



Hollinswood Primary School and Nursery

Writing knowledge and Skills Progression Grid

At Hollinswood Primary School we love to write!

Good writing gives your child a voice to share their ideas with the world and develop and explore their own personality.

The National Curriculum divides writing into two broad areas: transcription and comprehension. Transcription covers the technical aspects of writing: handwriting, spelling, grammar & punctuation. Composition is about articulating ideas and structuring them in speech, before writing them down.

Learning to write can be a tricky business, because good writing involves balancing all these different parts. There's a lot for a child to juggle.

| | | | | | | | | |
|--|----------------|------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|----------------|------------------|---------------|---------------|---------------|---------------|---------------|---------------|

| | | | | | | |
|--|--|---|---|---|--|---|
| <p>I know:</p> <p>That phonemes have corresponding graphemes.</p> <p>I can't always use phonemes to write all words (eg tricky words).</p> <p>There is a tricky section in a tricky word that can not be spelt using the taught grapheme phoneme correspondence.</p> <p>I can write my own name.</p> <p>The first letter of my name.</p> <p>Words begin with initial sounds.</p> <p>Letter shapes I write link to units of sound (phonemes)</p> <p>One sound can have one graphemes, two graphemes or three graphemes.</p> <p>Digraphs are two letters, one sound.</p> <p>Trigraphs are three letters, one sound.</p> <p>Words are written using phonemes.</p> <p>Words are written using phonemes.</p> | <p>I know:</p> <p>That phonemes have corresponding graphemes.</p> <p>The corresponding graphemes: wh, ph, ay, a-e, eigh, ey, ei, ea, e-e, ie, i-e, y, l, ey, ow, o-e, o, oe, ew, ue, u-e, u, oul</p> <p>read and spell the tricky words: Oh, their, people, Mr, Mrs, Ms, looked, called, asked, water, where, love, who, again, one, thought, through.</p> <p>That phonemes have corresponding graphemes.</p> <p>The corresponding graphemes: ere, eer, are, ear, c, k, ck, ch, /s/ written as c(e), c(i), c(y), /s/ and /z/ written as se.</p> <p>To pluralise nouns an s or es needs to be added to the end.</p> <p>Past tense words often end with the suffix -ed.</p> | <p>I know:</p> <p>Plural means more than one.</p> <p>Plural words end in -s or -es</p> <p>how the suffixes -ing, -ed, -es change the meaning of the root word.</p> <p>What a root word, suffix and prefix is</p> <p>how the prefixes re-, un- change the meaning of the root word.</p> <p>the spelling patterns to use for the Y2 spelling words</p> <p>Adjectives can be changed into adverbs by adding the suffixes: -er, -est, -ly</p> <p>How the suffixes -ness and -er change the meaning of the root word.</p> <p>When adding -ness and -ful, if the root word ends in a y, the y should be swapped with an i.</p> | <p>I know:</p> <p>the spelling patterns to use for the Y3/Y4 spelling words</p> <p>Prefixes are at the start of a word.</p> <p>Prefixes change the meaning of root words.</p> <p>The prefix super- means 'over', 'above' and 'beyond'.</p> <p>The prefix anti- means "against," "opposite of".</p> <p>The prefix auto- means "self".</p> | <p>I know</p> <p>the spelling patterns to use for the Y3/Y4 spelling words</p> | <p>I know:</p> <p>the spelling patterns to use for the Y5/Y6 spelling words</p> <p>The spelling rules when adding the suffixes -ate, -ise, -ify.</p> <p>The prefix dis- means 'opposite of', 'not', 'remove' and 'reverse'.</p> <p>The prefix mis- means "ill," "mistaken," "wrong," "wrongly," "incorrectly".</p> <p>The prefix over- means too much or more than enough.</p> <p>The prefix re- means "again" or "again and again" to indicate repetition.</p> | <p>I know</p> <p>the spelling patterns to use for the Y5/Y6 spelling words</p> |
|--|--|---|---|---|--|---|

I know how to:

Read and write s a t p i
n m d g o c k, j v w x y z
zz qu ch sh th ng ai ee
igh oa oo (long) oo,
(short) ar, or, ur, ow, oi,
ear, air, ure, er

Read and write the tricky
word 'to', 'me', 'be', 'he',
'my', 'by', 'she', 'they',
'we', 'are', 'you', 'was',
'all', 'live', 'give', 'some',
'come', 'were', 'there',
'little', 'said', 'have', 'like',
'so', 'do', 'one', 'when',
'out', 'what', 'some',
'come', 'were', 'there',
'little', 'said', 'have', 'like',
'so', 'do', 'one', 'when',
'out', 'what'.

