

Spelling Progression

Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. 2. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. 3. Spelling Rule: The /i/ sound spelled with a 'y.' 4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' 5. Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch. 6. Challenge words 7. Words with the prefix 're-' 're-' means 'again' or 'back.' 8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. 9. The prefix 'mis-' This is another prefix with negative meanings. 10. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. 11. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. 12. Challenge words 	<ol style="list-style-type: none"> 1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 2. The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' 3. Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' 4. The prefix 'sub-' which means under or below. 5. The prefix 'inter-' means between, amongst or during. 6. Challenge Words 7. The suffix '-ation' is added to verbs to form nouns. 8. The suffix '-ation' is added to verbs to form nouns. 9. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.' 10. Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.' 11. Word with the 'sh' sound spelled ch. These words are French in origin. 12. Challenge Words 13. Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.' 	<ol style="list-style-type: none"> 1. Words ending in '-ious.' 2. Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.' 3. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itital' after a consonant. But there are many exceptions. 4. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itital' after a consonant. But there are many exceptions. 5. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itital' after a consonant. But there are many exceptions. 6. Challenge words 7. Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place. 8. Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place. 9. Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. 10. Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.' 11. Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously 	<ol style="list-style-type: none"> 1. Challenge Words x 9 weeks 2. Spelling Rules: Words with the short vowel sound /i/ spelled y 3. Spelling Rules: Words with the long vowel sound /i/ spelled with a y. 4. Spelling Rules: Adding the prefix '-over' to verbs. 5. Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.' 6. Spelling Rules: Words which can be nouns and verbs. 7. Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.' 8. Spelling Rules: Words with a 'soft c' spelled /ce/. 9. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite 10. Spelling Rules: Words with the /f/ sound spelled ph. 11. Spelling Rules: Words with origins in other countries 12. Spelling Rules: Words with unstressed vowel sounds. 13. Spelling Rules: Words with endings /shuhl/ after a vowel letter. 14. Spelling Rules: Words with endings /shuhl/ after a consonant letter. 15. Spelling Rules: Words with the common letter string 'acc' at the beginning of words.

<p>13. The long vowel /a/ sound spelled 'ai'</p> <p>14. The long /a/ vowel sound spelled 'ei.'</p> <p>15. The long /a/ vowel sound spelled 'ey.'</p> <p>16. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.</p> <p>17. Homophones – words which have the same pronunciation but different meanings and/or spellings.</p> <p>18. Challenge Words</p> <p>19. The /l/ sound spelled '-al' at the end of words.</p> <p>20. The /l/ sound spelled '-le' at the end of words.</p> <p>21. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'</p> <p>22. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'</p> <p>23. Adding the suffix -ly. Words which do not follow the rules.</p> <p>24. Challenge Words</p> <p>25. Words ending in '-er' when the root word ends in (t)ch.</p> <p>26. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.</p> <p>27. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.</p> <p>28. Words with the /s/ sound spelled 'sc' which is Latin in its origin.</p> <p>29. Homophones: Words which have the same pronunciation but different meanings and/or spellings.</p>	<p>14. Adding the suffix -ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.</p> <p>15. The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.</p> <p>16. The 'ee' sound spelled with an 'i.'</p> <p>17. The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.</p> <p>18. Challenge Words</p> <p>19. The 'au' digraph</p> <p>20. The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'</p> <p>21. The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'</p> <p>22. The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'</p> <p>23. Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.</p> <p>24. Challenge Words</p> <p>25. Homophones – words which have the same pronunciation but different meanings and/or spellings.</p> <p>26. The /s/ sound spelled c before 'i' and 'e'.</p> <p>27. Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'</p>	<p>learned rules and is replaced with 'i' as in rely > reliably</p> <p>12. Challenge Words</p> <p>13. Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.</p> <p>14. Adverbs of time (temporal adverbs) these are words to develop chronology in writing.</p> <p>15. Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.</p> <p>16. Words with 'silent' letters at the start.</p> <p>17. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>18. Challenge Words</p> <p>19. Words spelled with 'ie' after c.</p> <p>20. Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.</p> <p>21. Words containing the letter string 'ough' where the sound is /aw/.</p> <p>22. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.</p>	<p>16. Spelling Rules: Words ending in '-ably.'</p> <p>17. Spelling Rules: Words ending in '-ible'</p> <p>18. Spelling Rules: Adding the suffix '-ibly' to create an adverb.</p> <p>19. Spelling Rules: Changing '-ent' to '-ence.'</p> <p>20. Spelling Rules: -er, -or, -ar at the end of words.</p> <p>21. Spelling Rules: Adverbs synonymous with determination.</p> <p>22. Spelling Rules: Adjectives to describe settings</p> <p>23. Spelling Rules: Vocabulary to describe feelings.</p> <p>24. Spelling Rules: Adjectives to describe character</p> <p>25. Grammar Vocabulary</p> <p>26. Grammar Vocabulary</p> <p>27. Mathematical Vocabulary</p>
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30. Challenge Words

