



West Sussex reading and writing progression guidance

Support for teacher assessment



Introduction

Intention

- To provide a supporting document for teachers to facilitate teaching of the National Curriculum statutory programme of study statements.
- To support planning the progression of the learning to achieve each of the end of year statements has been provided.
- To provide a possible strategy for monitoring and recording pupil's learning in relation to the end of year statements.

Progression in English

- Although the grids show progression of skills separately for reading and writing it is important that the two are seen as being intrinsically connected. Learning in one is dependent on the development of skills in the other and therefore should be reflected in planning and assessment activities

How each progression grid works

- The progression step grids are organised into sections according to the behaviours required to be readers and writers.
- The sections then have **bold** headings which directly relate to the National Curriculum programmes of study.
- Below each heading are suggested steps for the progress in learning to achieve the statement. These suggestions are not statutory and should be only used as a guide. It will be necessary to identify the prior learning, understanding and skills of each pupil to determine a starting point for planning.
- The document shows the progression of each strand through the key stages.

Supporting documents

The following documents may support you in making teacher assessment judgements.

- [Reading and writing scales](#) – Centre for Literacy in Primary Education
- [Preparing for literacy](#) – Education Endowment Foundation
- [Improving literacy in key stage 1](#) – Education Endowment Foundation
- [Improving literacy in key stage 2](#) – Education Endowment Foundation
- [Improving literacy in secondary schools](#) – Education Endowment Foundation
- [West Sussex formative assessment guidance](#)

Year 1 Reading						
Behaving and reflecting as a reader	Retrieval skills	Inferential skills	Purpose and organisation	Style and impact	Decoding	Authorial intent/context
Children will develop a love of reading through hearing, sharing and discussing a wide range of high quality fiction, poetry and non-fiction books including some at a level beyond which they can read independently.	Children will develop their ability to explain clearly their understanding of what they have read and what is read to them.	Children will begin to predict events and make inferences.	Children will become familiar with some different text types and their particular characteristics.	Children will increase their vocabulary and awareness of grammatical structures.	Children will be able to sound and blend unfamiliar words quickly and accurately using the phonic knowledge and skills they have already learned.	Children will begin to develop some awareness that writers have viewpoints and purposes and be able to talk about broad themes in texts- e.g. good and bad.
This will include: <ul style="list-style-type: none"> •Taking part in talk about shared and personal reading •Taking turns and listening to what others say •Making connections with their own experiences 	This will include: <ul style="list-style-type: none"> •Checking their understanding during and after reading and correcting inaccurate reading 	This will include: <ul style="list-style-type: none"> •Drawing on what they already know or on background information and vocabulary provided by the teacher to predict what might happen 	This will include: <ul style="list-style-type: none"> •Familiarity with and ability to retell key stories, fairy stories and traditional tales •Recognising and joining in with familiar phrases 	This will include: <ul style="list-style-type: none"> •Discussing new word meanings •Linking new word meanings to those already known 	This will include: <ul style="list-style-type: none"> •Applying phonic knowledge and skills as the route to decode words •Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes •Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught 	This could include: <ul style="list-style-type: none"> •Beginning to make statements about likes and dislikes in reading, sometimes with reasons •Showing some awareness that different genres have different features