Write my own name or
other names using
combinations of lines,
circles and curves or
letter type shapes.

Identify the initial letter
of my name on a
keyboard.

Segment words into
sounds and blend them
together both orally and
in written form.

Read and write adjacent
consonants (cvcc) (ccvc)
(ccvcc/ccvc/ccvcc)

Read and write adjacent
consonants (cvcc) (ccvc)
(ccvcc/ccvc/ccvcc)

I know how to:

read and spell
phonically decodable
two-syllable and
three-syllable words

read and spell words
containing the taught
graphemes: wh, ph,
ay, a-e, eigh, ey, ei,
ea, e-e, ie, i-e, y, l,
ey, ow, o-e, o, oe,
ew, ue, u-e, u, oul,
/j/ written as 'g(e)',
'g(i)', 'g(y)
/j/ written as 'dge'
/l/ written as 'le'
/m/ written as 'mb'
/n/ written as 'kn' and
'gn'
/r/ written as 'wr'
/zh/ written as 's'
/ch/ written as 'tch'
/sh/ alternatives
/e/ written as 'ea'
/w/ /o/ written as 'wa'
/u/ written as 'o'

read and spell the
tricky words: Oh,
their, people, Mr,
Mrs, Ms, looked,
called, asked, water,
where, love, who,
again, one, thought,
through it's, I'm, I'll,
I've, Don't, can't,
didn't, first, second,
third.

read and spell
phonically decodable
two-syllable and
three-syllable words.

I know how to:

read and spell
words containing
the taught
suffixes: ing, -ed,
e+ing, '-es' after
'ss', 'x', '-es' after
'ch', 'sh', 'tch'.

read and spell the
tricky words:
clearing, rained,
mailed, gleaming.

Read and spell
the high
frequency words:
men, man,
mouse, mice.

Spell and use the
words on the Y2
spelling lists in
writing.

Change
adjectives into
adverbs by
adding the
suffixes -er, -est, -
ly.

Include nouns
with the suffixes -
ness, -er in
writing.

Apply the correct
spelling rules
when adding the
suffix -less and -
full to root words.

I know how to:

Spell and use the
words on the Y3/4
spelling lists in
writing.

Correctly spell words
with the prefixes
super-, anti-, auto-.

Correctly use nouns
that start with the
prefixes super-, anti-,
auto-.

I know how to

Spell and use the words
on the Y3/4 spelling lists
in writing.

I know how to

Spell and use the
words on the Y5/6
spelling lists in
writing.

I know how to

Spell and use the words
on the Y5/6 spelling
lists in writing.

| | | | | | | | | |
|------------------------------------|---|---|---|---|--|--|--|--|
| Transcription – Handwriting | <p>I know: I can use different tools to make marks (eg fingers, feet, spoons, forks etc).</p> <p>I can use different materials to make marks</p> <p>I can make marks on different surfaces</p> <p>That there is an effect of my actions when I try to make marks.</p> <p>I can make different mark making movements</p> <p>Different marks I make have different value and meanings.</p> <p>I know how to: Use my fingers and other implements to explore and trace marks on a surface.</p> <p>Make marks using a range of materials and tools.</p> <p>Talk about the marks I am making.</p> <p>Share my mark making with others including parents and carers.</p> <p>Use different mark making tool.</p> <p>Use different surfaces to make marks on.</p> | <p>I know: That writing means making marks that give meaning.</p> <p>The shapes to make to attempt to write the first letter of my name.</p> <p>I can write using a range of tools and for a range or purposes.</p> <p>That words need to be separated with a space.</p> <p>The start and finishing position of lower-case letters.</p> <p>A tripod grip is the best way to hold a pencil.</p> <p>I know how to: Include mark making in play.</p> <p>Make continuous lines of shapes and symbols from left to right.</p> <p>Attempt to write with a range of tools (eg pencil, pen, paint, keyboard, touch screen technology)</p> <p>Break the flow of speech into words, to hear and say the initial sounds.</p> <p>Form lower case letters correctly starting and finishing in the correct place.</p> <p>Use spacing between words. Use a tripod grip to hold a pencil.</p> | <p>I know: That words need to be separated with a space.</p> <p>The start and finishing position of lower-case letters.</p> <p>lower case letters need to have the correct sizing relative to each other.</p> <p>words are separated with a space that is one letter size in length.</p> <p>That lower case letters are half the size of the line.</p> <p>That lower case letters need to have the correct sizing relative to each other.</p> <p>That words are separated with a space that is one letter size in length.</p> <p>Capital letters are larger than lower case letters.</p> <p>I know how to: Form lower case letters correctly starting and finishing in the correct place.</p> <p>Use spacing between words.</p> | <p>I know: Capital letters are taller than lower case letters and reach the top of the line.</p> <p>The start and finishing position of lower-case letters.</p> <p>That words are separated with a space that is one letter size in length.</p> <p>That letters can be joined with diagonal and horizontal strokes.</p> <p>I know how to: Correctly size capital letters relative to lower case letters.</p> <p>Form lower case letters correctly starting and finishing in the correct place.</p> <p>Form lower case letters of the correct size relative to each other.</p> <p>Use spacing that is one letter size between words.</p> <p>Join letters with diagonal and horizontal strokes.</p> | | | | |
|------------------------------------|---|---|---|---|--|--|--|--|