31. The suffix '-sion' pronounced /ʒən

28. Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'

29. Prefixes – 'super-' 'anti' and 'auto.'

30. The prefix bi- meaning two.

31. Challenge Words

32. Plural possessive apostrophes.

23. Adverbs of possibility. These words show the possibility that something has of occurring.

24. Challenge Words

25. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

26. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

27. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

28. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

29. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

30. Challenge Words

31. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.

32. Challenge Words

Writing to.... Entertain

		Year 3	Year 4	Year 5	Year 6
Text Types (ensure that your Success Criteria for these fit the Purpose for Writing)		<ul style="list-style-type: none"> • Stories • Descriptions • Poetry • Characters/Setting • Playscripts • Diary (also in Inform) 	<ul style="list-style-type: none"> • Stories • Descriptions • Poetry • Characters/Setting • Playscripts • Diary (also in Inform) 	<ul style="list-style-type: none"> • Narrative • Descriptions • Poetry • Characters/Setting • Playscripts • Diary (also in Inform) 	<ul style="list-style-type: none"> • Narrative • Flashbacks • Descriptions • Poetry • Characters/Setting • Playscripts • Diary (also in Inform)
Composition	Possible Text Structure	<ul style="list-style-type: none"> • Storyboard / story mountain • Openings - character and setting (plus time of day and weather) • Introduce 5 story parts (Introduction, Build Up, Problem, Resolution, Ending (How has the situation or character changed?)) 	<ul style="list-style-type: none"> • Storyboard / story mountain • Openings – description and action • 5 story parts (Introduction, Build Up (suspense), Problem, Resolution, Ending) • Clear distinction between resolution and ending. Ending should include reflection on event or the characters – what have they learnt/how have they changed? 	<ul style="list-style-type: none"> • 5 part story mountain/Flow diagrams • Writing could start at any point in the story if using flashbacks • Openings – description, action and dialogue • 5 story parts (Introduction, Build Up (suspense), Problem, Resolution, Ending) 	<ul style="list-style-type: none"> • 5 part story mountain/Flow diagrams • Writing could start at any point in the story if using flashbacks • Openings – description, action and dialogue • 5 story parts (Introduction, Build Up (suspense), Problem (may be more than one), Resolution, Ending) • Secure development of character • Maintain plot consistently
	Text Features	<ul style="list-style-type: none"> • Detailed description • Use paragraphs to organise in time sequence 	<ul style="list-style-type: none"> • Detailed description • Use paragraphs to organise in time sequence 	<ul style="list-style-type: none"> • Detailed description • Use paragraphs to organise in time sequence • Begin to use flashbacks 	<ul style="list-style-type: none"> • Detailed description • Use paragraphs to organise in time sequence • Flashbacks
	Evaluating and Editing	<ul style="list-style-type: none"> • To begin to proofread their own and others’ work, suggesting changes to grammar and vocabulary to improve accuracy and consistency 	<ul style="list-style-type: none"> • To advance consistency in proofreading their own and others’ work, suggesting changes to grammar and vocabulary to improve accuracy and consistency 	<ul style="list-style-type: none"> • To begin to habitually proofread their work to assess the effectiveness of their own and others’ writing and to make necessary corrections and improvements 	<ul style="list-style-type: none"> • To deepen habitually proofreading their work to assess the effectiveness of their own and others’ writing and to make necessary corrections and improvements

