listed on the GP map.</i>	<ul style="list-style-type: none"> To know how to include the Boomtastics in writing (All of year 4 plus pun) 	<i>To revisit, consolidate and apply to writing including the elements listed on the GP map.</i>	<ul style="list-style-type: none"> To know how to generate subheadings for planning. To know how to include the Boomtastics in writing (All of year 5 plus personification) To know how to use a wide range of punctuation to enhance meaning and avoid ambiguity. 	<ul style="list-style-type: none"> To know how to logically order the sub headings independently. To know how to include the Boomtastics in writing (All of year 5 plus personification and symbolism)
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.			
<ul style="list-style-type: none"> To know how to take part in discussions and share ideas. To know how to record on the planning frame given. 	<ul style="list-style-type: none"> To know how to use the features of a non-fiction text to find information eg subheadings. To know how to record using notes. 	<ul style="list-style-type: none"> To know how to use skimming and scanning skills to find key information. To record key vocabulary and ideas in note form. 	<i>Revisit learning from Year 3.</i> <ul style="list-style-type: none"> To use the features of a non-fiction text to find information eg index. To record key ideas and phrases in note form. To organise ideas in a logical way. 	<ul style="list-style-type: none"> To know how to add to/ improve notes from discussions had with peers. 	<i>Revisit learning from Year 4.</i> <ul style="list-style-type: none"> To know how to record key ideas found in reading. To know that note taking needs to be key words and quick writing. 	<ul style="list-style-type: none"> To know how to organise note taking using subheadings and bullet points. 	<i>Revisit, consolidate and apply.</i>	<i>Revisit learning from Year 5.</i> <ul style="list-style-type: none"> To know that abbreviations need to be used when taking notes. 	<i>Revisit, consolidate and apply.</i>	<i>Revisit, consolidate and apply.</i>		
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 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.			
						<ul style="list-style-type: none"> To understand how authors use different language devices within fiction texts to develop characters and settings. To know how authors use language devices in poetry such as rhyming couplets to develop a 	<ul style="list-style-type: none"> To know how an author has used language devices in poetry such as repetition, similes and metaphors to develop a character or setting. 	<ul style="list-style-type: none"> To understand how an author has used different language devices within fiction texts to develop complex characters and their motives. 	<ul style="list-style-type: none"> To understand how vocabulary choices can develop a character in a text. 	<ul style="list-style-type: none"> Non-fiction texts are taught. 	<ul style="list-style-type: none"> To understand how poetic devices such as rhythm and rhyme can develop a character or setting. (Revisit term 1) To know how an author has used language devices in poetry such as free verse, morals, personification and repetition to 	

							character or setting.					develop a character or setting.
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.		
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To know how to build and develop the vocabulary used within a text based on the year 3 red ambitious vocabulary. 	<ul style="list-style-type: none"> To know how to build sentences that are interesting, engaging 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. 	<ul style="list-style-type: none"> To know how to develop their ideas in detail eg narratives use indepth description, non fiction uses facts and reflections. 	<ul style="list-style-type: none"> 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....? 	<ul style="list-style-type: none"> To know how to build sentences that are interesting, engaging and thoughtful, using the year 3 and 4 sentence objectives. (see GPS map) 	<ul style="list-style-type: none"> To know that some vocabulary is for effect or emphasis eg technical terminology, vivid language. 	<ul style="list-style-type: none"> To know how to build and develop the vocabulary used within a text based on the year 5 green ambitious vocabulary. 	<ul style="list-style-type: none"> To know how to include quotations in a text to help enhance meaning. 	<ul style="list-style-type: none"> To know that vocabulary can have different degrees of meaning. To know that word choices can change the meaning of a sentence. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.		
<ul style="list-style-type: none"> To understand what a paragraph is. To know that the material in a paragraph is related. To know how to group information into paragraphs. 	<ul style="list-style-type: none"> To know how to organise their writing into paragraphs. To know how to develop ideas that are factual and precise. 	<ul style="list-style-type: none"> To know how to express a basic viewpoint, opinion or promote an idea. To accurately write using several paragraphs where the material is grouped. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To know how to write using paragraphs that are themed. 	<i>To revisit, consolidate and apply to independent writing.</i>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> <i>Revisit and consolidate prior knowledge of paragraphs.</i> 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 	<ul style="list-style-type: none"> 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. 	<i>To revisit, consolidate and apply to independent writing.</i>	
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.			
<ul style="list-style-type: none"> To know how to show the opening of a narrative. 	<ul style="list-style-type: none"> To know how to include prepositions in their writing. 	<ul style="list-style-type: none"> To know how to signal to the reader that the 	<ul style="list-style-type: none"> To know how to maintain a point of view 	<ul style="list-style-type: none"> To know how to produce narratives that use a fantasy 	<ul style="list-style-type: none"> To revisit, consolidate and apply to 	<ul style="list-style-type: none"> To know how to create more complicated narratives eg 	<ul style="list-style-type: none"> To know how to use verbs ending in ed or ing to start clauses to build complex 	<ul style="list-style-type: none"> To know how to correctly punctuate dialogue. 	<ul style="list-style-type: none"> To know how to manipulate a reader through a 		<ul style="list-style-type: none"> To know how to vary the types of sentences used across a piece eg 	