<ul style="list-style-type: none"> • Participating in role play to identify with and explore characters and try out language they have listened to 	<ul style="list-style-type: none"> • Recalling things that they read or are read to them (supported by growing familiarity with text types) • Beginning to use some processes to find out information 	<ul style="list-style-type: none"> • Using titles, covers etc. to support predictions • Predicting what might happen on the basis of what has been said and done and read so far 	<ul style="list-style-type: none"> • Beginning to understand how written language can be structured in order – for example – to build surprise/ present facts • Familiarity with rhymes and poems, some of which they can recite by heart 	<ul style="list-style-type: none"> • Discussing their favourite words and beginning to recognise and comment on some language choices/ effects (e.g. individual words, alliteration) • Recognising and joining in with familiar phrases/patterns 	<ul style="list-style-type: none"> • Reading common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Reading words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Reading other words of more than one syllable that contain taught GPCs • Reading words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • Reading aloud accurately, books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Re-reading these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> • Showing some awareness that books are set in different times and places
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Statutory terminology for pupils: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Year 2 Reading						
Behaving and reflecting as a reader	Retrieval skills	Inferential skills	Purpose and organisation	Style and impact	Decoding	Authorial intent/context
Children will continue to develop a love of reading through hearing, sharing and discussing a wider range of high quality fiction, poetry and non-fiction books including some at a level beyond which they can read independently.	Children will be increasingly confident in explaining their understanding of what they have read and what is read to them.	Children will become more confident in predicting events and making inferences.	Children will be familiar with a wider range of different text types and their particular organisational characteristics.	Children will continue to expand their vocabulary and awareness of grammatical structures and literary language.	Children will become increasingly fluent readers with more confident blending and less need for sounding out.	Children will continue to develop awareness that writers have viewpoints and purposes and may begin to have some understanding that texts have contexts that affect meaning.
This will include: <ul style="list-style-type: none"> •Listening to and discussing books, poems and other works that are read to them and those that they can read for themselves •Taking turns and listening to what others say about texts that they listen to and those that they read for themselves 	This will include: <ul style="list-style-type: none"> •Checking that the text makes sense to them as they read and correcting inaccurate reading •Being able to retell strongly patterned stories including a wider range of fairy stories and traditional tales 	This will include: <ul style="list-style-type: none"> •Being able to draw on what they already know or on background information and vocabulary provided by the teacher to predict what might happen or read between the lines 	This will include: <ul style="list-style-type: none"> •Becoming increasingly familiar with the structures of a wider range of stories, fairy stories and traditional tales •Discussing the sequence of events in books and how items of information are related 	This will include: <ul style="list-style-type: none"> •Being able to discuss and clarify the meanings of words, linking new meanings to known vocabulary •Understanding the difference between spoken and written language 	This will include: <ul style="list-style-type: none"> •The ability to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent •Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes •Reading accurately words of two or more syllables that contain the same graphemes as above 	This could include: <ul style="list-style-type: none"> •Identifying the main purpose •Recognition of some of the features of the context of texts •Beginning to talk about their understanding of what they read or hear making links between texts and text types including film

<ul style="list-style-type: none"> •Listening to feedback on their own views •Continuing to extend their understanding of what they have read by participating in role-play and other drama techniques to help them to identify with and explore characters and to try out the language they have listened to 	<p>This could include:</p> <ul style="list-style-type: none"> •Starting to use their understanding of structure and organisation of fiction and non-fiction texts to locate and retrieve information •Making reference to quotations from texts 	<ul style="list-style-type: none"> •Predicting what might happen on the basis of what has been read so far •Making inferences on the basis of what is being said and done •Answering and asking questions to secure their predictions and inferences 	<ul style="list-style-type: none"> •Understanding the idea of cause and effect in both narrative and non-fiction •Becoming familiar with and finding their way around non-fiction books that are structured in different ways •Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation, to make the meaning clear 	<ul style="list-style-type: none"> •Discussing their favourite words and phrases; beginning to recognise and comment on some language choices/ effects and starting to be able to identify some of the types of words these are •Recognising simple recurring literary language in stories and poetry •Recognising that particular kinds of language are associated with particular text types 	<ul style="list-style-type: none"> •Reading words containing common suffixes •Reading further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word •Reading most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered •Reading aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation •Reading with increasing expression and appropriate intonation 	
<p>Statutory terminology for pupils: noun, noun phrase, statement, exclamation, question, command, compound, suffix, adjective, adverb, verb, tense (past and present), apostrophe, comma</p>						

