LPDS
Lancashire Professional Development Service

Key Learning in Writing

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Key Learning in Writing

What is *Key Learning in Writing?*

The *Key Learning in Writing* statements relate to the age appropriate skills, knowledge and understanding for each year group. These key pieces of learning will support pupils in becoming effective and reflective independent writers.

Where have they come from?

The *Key Learning* statements have been identified primarily from the National Curriculum 2014 programmes of study.

How might *Key Learning in Writing* be useful?

The *Key Learning* statements should help to focus, and be exemplified during, whole class teaching. Taught in the context of lively, engaging and creative units of work, they help to ensure that pupils make progress as writers. Teaching should ensure that skills are modelled and scaffolded and that pupils are given opportunities to apply them in a range of different contexts. Regular teaching of skills would normally take place through a combination of lively 'warm up' sessions (particularly during the earlier phases of the teaching sequence), shared writing and guided writing. Pupils will practise applying their learning during independent and guided writing and have regular opportunities to reflect on how well they have done. To consolidate, children should be encouraged to apply their learning in their cross curricular writing.

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Key Learning in Writing: Year 1

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting**
▪ Say, and hold in memory whilst writing, simple **sentences** which make sense. ▪ Write simple **sentences** that can be read by themselves and others. ▪ Separate **words** with spaces. ▪ Use **punctuation** to demarcate simple **sentences** (**capital letters** and **full stops**). ▪ Use capital **letter** for the personal pronoun *I*. ▪ Use **capital letters** for names of people, places and days of the week. ▪ Identify and use **question marks** and **exclamation marks.** ▪ Use the joining word *and* to link words and clauses. ▪ Extend range of joining words to link words and clauses using *but* and *or*. ▪ Make **singular** nouns **plural** using *'s'* and *'es'* e.g. *dog, dogs; wish, wishes.* ▪ Add suffixes to verbs **where no spelling change is needed** to the root **word** e.g. *helping, helped, helper.* ▪ Add the prefix *'un'* to verbs and adjectives to change the meaning e.g. *untie, unkind.*	**Planning** ▪ Orally plan and rehearse ideas. ▪ Sequence ideas and events in narrative. ▪ Sequence ideas and events in non-fiction. ▪ Use familiar plots for structuring the opening, middle and end of their stories. **Drafting and Writing** ▪ Orally compose every **sentence** before writing. ▪ Re-read every **sentence** to check it makes sense. ▪ Compose and sequence their own sentences to write short narratives. ▪ Compose and sequence their own sentences to write short non-fiction texts, e.g. *recounts, information texts, instructions.* ▪ Use formulaic phrases to open and close texts. ▪ Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts.* **Evaluating and Editing** ▪ Discuss their writing with adults and peers. **Performing** ▪ Read aloud their writing audibly to adults and peers.	▪ Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. ▪ Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. *off, well, miss, buzz, back.* ▪ Spell words with the /ŋ/sound spelt n before k, e.g. *bank, think.* ▪ Divide words into syllables, e.g. *pocket.* ▪ Spell words with -tch, e.g. *catch, fetch, kitchen, notch, hutch.* ▪ Spell words with the /v/ sound at the end of words, e.g. *have, live, give.* ▪ Add s and es to words, e.g. *thanks, catches.* ▪ Add the endings –ing, –ed and –er to verbs where no change is needed to the root word. ▪ Add –er and –est to adjectives where no change is needed to the root word. ▪ Spell words with vowel digraphs. ▪ Spell words with vowel trigraphs. ▪ Spell words ending –y (/iː/ or /ɪ/), e.g. *happy.* ▪ Spell words with new consonant spellings ph and wh, e.g. *dolphin, wheel.* ▪ Spell words using k for the /k/ sound, e.g. *Kent.* ▪ Add the prefix –un. ▪ Spell compound words, e.g. *farmyard, bedroom.* ▪ Spell common exception words (see below). ▪ Spell days of the week. ▪ Name the letters of the alphabet in order. ▪ Use letter names to distinguish between alternative spellings of the same sound. ▪ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	▪ Sit correctly at a table and hold a pencil correctly. ▪ Hold a pencil with an effective grip. ▪ Form lower-case **letters** correctly – *starting and finishing in the right place, going the right way round, correctly oriented.* ▪ Form digits 0-9 correctly. - Practise forming letters in handwriting families: - 'Long ladders' – i, j, l, t, u, - 'One armed robots' – b, h, m, n p, r - 'Curly caterpillars' – c, a, d, e, g, o, q, f, s - Zig-zag letters – k, v, w, x, y, z ▪ Have clear ascenders *('tall **letters**')* and descenders *('tails').* ▪ Form **capital letters** correctly.