Grammar & Punctuation	Sentence structure	<ul style="list-style-type: none"> Progressive and simple past tense Expanded noun phrases to add details and description – adjective and adverbs Adverbials (begin to use fronted) Some subordination 	<ul style="list-style-type: none"> Expanded noun phrases to add details and description Adverbial phrases Subordinate clauses (introduce embedding) Begin to use relative clauses (who, which, that) 	<ul style="list-style-type: none"> Relative clauses (including embedded) Degrees of possibility - use of modal verbs (would, could, should might, may) Begin to use passive voice (e.g. The window was broken by the girl.) Subordinate clauses in varied positions Relative clauses 	<ul style="list-style-type: none"> Use of passive voice to effect presentation of information in the text subjunctive form (If I were/Were they to come..) informal v formal structures Use a range of tenses to indicate changes in timing, sequence
	Cohesion	<ul style="list-style-type: none"> Time paragraphs Topic paragraphs Use of pronouns to avoid repetition of noun 	<ul style="list-style-type: none"> Paragraphs for Time Place, Topic, Person (TiPToP) Sentence starters to show changes in time 	<ul style="list-style-type: none"> Devices to build cohesion within a paragraph (then, after that, this, firstly) Link paragraphs using adverbials of time (secondly), place (nearby) and number (secondly) or tense choices (he had seen her before) 	<ul style="list-style-type: none"> Wider range of cohesion devices Repetition of a word or phrase for effect Grammatical connections e.g. use of adverbials - On the other hand, in contrast or as a consequence Ellipsis
	Conjunctions	<ul style="list-style-type: none"> Co-ordinating conjunctions - FANBOYS Some subordinating conjunctions: because, if, after, when, before 	<ul style="list-style-type: none"> Subordinating conjunctions - ISAWAWABUB unless, except, apart from, however 	<ul style="list-style-type: none"> As previous years especially, although, nevertheless 	<ul style="list-style-type: none"> As previous years whereas, rather, since, once
	Adverbials	<ul style="list-style-type: none"> -ly openings e.g. Slowly, Suddenly Soon... Meanwhile.... As... The next day.... Later.... Carefully... Without thought -ly openings e.g. Slowly, Suddenly, Quietly Some adverbial phrases (e.g. A few days ago) 	<ul style="list-style-type: none"> -ly openings Adverbials for time and place Fronted adverbials 	<ul style="list-style-type: none"> -ly openings -ing openings -ed openings ISPACED Adverbials of time, place, manner, frequency 	<ul style="list-style-type: none"> -ing-ly openings -ed openings ISPACED Adverbials of time, place, manner, frequency and degree of possibility
	Punctuation	<ul style="list-style-type: none"> Capital letters Full stops Question marks Capital for first person I Exclamation marks and question marks 	<ul style="list-style-type: none"> Apostrophes for possession Use commas for fronted adverbials and subordinate clauses 	<ul style="list-style-type: none"> Brackets for incidentals Dashes to emphasise information Begin to use colons Begin to use semi colons Begin to use ellipses 	<ul style="list-style-type: none"> Brackets for incidentals – used for affect Dashes to emphasise information Colons Semi colons

		<ul style="list-style-type: none"> • Apostrophes for contraction • Inverted commas for direct speech • May begin to use apostrophes for possession • Begin to use commas for fronted adverbials and subordinate clauses • Introduce colon and bracket in a playscript before dialogue or for stage directions e.g. Tom: & <i>(Tom jumps in the air)</i> 	<ul style="list-style-type: none"> • Full punctuation for direct speech • May begin to use dashes for emphasis 	<ul style="list-style-type: none"> • Commas for embedded clauses • Begin to use hyphens to link words (compound adjectives to modify the noun e.g. red-hot, ice-cold, football-mad) 	<ul style="list-style-type: none"> • Ellipses • Use of hyphenated words to modify the noun
	Speech	<ul style="list-style-type: none"> • Identify speech in texts • Write in speech bubbles • Use inverted commas • Use inverted commas and the comma with the reporting clause after the speech <p>“It’s time for school,” said Dad. “Will you be home for tea?” asked Mum. “Help!” shouted David.</p>	<ul style="list-style-type: none"> • Full punctuation for direct speech • Use inverted commas and the correct punctuation with the reporting clause before the speech • New line for each new speaker <p>Tom whispered nervously, “Keep very still.”</p>	<ul style="list-style-type: none"> • Full punctuation • Use of both direct and reported speech • Introduce speech sentences split by the reporting clause <p>(speech sentences whole) “What time is it? asked Daisy, worriedly. “Mum said I must be home by midday.”</p> <p>(speech sentence interrupted) “If you must go,” sighed her friend, “you’d better hurry. It’s five to twelve.”</p>	<ul style="list-style-type: none"> • Full range of speech punctuation
	Handwriting	<ul style="list-style-type: none"> • Balanced on the line • Securing the joins (joining on the tail: abcdefghijklmnpqstuxvz) • Ascenders and descenders positioned accurately 	<ul style="list-style-type: none"> • Balanced on the line • Securing the joins (joining from the top: orvw) • Ascenders and descenders positioned accurately • Maintaining a joined style 	<ul style="list-style-type: none"> • Balanced on the line • Joined • Speed • Fluency 	<ul style="list-style-type: none"> • Balanced on the line • Joined • Speed • Fluency
	Terminology	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, determiner, pronoun, possessive pronoun, adverbial		modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point, formal, informal	