Years 3 and 4 Reading						
Behaving and reflecting as a reader	Retrieval skills	Inferential skills	Purpose and organisation	Style and impact	Decoding	Authorial intent/context
Children will continue to develop a love of reading through hearing, sharing and discussing a broader and deeper range of high quality fiction, poetry and non-fiction books.	Children will develop their ability to explain their understanding of increasingly complex texts that they have read and had read to them.	Children will become increasingly confident in predicting events and making inferences and begin to explain their ideas.	Children will be familiar with a wide range of different text types and their particular organisational conventions and will begin to understand links between presentation, structure and meaning.	Children will become increasingly confident in identifying how language choices contribute to meaning and will continue to expand their vocabulary and awareness of grammatical structures and literary language.	Children will read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than decoding individual words.	Children will continue to develop awareness that writers have viewpoints and purposes and increasingly understand that texts have contexts that affect meaning.
This will include: <ul style="list-style-type: none"> • Participating in discussions about fiction, poetry, plays, non-fiction and reference/text books • Listening attentively to a longer and a wider range of texts 	This will include: <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Retelling orally a wider range of familiar stories including fairy tales, myths and legends • Asking questions to improve their 	. This will include: <ul style="list-style-type: none"> • Predicting what might happen from details stated and implied • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	This will include: <ul style="list-style-type: none"> • Showing increasing familiarity with the patterns and structures in a wide range of books, including fairy stories, myths and legends • Beginning to identify how structure and presentation contribute to meaning 	This will include: <ul style="list-style-type: none"> • Using dictionaries to check the meaning of words they have read • Extending their interest in the meaning and origin of words • Discussing words and phrases that capture the reader's interest and imagination 	This will include <ul style="list-style-type: none"> • Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English NC Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet 	This will include: <ul style="list-style-type: none"> • Identifying themes and conventions in a wide range of texts such as the triumph of good over evil or use of magical devices in fairy stories and folk tales • Showing awareness that writers have different purposes

	understanding of a text					
<ul style="list-style-type: none"> • Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Being willing to experiment with reading choices • Reading for a range of different purposes • Asking self-directed questions/ showing curiosity to deepen their understanding • Preparing readings for performance and showing understanding through volume, tone, intonation and action. 	<ul style="list-style-type: none"> • Identifying main ideas drawn from more than one paragraph and summarising these • Retrieving and recording information from fiction and non-fiction • Using contents pages and indexes to locate information <p>This could include:</p> <ul style="list-style-type: none"> • Beginning to use some relevant textual reference/ quotations to support views 		<ul style="list-style-type: none"> • Recognising the conventions of organisation, structure and presentation of the different forms they read • Recognising some different forms of poetry (e.g. free verse; narrative poetry) 	<ul style="list-style-type: none"> • Identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • Reading further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>This could include:</p> <ul style="list-style-type: none"> • Commenting on the effect that the reader's or writer's context has on the meaning of texts • Commenting on the writer's viewpoint • Identifying the main purpose • Commenting on the effect on the reader

Statutory terminology for pupils:

Y3: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Y4: determiner, pronoun, possessive pronoun, adverbial

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Years 5 and 6 Reading						
Behaving and reflecting as a reader	Retrieval skills	Inferential skills	Purpose and organisation	Style and impact	Decoding	Authorial intent/context
Children will continue to develop a love of reading through hearing, sharing and discussing a broader and deeper range of high quality more complex fiction, poetry and non-fiction books.	Children will be confident in explaining their understanding of increasingly complex texts.	Children will further develop an understanding of and ability to explain inference including how an author crafts a text for effect.	Children will be familiar with a range of increasingly complex text types and their organisational conventions and will further develop their understanding of the links between presentation, structure and meaning.	Children will be able to discuss and evaluate (in verbal and written form) how authors use language, including figurative language, to create meaning and impact on the reader.	By the end of year 6, children's' reading and writing will be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.	Children will show an increasing recognition and understanding of the way writers' viewpoints and purposes are evident in /affect meaning in texts and that texts have contexts which affect meaning.
This will include: <ul style="list-style-type: none"> •Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and text books •In their discussions, building on their own and others' ideas and challenging views courteously 	This will include: <ul style="list-style-type: none"> •Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context •Asking questions to improve their understanding •Summarising the main ideas drawn from more than one paragraph 	This will include: <ul style="list-style-type: none"> •Predicting what might happen from details stated and implied •Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence, quotations etc. 	This will include: <ul style="list-style-type: none"> •Further developing their knowledge and understanding of conventions of different types of writing such as the use of first person in writing diaries and autobiographies •Beginning to understand and explain how writers use organisation and presentational devices to create 	This will include: <ul style="list-style-type: none"> •Identifying and evaluating how language, structure and presentation contribute to meaning •Using appropriate technical terminology to discuss and write about what they hear and read e.g. metaphor, simile, analogy, imagery, style, effect 	This will include: <ul style="list-style-type: none"> •Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	This will include: <ul style="list-style-type: none"> •Recognising, identifying and discussing themes (e.g. loss, heroism) in a wider range of writing •Considering different accounts of the same event and discussing /explaining viewpoints /purposes (both of authors and fictional characters) within a text and