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Key Learning in Writing: Year 2

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting**
As above and: ▪ Say, write and punctuate simple and compound sentences using the joining words *and, but, so* and *or* (co-ordination). ▪ Use sentences with different forms: **statement, question, command, exclamation.** ▪ Secure the use of **full stops, capital letters, exclamation marks and question marks.** ▪ Use **commas** to separate items in a list. ▪ Use **apostrophes** for contracted forms e.g. *don't, can't, wouldn't, you're, I'll.* ▪ Use **apostrophes** for **singular** possession in nouns, e.g. *the girl's name.* ▪ Use subordination for time using *when, before* and *after* e.g. *We went out to play when we had finished our writing. When we had finished our writing, we went out to play.* ▪ Use subordination for reason using *because and if* e.g. *I put my coat on because it was raining. Because it was raining, I put on my coat.* ▪ Use the subordinating conjunction *that* in a sentence, e.g. *I hope that it doesn't rain on sports day.* ▪ Select, generate and effectively use **verbs.** ▪ Explore the progressive form of **verbs** in the **present tense** (e.g. *she is drumming*) and **past tense** (*e.g. he was shouting*) to mark actions in progress. ▪ Use **past tense** for narrative, recount *(e.g. diary, newspaper report, biography)* historical reports. ▪ Use **present tense** for non-chronological reports and persuasive adverts. ▪ Select, generate and effectively use **nouns.** ▪ Add **suffixes** *ness* and *er to* craate **nouns** e.g. *happiness, sadness, teacher, baker.*	As above and: **Planning** ▪ Plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas.* **Drafting and Writing** ▪ Orally rehearse each sentence prior to writing. ▪ Develop a positive attitude to writing. ▪ Develop stamina for writing in order to write at length. ▪ Write about real and fictional events. ▪ Write simple poems based on models. ▪ Make simple notes from non-fiction texts, e.g. highlighting and noting key words. ▪ Use specific text type features to write for a range of audiences and purposes e.g. *to instruct, inform, entertain, explain, discuss, persuade.* **Evaluating and Editing** ▪ Edit and improve own writing in relation to audience and purpose. ▪ Evaluate their writing with adults and peers. ▪ Proofread to check for errors in spelling, grammar and punctuation. ▪ Proofread to check for correct form of verbs within sentences, e.g. correcting *he walking to the shop* to *he walked to the shop.* **Performing** ▪ Read aloud their writing with intonation to make the meaning clear.	As above and: ▪ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. ▪ Learn new ways of spelling phonemes for which one or more spellings are already known. ▪ Learn to spell common exception words (see below). ▪ Learn to spell more words with contracted forms, e.g. *can't, didn't, hasn't, couldn't, it's, I'll.* ▪ Learn the possessive apostrophe (singular), e.g. *the girl's book.* ▪ To spell correctly, distinguish between homophones (e.g. *here* and *hear; sea* and *see; bear* and *bare; night* and *knight*) and near-homophones (e.g. *quite* and *quiet*; *one* and *won*; *are* and *our*). ▪ Add **suffixes** *ness* and *er* e.g. *happiness, sadness, teacher, baker.* ▪ Add **suffix** *ment* to spell longer words, e.g. *enjoyment.* ▪ Add **suffixes** *ful* and *less* e.g. *playful, careful, careless, hopeless.* ▪ Use **suffixes** *er* and *est* e.g. *faster, fastest, smaller, smallest.* ▪ Use **suffix** *ly* e.g. *slowly, gently, carefully.* **Spell words with:** - the /dʒ/ sound spelt as ge and dge at the end (e.g. *age, badge)*, and spelt as g elsewhere (e.g. *magic, giant).* - the /s/ sound spelt c before e, i and y, e.g. *ice, cell* - the /n/ sound spelt kn and gn at the beginning, e.g. *knee, gnat.* - the /ɹ/ sound spelt wr at the beginning e.g. *wrote, wrong.* - the /l/ or /əl/ sound spelt –le at the end of words, e.g. *table, apple.* - the /l/ or /əl/ sound spelt –el at the end of words, e.g. *camel, tunnel.* - the /l/ or /əl/ sound spelt –al at the end of words, e.g. *pedal, capital.*	As above and: ▪ Form lower-case **letters** of the correct size relative to one another. ▪ Orientate **capital letters** correctly. ▪ Use **capital letters** appropriately e.g. *not always writing A as a capital, not using capitals within words.* ▪ Write **capital letters** and digits of the correct size relative to one another and to lower case **letters**. ▪ 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. ▪ Use spacing between **words** which reflects the size of the **letters**.