Writing to.... Inform

		Year 3	Year 4	Year 5	Year 6		
Text Types (ensure that your Success Criteria for these fit the Purpose for Writing)		<ul style="list-style-type: none"> Recount Informal Letter Instructions Diary Biography Newspaper article 	<ul style="list-style-type: none"> Recount Informal Letter Instructions Diary Biography Newspaper article 	<ul style="list-style-type: none"> Report Letter (formal/informal) Recount Biography Newspaper article Diary 	<ul style="list-style-type: none"> Report Letter (formal/informal) Recount Biography Newspaper article Essay Diary 		
Composition	Possible Text Structure Red text for UKS2	<p><u>Instructions</u> <u>Introduction</u> This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to.....? List of ingredients or quantities under a sub heading. <u>Main body</u> Sentences to describe each step with specific information and detail beneath subheading. <u>Conclusion</u> A concluding paragraph to say what the end product will be like and what it can be used for.</p>	<p><u>Letter</u> <u>Addresses and dates</u> <u>Introduction</u> Include greeting and clear explanation why you are writing <u>Main body</u> Different paragraphs with elaboration and/or supporting evidence <u>Conclusion</u> What did you think about the subject? Closing line e.g. I hope to see you soon. Formal - Summary of main points and recommendations. Formal closing line e.g. I look forward to hearing from you</p>	<p><u>Newspaper Article</u> <u>Introduction</u> An introductory paragraph - 5Ws (what, where, when, who, why) <u>Main Body</u> Different paragraphs of information in chronological order retelling the event. Supporting information can be included Quotes from different people involved who may have different opinions. <u>Conclusion</u> A concluding paragraph including a summary of events; quotes and looking forward to the future. Quotes on feelings towards the event. What is being done now?</p>	<p><u>Diary</u> <u>Introduction</u> Why are you writing? What are you going to tell them about? Thoughts and feelings <u>Main body</u> Different paragraphs in time order. Elaboration on events so the reader is able to visualise the experience. Include personal reflections on the event throughout and talk to the diary in a personal way <u>Conclusion</u> What did you think about the event? A closing line of why you have to stop writing e.g. my mum is shouting me for my tea. Perhaps relate event to past events that have been written about. Thoughts of future events.</p>	<p><u>Non-Chronological Report / Biography</u> <u>Introduction</u> A paragraph to explain the topic including any special features <u>Main body</u> A paragraph written under each of the sub headings which should be suitable and interesting. Can also be questions. Biography may be thematic or in chronological order <u>Conclusion</u> A paragraph about peoples' opinion of the subject and why.</p>	<p><u>Recounts</u> <u>Introduction</u> Which clearly states: who? What? When? Where? Why? Main body Different paragraphs in time order. Some elaboration, so the reader is able to visualise the experience. An inclusion of personal reflections on the event throughout. <u>Conclusion</u> A paragraph of reflection: What did you think about the event? What was your favourite part? Would you like to go again? Why?</p>

	Text Features	<ul style="list-style-type: none"> • Appropriate use of past and present tense • Use of a writing frame to structure sections • Headings (Title) • Subheadings to label content • May include images • Bullet points/Numbered steps • Paragraphs used to group related ideas • Some technical vocabulary • Diary (chatty tone) 	<ul style="list-style-type: none"> • Appropriate use of past and present tense • Use of a writing frame to structure sections • Headings/Subheadings • Bullet points/Numbered steps • May include images • Use of techniques to highlight key words (e.g. bold, underline, italics) • Some technical vocabulary • Diary (chatty tone) 	<ul style="list-style-type: none"> • Paragraphs used to group related ideas • Headings/Subheadings • Technical vocabulary • Use of techniques to highlight key words (e.g. bold, underline, italics) • May include a glossary • Diary (chatty tone / thoughts of future) 	<ul style="list-style-type: none"> • Sections may contain more than one paragraph • Include glossary • Diary (chatty tone / thoughts of future)
	Evaluating and Editing	<ul style="list-style-type: none"> • To begin to proofread their own and others' work, suggesting changes to grammar and vocabulary to improve accuracy and consistency 	<ul style="list-style-type: none"> • To advance consistency in proofreading their own and others' work, suggesting changes to grammar and vocabulary to improve accuracy and consistency 	<p>Formal Tone</p> <ul style="list-style-type: none"> • Use formal connectives, e.g. furthermore..., However..., • Use 3rd person. Do not use first-person pronouns ("I," "me," "my," "we," "us," etc.). ... • Avoid addressing readers as "you." • Avoid the use of contractions. ... • Avoid colloquialism and slang expressions. ... • Avoid abbreviated versions of words. ... • Avoid the overuse of short and simple sentence • Occasional use of passive voice 	<ul style="list-style-type: none"> • To begin to habitually proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements

Grammar & Punctuation	Sentence Structure	<ul style="list-style-type: none"> Expanded noun phrases – one well chosen adjective (e.g. The ancient caves show stone age art.) Subordinate clauses (some might use them at the beginning as an opener) Begin to use relative clauses to add further detail (who, which, that) Lists with nouns or adjectives separated by commas Begin to use the present perfect tense to place events in time (e.g. This week we have visited the Science Museum) 	<ul style="list-style-type: none"> Expanded noun phrases Subordinate clauses – including as openers and after the main clause Use relative clauses to add detail (who, which, that) Lists with nouns or adjectives separated by commas Use the present perfect tense (has/have + past participle) to place events in time (e.g. This week a huge earthquake has struck the town. / This week we have visited the Science Museum.) 	<ul style="list-style-type: none"> Relative clause Degrees of possibility Use of modal verbs Begin to use passive voice to remain formal and detached Subordinate clauses in varied positions Relative clauses to add further detail Begin to use colons to link related clauses 	<ul style="list-style-type: none"> Use of passive voice to effect presentation of information in the text subjective form (If I were/Were they to come...) informal v formal structures Use a range of tenses to indicate changes in timing, sequence
	Cohesion	<ul style="list-style-type: none"> Topic sentences at start of each new paragraph Use of pronouns Time paragraphs Topic paragraphs 	<ul style="list-style-type: none"> Topic sentences at start of each new paragraph Use of pronouns Paragraphs for Time Place, Topic, Person (TiPToP) 	<ul style="list-style-type: none"> Use of pronouns and variation of nouns to avoid repetition Devices such as conjunctions and adverbials to build cohesion within a paragraph (then, after that, this, firstly) link paragraphs using adverbials of time (secondly), place (nearby) and number (secondly) or tense choices (he had seen her before) 	<ul style="list-style-type: none"> wider range of cohesion devices repetition of a word or phrase for effect grammatical connections e.g. use of adverbials such as on the other hand, in contrast or as a consequence
	Conjunctions	<ul style="list-style-type: none"> Co-ordinating conjunctions - FANBOYS because, if, after, also, as well, that, which, when 	<ul style="list-style-type: none"> Subordinating conjunctions - ISAWAWABUB 	<ul style="list-style-type: none"> As previous years especially, although, nevertheless 	<ul style="list-style-type: none"> As previous years whereas, rather, since, once

			<ul style="list-style-type: none"> • unless, except, apart from, however 		
	Adverbials	<ul style="list-style-type: none"> • First, Firstly, Before, After, Later, Soon, Also, Next, However 	<ul style="list-style-type: none"> • First, Firstly, Before, After, Later, Soon, Also, In addition, Next However • Quotations from experts or witnesses – see dialogue section below) 	<ul style="list-style-type: none"> • Meanwhile, At first, After, Furthermore, Despite, As a result, Consequently, Due to, For example • Quotations from experts or witnesses – see dialogue section below) 	<ul style="list-style-type: none"> • Meanwhile, At first, After, Furthermore, Despite, As a result, Consequently, Due to, For example • Quotations from experts or witnesses – see dialogue section below)
	Punctuation	<ul style="list-style-type: none"> • Consolidate the four main punctuation marks (. , ! ?) • Capital letter for proper nouns • Bullet points to list items • Inverted commas for direct speech • Numbered steps • Quotations from experts or witnesses – see speech section below) • Begin to use apostrophes singular possession (e.g. the dog's fur, Henry's palace) • Introduce colon before a list e.g. What you need: 	<ul style="list-style-type: none"> • Apostrophes for possession • Use commas to mark fronted adverbials and subordinate clauses • Full punctuation for direct speech • Bullet points to list items • Inverted commas for direct speech • Number steps 	<ul style="list-style-type: none"> • Brackets and dashes to explain technical vocabulary • Brackets and dashes to mark relative clauses • Begin to use colons to introduce lists • Begin to use semi to mark clauses • Secure use of commas to mark clauses, including subordinating clauses • Bullet points / numbered steps 	<ul style="list-style-type: none"> • Brackets and dashes • Colons • Semi colons to punctuate complex lists • Colons and semi-colons to mark clauses • Bullet points / numbered steps
	Speech	<ul style="list-style-type: none"> • Identify speech in texts • Write in speech bubbles • Use inverted commas • Use inverted commas and the comma with the reporting clause after the speech <p>"It's time for school," said Dad. "Will you be home for tea?" asked Mum. "Help!" shouted David.</p>	<ul style="list-style-type: none"> • Full punctuation for direct speech • Use inverted commas and the correct punctuation with the reporting clause before the speech • New line for each new speaker <p>Tom whispered, "Keep very still."</p>	<ul style="list-style-type: none"> • Full punctuation • Use of both direct and reported speech • Introduce speech sentences split by the reporting clause <p>Direct and reported speech both used appropriately.</p> <p>Direct speech used as a direct quotation for effect: The judge said, "I have never heard of a more despicable crime in my life."</p>	<ul style="list-style-type: none"> • Full range of speech punctuation
Handwriting		<ul style="list-style-type: none"> • Balanced on the line • Securing the joins 	<ul style="list-style-type: none"> • Balanced on the line • Securing the joins 	<ul style="list-style-type: none"> • Balanced on the line • Joined 	<ul style="list-style-type: none"> • Balanced on the line • Joined