	<ul style="list-style-type: none"> •Identifying key details that support the main ideas 		their own voice and influence the reader			across more than one text
<ul style="list-style-type: none"> •Recommending to their peers, books that they have read, giving reasons for their choices and providing reasoned justifications for their views •Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience 	<ul style="list-style-type: none"> •Retrieving, recording and presenting information from a range of texts including non-fiction and applying these skills in a range of contexts (i.e. cross-curriculum; real life) •Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes when necessary •Distinguishing between statements of fact and opinion •Making comparisons within and across books including comparisons of characters, settings and themes 	<p>This could include:</p> <ul style="list-style-type: none"> •Developing increasingly confident explanations of the inferences identified 			<ul style="list-style-type: none"> •Working out any unfamiliar words with increasing automaticity by focusing on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' •Reading aloud texts of an age-appropriate interest level with accuracy and at a reasonable speaking pace •Reading silently 	<p>This could include:</p> <ul style="list-style-type: none"> •Identifying and beginning to explain similarities and differences between texts •Beginning to explain how the contexts in which texts are written and read contribute to meaning

	<ul style="list-style-type: none"> • Learning a wide range of poetry by heart • Using relevant textual reference and/or quotation to support views 					
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Statutory terminology for pupils:

Y5: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Y6: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Year 1 Writing					
Behaving and reflecting as a writer (Plan, draft, edit)	Purpose and audience (context)	Structure and organisation (textual)	Style including language choice, (vocabulary) grammar and punctuation	Spelling	Handwriting
In self- initiated and teacher directed activities, children choose to write and use talk to rehearse, compose and reflect on their work and that of others. They develop the habit of reading their own writing to check for sense and meaning.	Children begin to write for a range of purposes, knowing that their writing can be to entertain and/or inform others.	Children increasingly write in sentences and their writing becomes more cohesive as they develop the use of simple connectives.	Children begin to develop an understanding of different sentence forms and punctuation and apply this in their writing.	Children know all the letters of the alphabet and the sounds they most commonly represent; consonant and vowel digraphs they have been taught and words with adjacent consonants. In their writing, some spelling is phonically plausible.	In their writing children begin to form letters correctly and confidently with a comfortable and efficient pencil grip and posture.
This will include: <ul style="list-style-type: none"> • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Discussing what they have written with the teacher or other pupils • Reading their writing aloud clearly enough to be heard by their peers and the teacher 	This could include: <ul style="list-style-type: none"> • Explaining preference/ choice • Writing for their own purpose • Making some apt word choices to create interest • Suggesting viewpoint through brief comments/ questions about events or actions • Using some appropriate features of form 	This will include: <ul style="list-style-type: none"> • Sequencing sentences to form short narratives • Joining words and clauses using 'and' This could include: <ul style="list-style-type: none"> • Use of time related words/phrases • Use of headings and numbers 	This will include: <ul style="list-style-type: none"> • Beginning to make appropriate, simple word choices (that link to purpose and audience) drawing on experiences from across their learning • Beginning to use basic sentence punctuation including: <ul style="list-style-type: none"> • Capital letters • Full stops • Question marks • Exclamation marks 	This will include: <ul style="list-style-type: none"> • Words containing the 40+ phonemes already taught • Usually correct spelling of common exception words for Year 1 • The days of the week • Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • Using the prefix un- to change meaning of adjectives/adverbs • Using –ing, –ed, –er and –est where no change is needed in the spelling of root words Applying simple spelling rules and guidance from English NC appendix 1 spelling	This will include: <ul style="list-style-type: none"> • Beginning to form lower case letters in the correct direction, starting and finishing in the right place • Beginning to form capital letters • Forming digits 0-9 • Leaving spaces between words