Left hand side grey column – GJS Overarching Progression
Coloured text boxes – National Curriculum statements

	<ul style="list-style-type: none"> • To know how to add detail into a narrative eg noun phrases. • To know how to write sentences that use repetition for impact. 	<ul style="list-style-type: none"> • To begin to understand how to create cohesion in a text by using strategies such as pronouns and cohesive phrases. 	narrative has finished. <ul style="list-style-type: none"> • To know how to use one word in isolation to grab a reader's attention eg Stop! 	throughout a text. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • To know how to include point of view that is clear and controlled with some elaboration. 		narrative eg to use humour. <ul style="list-style-type: none"> • To know how to choose style/genre features to maintain and challenge a reader's 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.		
	<ul style="list-style-type: none"> • To know how to use headings and subheadings to group ideas. 	<ul style="list-style-type: none"> • To know how to use devices such as conjunctions to signal to a reader that a nonfiction text has finished eg eventually, ultimately. 	<ul style="list-style-type: none"> • To know how to include the features of a genre. • 	<ul style="list-style-type: none"> • To know how 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. 	<ul style="list-style-type: none"> • To know how to write a strong ending in nonfiction that draws conclusions. 	<ul style="list-style-type: none"> • To know how to include all the features of a genre appropriately and consistently. 	<ul style="list-style-type: none"> • To know how to develop ideas in nonfiction. • To know that nonfiction writing needs to include supporting evidence. 	<ul style="list-style-type: none"> • To know how to include all the features of a genre and adapt them when required. 		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To know how to use paragraphs across a whole text to support the ease and engagement of the reader eg linking paragraphs. 	<ul style="list-style-type: none"> • 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.		
								<ul style="list-style-type: none"> • To know that a précis is a brief summary of a book, article, speech, or other text. 	<i>To revisit, consolidate and apply.</i>		<ul style="list-style-type: none"> • To know that a précis is concise. • To know that a précis passage needs to be 	<ul style="list-style-type: none"> • To know when it is appropriate to select to use a précis within a piece of writing.