	<p>(joining on the tail: abcdefghijklmnopqstuxvz)</p> <ul style="list-style-type: none"> Ascenders and descenders positioned accurately 	<p>(joining from the top: orvw)</p> <ul style="list-style-type: none"> Ascenders and descenders positioned accurately Maintaining a joined style 	<ul style="list-style-type: none"> Speed Fluency 	<ul style="list-style-type: none"> Speed Fluency
<p>Terminology</p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, determiner, pronoun, possessive pronoun, adverbial</p>		<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point</p>	

Writing to....Persuade

		Year 3	Year 4	Year 5	Year 6
Text Types (ensure that your Success Criteria for these fit the Purpose for Writing)		<ul style="list-style-type: none"> Advertising Letter Speech Poster 	<ul style="list-style-type: none"> Advertising Letter Speech Poster 	<ul style="list-style-type: none"> Advertising Letter Speech Campaign 	<ul style="list-style-type: none"> Advertising Letter Speech Campaign
Composition	Possible Text Structure	<p><u>Introduction</u> An opening statement that sums up the viewpoint being presented.</p> <p><u>Main body</u> Sentences to persuade the reader to accept the writer’s viewpoint or buy their product.</p> <p><u>Conclusion</u> A concluding statement to finish the piece e.g. So now you know the best chocolate bar in town, come and buy one today!</p>		<p><u>Introduction</u> An opening paragraph that sums up the viewpoint being presented.</p> <p><u>Main body</u> Paragraphs to persuade the reader to accept the writer’s viewpoint or buy their product, each with appropriate detail to influence the reader’s decision.</p> <p><u>Conclusion</u> A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis)</p> <p style="color: #4a7ebb;">Leaflets and Advertising – use of subheadings Letters – use letter layout including address, formal introduction and appropriate formal closing</p>	
	Text Features	<ul style="list-style-type: none"> Use of 2nd person Planned repetition Facts & Statistics (e.g. 35% of animals are on the endangered list) Adjectives for positive description Colour/images Patterns of 3 	<ul style="list-style-type: none"> Use of 2nd person Planned repetition (e.g. Find us to find the fun) Facts & Statistics Adjectives for positive description (power of 3) Colour/images Patterns of 3 	<ul style="list-style-type: none"> Use of 2nd person Personal pronouns Planned repetition Facts and statistics Hyperbole Patterns of 3 Oracy – for speeches Colour/Images 	<ul style="list-style-type: none"> Use of 2nd person Personal pronouns Planned repetition Facts and statistics Hyperbole Patterns of 3 Oracy – for speeches Colour/Images
	Evaluating and Editing	<ul style="list-style-type: none"> To begin to proofread their own and others’ work, suggesting changes to grammar and vocabulary to improve accuracy and consistency 	<ul style="list-style-type: none"> To advance consistency in proofreading their own and others’ work, suggesting changes to grammar and vocabulary to improve accuracy and consistency 	<ul style="list-style-type: none"> To begin to habitually proofread their work to assess the effectiveness of their own and others’ writing and to make necessary corrections and improvements 	<ul style="list-style-type: none"> To deepen habitually proofreading their work to assess the effectiveness of their own and others’ writing and to make necessary corrections and improvements