		<ul style="list-style-type: none"> • Signalling of openings and/or closings 	<ul style="list-style-type: none"> • Using a capital letter to mark names of people, places, days of the week and the personal pronoun 'I' • English NC appendix 2 Vocabulary, Grammar and Punctuation 	<ul style="list-style-type: none"> • Writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • See English NC appendix 1 spelling 	
Statutory Terminology: Letter, capital letter, singular, plural, sentence punctuation, full stop, question mark, exclamation mark					

Year 2 Writing					
Behaving and reflecting as a writer (Plan, draft, edit)	Purpose and audience	Structure and organisation (textual)	Style including language choice, vocabulary grammar and punctuation	Spelling	Handwriting
Children choose to write and continue to develop planning, editing and evaluative strategies (including peer and self-assessment) that build from their growing text knowledge and include both oral and personal recorded planning.	Children identify purpose and audience for writing and adopt an appropriate form. The respond positively to feedback from teachers and other children.	Children's independent writing shows that writing is consciously organised in different ways for different purposes, e.g. narrative, non-narrative and poetry.	Children's composing and editing begins to focus on different aspects of style mirroring different text types-including from individual and shared reading.	Children will be able to spell correctly many of the words covered in Year 1 and be able to make phonically plausible attempts to spell words they have not yet learnt. They will be capable of increasingly accurate segmentation of spoken words into phonemes, using appropriate graphemes to represent them in single and multi-syllable words.	Children will have sufficient motor skills to write down ideas they may be able to compose orally. They will use consistent upper and lower case letter sizes. Letter joins begin to become automatic developing appropriate letter movement and exit strokes.
This will include: <ul style="list-style-type: none"> • Planning or saying what they are going to write about • Thinking aloud as they collect ideas • Writing down key words and ideas including new vocabulary 	This will include writing for a range of purposes: <ul style="list-style-type: none"> • Writing personal narratives • Writing narratives (real and fictional) about the experiences of others • Writing about real events • Writing poetry 	This will include: <ul style="list-style-type: none"> • Using a sequence of sentences to connect ideas and events • Using subordination to develop cohesion within and between sentences including using when, if, that, or because 	This will include: <ul style="list-style-type: none"> • Using both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	This will include <ul style="list-style-type: none"> • Spelling phonemes for which one or more spellings are already known and spelling some words with each spelling including some common homophones 	This will include: <ul style="list-style-type: none"> • Forming lower case letters of the correct size relative to one another • Beginning to use diagonal and horizontal strokes to join letters • Understanding which letters are best left un-joined

<ul style="list-style-type: none"> • Encapsulating what they want to say, sentence by sentence • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling, grammar and punctuation • Reading aloud what they have written with appropriate intonation to make the meaning clear 	<p>This could include:</p> <ul style="list-style-type: none"> • Establishing purpose at general level • Attempting to adopt viewpoint • Some attempt at appropriate style with attention to reader • Sometimes using main features of selected form 	<ul style="list-style-type: none"> • Using co-ordination (including or, and, but) <p>This could include:</p> <ul style="list-style-type: none"> • Ordering and sequencing material logically and reflecting reading experiences • Extending sequences of sentences to build sections or paragraphs of text • Using fitting openings and ending 	<ul style="list-style-type: none"> • Using sentences with different forms for different purposes including statement, question, exclamation and command • Using the present and past tenses correctly and consistently • Using the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) • Using expanded noun phrases to describe and specify • Using some features of written Standard English • Using the grammar for Year 2 - including the grammatical terminology • English NC appendix 2 Vocabulary, Grammar and Punctuation 	<ul style="list-style-type: none"> • Accurate spelling of common exception words • Accurate spelling of words with 'silent letters' • Accurate use of the possessive apostrophes (singular) • Accurate spelling of words with more contracted forms • Forming nouns using suffixes such as -ness and -er and by compounding (for example whiteboard, superman) • Forming adjectives using suffixes such as -ful, -less • Using suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs • Apply spelling rules and guidance • See English NC appendix 1 spelling 	<ul style="list-style-type: none"> • Using spacing between words that reflects the size of the letters
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Statutory Terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