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Key Learning in Writing: Year 2

▪ Create **compound** words using **nouns**, e.g. *whiteboard* and *football*. ▪ Select, generate and effectively use **adjectives.** ▪ Identify, generate and effectively use **noun phrases**, e.g. *the blue butterfly with shimmering wings* (for description), *granulated sugar* (for specification). ▪ Add **suffixes** *ful* or *less* to create **adjectives** *e.g. playful, careful, careless, hopeless.* ▪ Use **suffixes** *er* and *est* to create **adjectives** e.g. *faster, fastest, smaller, smallest.* ▪ Select, generate and effectively use **adverbs**. Use **suffix** *ly* to turn adjectives into **adverbs** e.g. *slowly, gently, carefully.*		- the ending –il e.g. *pencil, fossil, nostril.* - the /aɪ/ sound spelt –y at the end of words, e.g. *try, reply.* - The /ɔ:/ sound spelt a before l and ll, e.g. call, walk - The /ʌ/ sound spelt o, e.g. mother, Monday - The /i:/ sound spelt –ey, e.g. key, donkey - The /ɒ/ sound spelt a after w and qu, e.g. wander, quantity - The /ɜ:/ sound spelt or after w, e.g. word, worm - The /ɔ:/ sound spelt ar after w, e.g. war, warm - The /ʒ/ sound spelt s, e.g. television, usual ▪ Add –es to nouns and verbs ending in –y, e.g. *copies, babies.* ▪ Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. *copied, copier.* ▪ Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. *hiking, hiked, hiker.* ▪ Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. *patting, patted.* ▪ Spell words ending in -tion, e.g. *station, fiction* Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	

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Key Learning in Writing: Year 3

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting**
As above and: ▪ Identify **clauses** in sentences. ▪ Explore and identify main and **subordinate clauses** in complex sentences. ▪ Explore, identify and create complex sentences using a range of **conjunctions** e.g. *when, if because, although, while, since, until, before, after, so.* ▪ Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.* ▪ Identify, select, generate and effectively use **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.* ▪ Select, generate and effectively use **adverbs** e.g. *suddenly, silently, soon, next, eventually.* ▪ Use **inverted commas to** punctuate **direct speech (speech marks).** ▪ Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. *He has gone out to play* (present perfect) instead of *he went out to play* (simple past). ▪ Use the determiner *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box.* ▪ Explore and collect **word families** e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary. ▪ Explore and collect nouns with **prefixes** *super, anti, auto*.	As above and: **Planning** ▪ Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. ▪ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. ▪ Discuss and record ideas for planning using a range of formats, e.g. *chunking a plot, story maps, flow charts, boxing up.* **Drafting and writing** ▪ Create and develop settings for narrative. ▪ Create and develop characters for narrative. ▪ Improvise, create and write dialogue. ▪ Create and develop plots based on a model. ▪ Generate and select from vocabulary banks e.g. *noun phrases, powerful verbs, technical language, synonyms for said* appropriate to text type. ▪ Use different sentence structures (see VGP). ▪ Group related material into paragraphs. ▪ Use headings and sub headings to organise information. **Evaluating and Editing** ▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. ▪ Discuss and propose changes with partners and in small groups. ▪ Improve writing in the light of evaluation. **Performing** ▪ Use appropriate intonation, tone and volume to present their writing to a group or class.	As above and: ▪ Use further **prefixes** *dis_, mis_, re_,* and **suffixes** _ly, _ous, and understand how to add them. ▪ Add suffixes beginning with vowel letters to words of more than one syllable. ▪ Spell homophones and near homophones. ▪ Spell words containing the /ʌ/ sound spelt ou, e.g. *young, touch, double* ▪ Spell words with endings sounding like /ʒə/ e.g. *treasure, enclosure, pleasure.* ▪ Spell words with endings sounding like or /tʃə/, e.g. *creature, furniture, adventure.* ▪ Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. *vein, weigh, eight, neighbour, they, obey* ▪ Identify and spell irregular past tense verbs, e.g. *send /sent, hear / heard, think/ thought* ▪ Identify and spell irregular plurals, e.g *goose/ geese, woman/women, potato /es* ▪ Use the first two letters of a word to check its spelling in a dictionary. ▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▪ Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.	As above and: ▪ Form and use the four basic handwriting joins. ▪ Write legibly.