Grammar & Punctuation	Sentence Structure	<ul style="list-style-type: none"> Noun phrases to add detail and description Use imperative verbs to convey urgency (bossy) Rhetorical questions to engage the reader (e.g. Do you want to see this planet destroyed?) 	<ul style="list-style-type: none"> Noun phrases to add detail and description Use imperative verbs to convey urgency Rhetorical questions to engage the reader (e.g. Will you take responsibility for helping our planet?) Relative clauses to provide additional enticement 	<ul style="list-style-type: none"> Short sentences for emphasis Use imperative verbs (e.g. take, read, look, vote) and modal verbs to convey urgency (e.g. must, ought, should) Use adverbials to convey sense of certainty 	<ul style="list-style-type: none"> Short sentences for emphasis Use imperative verbs and modal verbs to convey urgency Use adverbials to convey sense of certainty Use of subjunctive form for formal structure (If I were you, I would....)
	Cohesion	<ul style="list-style-type: none"> Time paragraphs Topic paragraphs Use of pronouns 	<ul style="list-style-type: none"> Paragraphs for Time Place, Topic, Person (TiPToP) Use of pronouns Varying the noun (e.g. labyrinth/maze, This beautiful planet is a jewel in the solar system, yet many species on Earth are becoming endangered.) 	<ul style="list-style-type: none"> devices to build cohesion within a paragraph (then, after that, this, firstly) link paragraphs using adverbials of time (secondly), place (nearby) and number (secondly) or tense choices (he had seen her before) 	<ul style="list-style-type: none"> wider range of cohesion devices repetition of a word or phrase for effect grammatical connections e.g. use of adverbials such as on the other hand, in contrast or as a consequence
	Conjunctions	<ul style="list-style-type: none"> Co-ordinating conjunctions - FANBOYS if, because, even if, when 	<ul style="list-style-type: none"> Subordinating conjunctions - ISAWAWABUB unless, except, apart from, however 	<ul style="list-style-type: none"> As previous years especially, although, nevertheless 	<ul style="list-style-type: none"> As previous years whereas, in order to, rather, since, once, whenever, whether, meanwhile
	Adverbials	<ul style="list-style-type: none"> Firstly, Also, Another point, In conclusion/summary 	<ul style="list-style-type: none"> Firstly, Also, In addition, However, On the other hand, Therefore, In conclusion 	<ul style="list-style-type: none"> Firstly, Furthermore, In addition, However, Nevertheless, Therefore, Consequently, In conclusion 	<ul style="list-style-type: none"> Firstly, Furthermore, In addition, However, Nevertheless, Therefore, Consequently, In conclusion, This proves that, It is clear
	Punctuation	<ul style="list-style-type: none"> Capital letters for proper nouns Use ? ! for rhetorical / exclamatory sentences Begin to use commas for fronted adverbials and subordinate clauses 	<ul style="list-style-type: none"> Apostrophes for possession Use commas for fronted adverbials and subordinate clauses Use commas to mark relative clauses May begin to use dashes for emphasis 	<ul style="list-style-type: none"> Use ? ! for rhetorical / exclamatory sentences Use colon and semi-colons to list features, attractions or arguments Use brackets and dashes for parenthesis (including for emphasis) 	<ul style="list-style-type: none"> Use ? ! for rhetorical / exclamatory sentences Use colon and semi-colons to list features, attractions or arguments Use brackets and dashes for parenthesis (including for emphasis) Use semi-colons for structured repetition

	<p>Speech (only to be used when directly quoting an expert)</p>	<ul style="list-style-type: none"> Identify speech in texts Write in speech bubbles Use inverted commas Use inverted commas and the comma with the reporting clause after the speech <p>“It’s time for school,” said Dad. “Will you be home for tea?” asked Mum. “Help!” shouted David.</p>	<ul style="list-style-type: none"> Full punctuation for direct speech Use inverted commas and the correct punctuation with the reporting clause before the speech New line for each new speaker <p>Tom whispered, “Keep very still.”</p>	<ul style="list-style-type: none"> Full punctuation Use of both direct and reported speech Introduce speech sentences split by the reporting clause <p>(speech sentences whole) “What time is it? asked Daisy. “Mum said I must be home by midday.”</p> <p>(speech sentence interrupted) “If you must go,” sighed her friend, “you’d better hurry. It’s five to twelve.”</p>	<ul style="list-style-type: none"> Full range of speech punctuation
<p>Handwriting</p>	<ul style="list-style-type: none"> Balanced on the line Securing the joins (joining on the tail: abcdefghijklmnpqstuxvz) Ascenders and descenders positioned accurately 	<ul style="list-style-type: none"> Balanced on the line Securing the joins (joining from the top: orvw) Ascenders and descenders positioned accurately Maintaining a joined style 	<ul style="list-style-type: none"> Balanced on the line Joined Speed Fluency <p>Changing handwriting for effect e.g. capitals, italics and font style</p>	<ul style="list-style-type: none"> Balanced on the line Joined Speed Fluency <p>Changing handwriting for effect e.g. capitals, italics and font style</p>	
<p>Terminology</p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, determiner, pronoun, possessive pronoun, adverbial</p>		<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point</p>		