														<ul style="list-style-type: none"> 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.								
	<ul style="list-style-type: none"> To know how to check that a text is suitable for the audience. 	<ul style="list-style-type: none"> To know how to work in a pair to re-read a text to improve it for the audience. 	<ul style="list-style-type: none"> To know how to suggest improvements for mine and others texts based on the Year 3 Grammar and punctuation. 	<ul style="list-style-type: none"> To know the audience of a text written. To know the purpose of the text written. 	<ul style="list-style-type: none"> To know how to work in pair to identify sections of a text to be improved to meet the audience. 	<ul style="list-style-type: none"> To know how to suggest improvements texts based on the Year 4 Grammar and punctuation. 	<ul style="list-style-type: none"> To know how to suggest improvements for mine and others texts based on the Year 5 Grammar and punctuation. 	<ul style="list-style-type: none"> To know how to identify a paragraph of text to be improved with a partner to meet the purpose and audience. 	<i>Consolidate and apply.</i>	<ul style="list-style-type: none"> To know how to suggest improvements for mine and others texts based on the Year 6 Grammar and punctuation. 	<ul style="list-style-type: none"> To know how to identify a weaker area of a text to be improved independently. 	<i>Consolidate and apply.</i>						
	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.								
	<ul style="list-style-type: none"> To begin to know how to use a range of resources to support with selecting appropriate vocabulary (eg word banks, Y3 writing progress cards) 	<ul style="list-style-type: none"> To know how to use a range of resources to support with changing grammar and vocabulary (eg word banks, Y3 writing progress cards) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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. 	<i>Consolidate and apply.</i>	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> To know how to identify where commas can be added to a text to improve consistency and clarify meaning. 	<ul style="list-style-type: none"> To know how to use a dictionary to clarify the meaning of any changes made. 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> To know how to choose precise vocabulary to create stylistic effects. Eg using dictionaries and thesaurus independently. 	<i>Consolidate and apply.</i>						
	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.								
	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> To know how to identify mistakes based on the Yr R,1,2,3 Laundry marking scheme. (Ind) 	<ul style="list-style-type: none"> To know how to identify mistakes based on the Yr R,1,2,3,4 Laundry marking scheme. (Teacher led) 	<ul style="list-style-type: none"> To know how to identify mistakes based on the Yr R,1,2,3,4 Laundry marking scheme. (pairs) 	<ul style="list-style-type: none"> To know how to identify mistakes based on the Yr R,1,2,3, 4 Laundry marking scheme. (Ind) 	<ul style="list-style-type: none"> To know how to identify mistakes based on the Yr R,1,2,3,4,5 Laundry marking scheme. (Teacher led T1) 	<ul style="list-style-type: none"> To know how to identify mistakes based on the Yr R,1,2,3,4,5 Laundry marking scheme. (pairs) 	<ul style="list-style-type: none"> To know how to identify mistakes based on the Yr R,1,2,3,4,5 Laundry marking scheme. (Ind) 	<ul style="list-style-type: none"> To know how to identify mistakes based on the Yr R,1,2,3,4,5,6 Laundry marking scheme. (Teacher led T1) 	<ul style="list-style-type: none"> To know how to identify mistakes based on the Yr R,1,2,3,4,5,6 Laundry marking scheme. (pairs) 	<ul style="list-style-type: none"> 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.								
	<ul style="list-style-type: none"> To know that a piece of text needs to be 	<ul style="list-style-type: none"> To know that I need to add in expression to a text I read out 	<i>Consolidate and apply.</i>	<ul style="list-style-type: none"> To know that a piece of text read out loud needs to be 	<ul style="list-style-type: none"> To know that a text needs to be read with emphasis and 	<i>Consolidate and apply.</i>	<ul style="list-style-type: none"> Revisit Year 4 learning. To begin to know how to 	<i>Consolidate and apply.</i>		<ul style="list-style-type: none"> To know how to perform to a group using appropriate 		<ul style="list-style-type: none"> To know how to confidently and independently perform to a group 						

	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.			To ensure the consistent and correct tense is used throughout a piece of writing.		
									<ul style="list-style-type: none"> To know how to use verbs in the present perfect form and the simple past tense. (Year 3 revisit) To know what the perfect future tense is. To know how to identify past perfect, present perfect and perfect future tenses in sentences. <p>To know that the perfect form of verbs can be used to show relationships of time and cause.</p>	<i>Consolidate and apply year 5 objectives.</i>	<i>Consolidate and apply.</i>	<i>Consolidate and apply.</i>
							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.			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.		
								<ul style="list-style-type: none"> To begin to understand the term subject and object. 	<ul style="list-style-type: none"> To know when a word is singular or plural. <p>To know how to use the correct form of the noun in singular or plural form.</p>	<ul style="list-style-type: none"> To know what a subject and verb are. 	<i>To revisit, consolidate and apply to independent writing.</i> <ul style="list-style-type: none"> To know that a question tag is a question at the end of a statement. 	<ul style="list-style-type: none"> To know that the subjunctive uses be and were for all pronouns. To know that the subjunctive form does not use the third person singular –s in the present tense. To know that subjunctive form can be used to show statements contrary to fact, wishes and conveying the contents of a command.