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Key Learning in Writing: Year 4

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting**
As above and: ▪ Create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.* ▪ Use commas to mark clauses in complex sentences. ▪ Create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.* ▪ *Create sentences with fronted **adverbials** for where* e.g. *In the distance, a lone wolf howled.* ▪ Use commas after fronted **adverbials**. ▪ Identify, select and use **determiners** including: - articles: *a/an, the* - demonstratives : *this/that; these/those* - possessives: *my/your/his/her/its/our/their* - quantifiers: *some, any, no, many, much, every* ▪ Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, "Be back here at four o' clock."* ▪ Identify, select and effectively use **pronouns.** ▪ Use nouns for precision, e.g. *burglar* rather than *man, bungalow* rather than *house.* ▪ Explore, identify, collect and use noun phrases e.g. *the crumbly cookie with tasty marshmallow pieces.* ▪ Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was. I was* instead of *I were, I did* instead of *I done. She saw it* instead of *she seen it.* ▪ Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones.*	As above and: **Planning** ▪ Read and analyse narrative, non-fiction and poetry in order to plan their own versions. ▪ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. ▪ Discuss and record ideas for planning e.g. *story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.* **Drafting and Writing** ▪ Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ▪ Plan and write an opening paragraph which combines setting and character/s. ▪ Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. ▪ Generate and select from vocabulary banks e.g. ***adverbial** phrases, technical language, persuasive phrases, alliteration.* ▪ Use different sentence structures (see VGP). ▪ Use paragraphs to organise writing in fiction and non-fiction texts. ▪ Use organisational devices in non-fiction writing, e.g. *captions, text boxes, diagram, lists.* ▪ Link ideas across paragraphs using fronted **adverbials** for when and where e.g. *Several hours later…, Back at home…* **Evaluating and Editing** ▪ Proofread to check for errors in spelling, grammar and punctuation. ▪ Discuss and propose changes to own and others' writing with partners/small groups. ▪ Improve writing in light of evaluation. **Performing** ▪ Use appropriate intonation, tone and volume to present their writing to a range of audiences.	As above and: ▪ Use further prefixes, e.g. *in- , im- ir–, sub–, inter–, super–, anti–, auto–.* ▪ Use further suffixes, e.g. *–ation, - tion, –ssion, –cian.* ▪ Investigate what happens to words ending in f when suffixes are added, e.g. *calf/calves.* ▪ Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. *scheme, chorus.* ▪ Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. *chef, chalet, machine.* ▪ Identify and spell words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin), e.g. *tongue, antique.* ▪ Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. *science, scene.* ▪ Understand how diminutives are formed using e.g. suffix - *ette* and prefix *mini-*. ▪ Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. *pollen* (noun) and *–ate = pollinate* (verb). ▪ The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. *myth, gym, Egypt.* ▪ Use the first three letters of a word to check its spelling in a dictionary. ▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▪ Explore and use the possessive apostrophe, e.g. *boy's books* (books belonging to a boy) and *boys' books* (books belonging to more than one boy). ▪ Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.	As above and: ▪ Use a joined style throughout their independent writing. ▪ Write with consistency in size and proportion of letters, e.g. *by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.*

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Key Learning in Writing: Year 5