Years 3 and 4 Writing					
Behaving and reflecting as a writer (Plan, draft, edit)	Purpose and audience (context)	Structure and organisation (textual)	Style including language choice, grammar and punctuation	Spelling	Handwriting
In children's research, planning, drafting and editing there is evidence of an increased awareness of and reflection on how to enhance the effectiveness of writing.	Children's planning and writing shows increasing awareness of purpose and audience. Word choice and structure begins to reflect this.	Children explore and apply a range of different text structures and organisational devices to develop coherence and cohesion.	Children begin to make conscious style choices that reflect a broadening understanding of text types-including those from individual and shared reading.	Children draw on a range of strategies to spell as accurately as possible including – for example -phonic knowledge, morphology and etymology.	Children's handwriting should be increasingly legible and consistent with joined handwriting as the norm and an ability to use it fast enough to keep pace with what they want to say.
This will include: <ul style="list-style-type: none"> • Development and use of a preferred style of planning for writing in a range of curricular contexts. • Development and use of a repertoire of forms and structures arising from shared/guided reading and drafting activities 	This will include: <ul style="list-style-type: none"> • Showing knowledge and understanding of a range of writing forms, their features and when to apply them – for example – an explanation; a description; a narrative 	This will include: <ul style="list-style-type: none"> • Organising paragraphs around a theme (clustering related points) • Creating settings, character and plots in narrative writing • Use of a range of narrative structures • Using a range of organisational devices such as headings and sub-headings 	This will include: <ul style="list-style-type: none"> • Using an increasingly varied vocabulary • Showing an increasing understanding of the differences between standard and non-standard English • Understanding and using some figurative language • Using more varied sentence structure including wider range of conjunctions to create sentences with more than one clause 	This will include: <ul style="list-style-type: none"> • Spelling new words correctly • Using further prefixes and suffixes and understanding how to add them • Spelling further homophones • Spelling words that are often misspelt • Placing the possessive apostrophe accurately in words with both regular and irregular plurals • Using the first two or three letters in a word to 	This should include: <ul style="list-style-type: none"> • Use of diagonal and horizontal strokes to join letters • Joining of appropriate adjacent letters • Appropriate spacing of lines of writing • Parallel and equidistant downstrokes

				check spelling in a dictionary	
<ul style="list-style-type: none"> • Commenting on the effectiveness of their own and others' writing, suggesting improvements and acting on suggestions about their own writing. • Increasingly effective proof reading for accuracy, meaning and impact and evidence of changes as a result • Ability to read their writing to others using appropriate intonation, tone and volume to convey meaning 	<ul style="list-style-type: none"> • This could include: • Beginning to establish and sustain a viewpoint • Increasing elaboration on information/events • Increasing clarity in terms of main purpose of writing • Increasing adaptation of style to get the attention of the reader 	<ul style="list-style-type: none"> • Using appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition • This could include: • Use of fitting openings and endings sometimes linked • Beginning to use some simple links between paragraphs • Beginning to sequence ideas or material logically 	<ul style="list-style-type: none"> • Accurate use of pronouns in sentences • Expressing time, place and cause using conjunctions, adverbs or prepositions • Beginning to use some subordination • Use of the present perfect form of verbs • Increasingly accurate punctuation of direct speech • Using expanded noun phrases by adding modifying adjectives, nouns and preposition phrases • Using commas after fronted adverbials • Accurate demarcation of straightforward sentences • See English NC appendix 2 Vocabulary, Grammar and Punctuation 	<ul style="list-style-type: none"> • Writing from memory simple sentences dictated by the teacher that include words and punctuation taught so far • See English NC appendix 1 spelling 	

Statutory Terminology for pupils – in addition to Y1 and 2:

Year 3: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'), determiner.