Writing to....Discuss

		Year 5	Year 6
Text Types (ensure that your Success Criteria for these fit the Purpose for Writing)		<ul style="list-style-type: none"> Balanced argument Newspaper article Review 	<ul style="list-style-type: none"> Balanced argument Newspaper article Review
Composition	Possible Text Structure	<p><u>Introduction</u> A title which should be a question. Sentences to introduce the issue to be discussed and why it is being discussed.</p> <p><u>Main body</u> A number of paragraphs, each one giving a point for or against supported and elaborated with evidence.</p> <p><u>Conclusion</u></p> <ul style="list-style-type: none"> Summary of key points for and against. Personal recommendation and give a reason for it. 	
	Text Features	<ul style="list-style-type: none"> Begin to use formal/impersonal tone Use paragraphs to structure arguments Appropriate use of cohesive devices 	<ul style="list-style-type: none"> Maintain formal / impersonal tone throughout Use paragraphs to structure arguments Appropriate use of cohesive devices Use of subjunctive form where needed
	Evaluating and Editing	<ul style="list-style-type: none"> To begin to habitually proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements 	<ul style="list-style-type: none"> To deepen habitually proofreading their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements
Grammar and Punctuation	Sentence structure	<ul style="list-style-type: none"> Use modal verbs to convey degrees of possibility Use adverbials to provide cohesion across the text Use of relative clauses to provide supporting detail Expanded noun phrases to describe in detail Begin to use the passive voice to maintain impersonal tone 	<ul style="list-style-type: none"> Use modal verbs to convey degrees of possibility Use adverbials to provide cohesion across the text Use of relative clauses to provide supporting detail Expanded noun phrases to describe in detail Use the passive voice to maintain impersonal tone Use of subjunctive form
	Cohesion	<ul style="list-style-type: none"> devices to build cohesion within a paragraph (then, after that, this, firstly) link paragraphs using adverbials of time (secondly), place (nearby) and number (secondly) or tense choices (he had seen her before) 	<ul style="list-style-type: none"> wider range of cohesion devices repetition of a word or phrase for effect grammatical connections e.g. use of adverbials such as on the other hand, in contrast or as a consequence
	Adverbials	<ul style="list-style-type: none"> Firstly, Furthermore, In addition, However, Nevertheless, Therefore, Consequently, In conclusion 	<ul style="list-style-type: none"> Firstly, Furthermore, In addition, However, Nevertheless, Therefore, Consequently, In conclusion
	Conjunctions	<ul style="list-style-type: none"> especially, although, nevertheless, however, since 	<ul style="list-style-type: none"> even if, rather, whereas, in order to, whenever, whether
	Punctuation	<ul style="list-style-type: none"> Use brackets or dashes for parenthesis (including for emphasis Begin to use semi colon to mark related clauses (Some might say....; others might say...) Use commas to mark relative clauses 	<ul style="list-style-type: none"> Use brackets or dashes for parenthesis (including for emphasis Use semi colon to mark related clauses (Some might say....; others might say...)

			<ul style="list-style-type: none"> • Use commas to mark relative clauses • Use colons and semi-colons to punctuate complex lists
	Speech (only to be used when directly quoting an expert)	<ul style="list-style-type: none"> • Use of both direct and reported speech • Use inverted commas and the correct punctuation with the speech broken by the reporting clause • New line for each new speaker 	<ul style="list-style-type: none"> • Use of both direct and reported speech • Use inverted commas and the correct punctuation with the speech broken by the reporting clause • New line for each new speaker
	Handwriting	<ul style="list-style-type: none"> • Balanced on the line • Joined • Speed • Fluency 	<ul style="list-style-type: none"> • Balanced on the line • Joined • Speed • Fluency
	Terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point	