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting and Presentation**
As above and: ▪ Create complex sentences by using **relative clauses** with **relative pronouns** *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.* ▪ Create complex sentences where the **relative pronoun** is omitted e.g. *Tina, standing at the bus stop, pondered the day ahead.* ▪ Create and punctuate complex sentences using *ed* opening clauses e.g. *Exhausted from the race, Sam collapsed in a heap.* ▪ Create and punctuate complex sentences using *ing* opening clauses, e.g. *Grinning with anticipation, Paul launched himself from the diving board.* ▪ Create and punctuate **sentences** using simile starters, e.g. *Like a fish out of water, she conversed awkwardly with the other guests.* ▪ Demarcate complex sentences using commas in order to clarify meaning. ▪ Use commas to avoid **ambiguity**, e.g. *'Let's eat Grandma.'* and *'Let's eat, Grandma.'* ▪ Identify and use commas to indicate **parenthesis**, e.g. *The house, lonely and abandoned, teetered on the edge of the cliff.* ▪ Identify and use **brackets** to indicate **parenthesis**, e.g. in formal writing: *The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.* ▪ Identify and use **dashes** to indicate **parenthesis**, e.g. in less formal writing: *The cake was lovely – delicious in fact – so I had another slice.* ▪ Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly.*	As above and: **Planning** ▪ Identify the audience and purpose. ▪ Select the appropriate language and structures. ▪ Use similar writing models. ▪ Note and develop ideas. ▪ Draw on reading and research. ▪ Think how authors develop characters and settings (in books, films and performances). **Drafting and Writing** ▪ Select *appropriate* structure, vocabulary and grammar. ▪ Blend action, dialogue and description within and across paragraphs. ▪ Use different sentence structures with increasing control (see VGP). ▪ Use devices to build cohesion (see VGP). ▪ Use organisation and presentational devices e.g. *underlining, bullet points, headings.* **Evaluating and Editing** ▪ Assess the effectiveness of own and others' writing in relation to audience and purpose. ▪ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. ▪ Ensure consistent and correct use of tense throughout a piece of writing. ▪ Ensure consistent subject and verb agreement. ▪ Proofread for spelling and punctuation errors. **Performing** ▪ Use appropriate intonation and volume. ▪ Add movement. ▪ Ensure meaning is clear.	As above and: ▪ Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-*. ▪ Recognise and spell words ending in *–ant, –ance/–ancy, –ent, –ence/–ency*. ▪ Recognise and spell words ending in *–able* and *–ible*. ▪ Recognise and spell words ending in –ably and *–ibly*. ▪ Recognise and spell words with the /i:/ sound spelt ei after c, e.g. *deceive, receive.* ▪ Recognise and spell words containing the letter-string *ough*. ▪ To recognise and spell the suffixes *-al,- ary,- ic*. ▪ To spell further suffixes, e.g. *ll in full becoming l.* ▪ Spell some words with 'silent' letters, e.g. *knight, psalm, solemn*. ▪ To spell unstressed vowels in polysyllabic words. ▪ Develop self-checking and proof reading strategies. ▪ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. ▪ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. ▪ Use a thesaurus. ▪ Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below.	As above and: ▪ Write fluently using a joined style as appropriate for independent writing. ▪ Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. *printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.*

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Key Learning in Writing: Year 5

▪ Use devices to build **cohesion** within a paragraph e.g. *firstly, then, presently, this, subsequently*. ▪ Use expanded noun phrases to convey complicated information concisely, e.g. *carnivorous predators with surprisingly weak jaws and small teeth*. ▪ Explore, collect and use **modal verbs** to indicate degrees of possibility e.g. *might, could, shall, will, must*. ▪ Explore, collect and use adverbs to indicate degrees of possibility e.g. *surely, perhaps, maybe, definitely, alternatively, certainly, probably*. ▪ Use suffixes *–ate, -ise, -ify* to convert nouns and adjectives into verbs. Investigate verb prefixes e.g. *dis-, de-, re-, pre-, mis-, over-*.			

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Key Learning in Writing: Year 6