Year 4: pronoun, possessive pronoun, adverbial

Years 5 and 6 Writing					
Behaving and reflecting as a writer (Plan, draft, edit)	Purpose and audience (context)	Structure and organisation (textual)	Style including language choice, grammar and punctuation	Spelling	Handwriting
In the research, planning drafting and editing, children will refine their ability to reflect on and make changes to enhance the effectiveness of their writing.	Children's writing will reflect their increasing understanding of the audience for and purpose of their writing by the appropriate selection of vocabulary and grammar.	In their writing, children should be able to consciously control sentence and whole text structure and understand why sentences/texts are constructed as they are.	Children's grammar and punctuation should be broadly accurate and they will have an increased knowledge of language gained from a wide range of sources of fiction and non-fiction. They will understand nuances in vocabulary choice and age-appropriate academic vocabulary.	Children's spelling of most words taught so far should be accurate and they should be able to spell words that they have not been taught by using what they know about how spelling works in English.	Children should be able to write legibly and fluently and with increasing speed.
This will include: <ul style="list-style-type: none"> • In the planning of their writing, noting and developing initial ideas and drawing on reading and research when necessary • Making choices to change and enhance meaning in terms of vocabulary, punctuation and grammar • Evaluating and editing by assessing the effectiveness of their own and others' writing. 	This will include: <ul style="list-style-type: none"> • Selecting the appropriate form and using other similar writing as models for their own • In their selections of vocabulary and grammar, demonstrating an understanding of how these choices can change and enhance 	This will include: <ul style="list-style-type: none"> • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance action • Using a wide range of devices to build cohesion within and across paragraphs 	This will include: <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary which show their understanding of how such choices can change and enhance meaning • Consistent use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural • Distinguishing between the language of speech and writing and choosing the appropriate register • Using appropriate vocabulary and structures for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of information within a sentence 	This will include: <ul style="list-style-type: none"> • Using further prefixes and suffixes and understanding the guidance for adding them • Accurate spelling of words with silent letters • Continuing to distinguish between homophones and other words which are often confused 	This will include: <ul style="list-style-type: none"> • Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for the task

<ul style="list-style-type: none"> • Proof reading to ensure accuracy of spelling and punctuation as well as the clarity of meaning and the effectiveness of their writing for audience and purpose • Précising longer passages • Performing their own compositions using appropriate intonation volume and movement so that meaning is clear 	<p>meaning for the audience</p> <ul style="list-style-type: none"> • Drawing on wider reading and performances to inform development of setting and character in narratives • Applying and using effectively their understanding of the use of formal or informal language structures for different genres 	<ul style="list-style-type: none"> • Using further organisational and presentational devices to structure texts and guide the reader (for example: headings; bullet points; underlining) 	<ul style="list-style-type: none"> • Using the perfect form of verbs to mark relationships of cause and time • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when whose, that or with an implied (i.e. omitted) relative pronoun) • Using commas to clarify meaning or avoid ambiguity • Using hyphens to avoid ambiguity • Using dashes, brackets or commas to indicate parenthesis • Using colons, semi-colons or dashes to mark boundaries between independent clauses • Using a colon to introduce a list • Punctuating bullet points consistently • Using and understanding the grammar and terminology for years 5 and 6 in English NC appendix 2 Vocabulary, Grammar and Punctuation 	<ul style="list-style-type: none"> • Using knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically • See English NC appendix 1 spelling • Using dictionaries to check the spelling and meaning of words • Using a thesaurus • See English NC appendix 1 spelling 	<ul style="list-style-type: none"> • Using an un-joined style – for example – for labeling a diagram/ writing e-mail address • Varying standard of handwriting for particular tasks e.g. quick notes vs. final draft
<p>Statutory Terminology: Year 5: modal verb; relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. Year 6: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>					