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting and Presentation**
As above and: ▪ Manipulate sentences to create particular effects. ▪ Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.* ▪ Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: *in the meantime, meanwhile, in due course, until then.* ▪ Use **ellipsis** to link ideas between paragraphs. ▪ Use repetition of a word or phrase to link ideas between paragraphs. ▪ Identify and use **semi-colons** to mark the boundary between independent clauses e.g. *It is raining; I am fed up*. ▪ Investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.* ▪ Identify the **subject** and **object** of a sentence. ▪ Explore and investigate **active** and **passive** e.g. *I broke the window in the greenhouse* versus *the window in the greenhouse was broken.* ▪ Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. *I had eaten lunch when you came (past perfect); She has eaten lunch already* or *I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).* ▪ Punctuate **bullet points** consistently. ▪ Identify and use **colons** to introduce a list. ▪ Identify and use **semi-colons** within lists. ▪ Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark.*	As above and: **Planning** ▪ Identify audience and purpose. ▪ Choose appropriate text-form and type for all writing. ▪ Select the appropriate structure, vocabulary and grammar. ▪ Draw on similar writing models, reading and research. ▪ Compare how authors develop characters and settings (in books, films and performances). ▪ Use a range of planning approaches e.g. *storyboard, story mountain, discussion group, post-it notes, ICT story planning.* **Drafting and Writing** ▪ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ▪ Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). ▪ Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"* ▪ Consciously control the use of different sentence structures for effect. ▪ Use a wide range of devices to build cohesion within and across paragraphs. ▪ Deviate narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.* ▪ Combine text-types to create hybrid texts e.g. *persuasive speech.*	As above and: ▪ Recognise and spell endings which sound like /ʃəs/, spelt – *cious* or *–tious.* ▪ Recognise and spell endings which sound like /ʃəl/, e.g. *official, partial.* ▪ Investigate adding suffixes beginning with vowel letters to words ending in *–fer,* e.g. *referring, reference.* ▪ Investigate use of the hyphen. ▪ Investigate and use further prefixes, e.g. *bi- trans- tele- circum-*. ▪ Distinguish between homophones and other words that are often confused. ▪ Identify root words, derivations and spelling patterns as a support for spelling. ▪ Be secure with all spelling rules previously taught. ▪ Use a number of different strategies interactively in order to spell correctly. ▪ Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus. ▪ Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.	As above and: ▪ Write, using a joined style, with increasing speed. ▪ Choose the writing implement that is best suited for a task e.g. *pencil for quick notes, handwriting pen for letters, marker pens for posters*.

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Key Learning in Writing: Year 6

▪ Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. *find out – discover, ask for - request, go in – enter.* ▪ Explore, collect and use question tags typical of informal speech and writing e.g. *"He's your friend, isn't he?"* ▪ Explore, collect and use subjunctive forms for formal speech and writing e.g. *If I were able to come to your party, I would; The school requires that all pupils be honest.*	▪ Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. *headings, sub-headings, columns, bullet points, tables.* ▪ Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence.* ▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader.* ▪ Use **active** and **passive** voice to achieve intended effects e.g. *formal reports, explanations and mystery narrative.* ▪ Précis longer passages. **Evaluating and Editing** ▪ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. ▪ Proofread for grammatical, spelling and punctuation errors. **Performing** ▪ Use appropriate and effective intonation and volume. ▪ Add gesture and movement to enhance meaning. ▪ Encourage and take account of audience engagement.		

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Word lists

Year 1 Common Exception Words					
the	a	do	to	today	of
said	says	are	were	was	is
his	i	you	your	they	be
he	me	she	we	no	go
so	by	my	here	there	where
love	come	some	one	once	ask
friend	school	put	push	pull	full
house	our	and/or others according to the programme used			

Year 2 Common Exception Words					
door	floor	poor	because	find	kind
mind	behind	child	children	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass
plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas	– and/or others according to the programme used	

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Word lists

Year 3					
accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	**potatoes**	**thought**
address	decide	fruit	**minute**	promise	through
answer	describe	**heard**	naughty	purpose	**weight**
arrive	early	heart	**notice**	quarter	**woman/women**
believe	earth	height	occasion(ally)	question	
bicycle	**eight/eighth**	history	often	**reign**	
centre	enough	learn	perhaps	sentence	

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	**mention**	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	**position**	straight	
consider	favourite	knowledge	**possess(ion)**	strength	

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Word lists

Year 5					
apparent	**cemetery**	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	**secretary**	ancient	community	**dictionary**	**foreign**
leisure	persuade	shoulder	**available**	**conscience***	environment
forty	lightning	**physical**	soldier	**average**	**convenience**
equip (-ped, -ment)	**government**	muscle	programme	stomach	bargain
curiosity	excellent	**hindrance**	neighbour	queue	**temperature**
bruise	**desperate**	**existence**	individual	**nuisance**	recognise
twelfth	rhyme	**vegetable**			

Year 6					
accommodate	**category**	disastrous	**immediate(ly)**	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	**profession**	sufficient
according	**competition**	**especially**	marvellous	pronunciation	suggest
achieve	**conscious***	exaggerate	**mischievous**	recommend	symbol
aggressive	controversy	**frequently**	**necessary**	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	**criticise (critic + ise)**	harass	parliament	sacrifice	variety
awkward	**definite**	identity	prejudice	**signature**	vehicle
yacht					

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