| | | | | | |
|---|--|--|---|--|--|
| <p>I know: A sentence has a subject and a verb.</p> <p>What a verb is.</p> <p>What a subject is.</p> <p>An exclamation mark is used to show something shocking or surprising. (Wow! Stop! It's over!)</p> <p>A noun can be single or plural.</p> <p>Plural means more than one.</p> <p>If an action has already happened, it is past tense.</p> <p>If an action is happening now, it is present tense.</p> | <p>I know: What a noun is.</p> <p>What an adjective is.</p> <p>That noun phrases contain an adjective before a noun.</p> <p>A noun phrase contains a determiner, adjective and noun.</p> <p>A clause has a subject and a verb.</p> <p>What a conjunction is and how it connects 2 clauses together.</p> <p>An adverb describes a verb.</p> <p>A suffix is added onto the end of the root words.</p> <p>That past tense verbs have the suffix -ed. (jump – jumped)</p> <p>That past tense verbs have the suffix -ing (was jumping)</p> <p>That verbs change depending on tense (drink – drank)</p> | <p>I know: what an independent clause is</p> <p>what a phrase is</p> <p>what a conjunction is</p> <p>coordinating conjunctions are placed between words, phrases, clauses, or sentences of equal importance</p> <p>coordinating conjunctions express time, place and cause (but, and, or, so)</p> <p>what a subordinate clause is</p> <p>subordinating conjunctions join an independent and a subordinate clause (using because, after, before, when in the middle of a sentence)</p> <p>that a rhetorical question can engage the reader</p> <p>what an imperative verb is</p> <p>Expanded noun phrase (adjective, noun, verb)</p> <p>a participle is a non-finite verb which can be used as an adjective.</p> | <p>I know conjunctions express time, place and cause</p> <p>what direct speech is</p> <p>Adverbials express when and where the very happened.</p> <p>participles can appear as standalone words or as participle phrases.</p> <p>that an expanded noun phrase contains: Determiner, 2 adjectives separated by a comma, Noun, Verb + prepositional phrase</p> <p>what a prepositional phrase is</p> <p>what a determiner is</p> <p>that a preposition is a word that tells you where or when something is in relation to something else.</p> <p>that adverbials can indicate time, reason, manner and place.</p> <p>Fronted adverbials begin a sentence.</p> <p>Imperative verbs are used to convey urgency (commands).</p> <p>What a rhetorical question is.</p> <p>The grammatical difference between plural and possessive -s.</p> | <p>I know: subordinating conjunctions can be used in a variety of positions in sentences.</p> <p>Relative clauses begin with a relative pronoun.</p> <p>that who, which, where, when, whose and that are relative pronouns.</p> <p>the purpose of using a relative clause</p> <p>That adverbials can indicate time (eg later),</p> <p>That adverbials can indicate place (eg nearby)</p> <p>That adverbials can indicate number (eg secondly)</p> <p>That you can link paragraphs using tense choices (he had seen her before)</p> <p>Adverbs can indicate degrees of possibility (e.g. perhaps)</p> <p>Modal verbs also indicate degrees of possibility.</p> <p>Modal verbs can change the meaning of other verbs.</p> <p>Modal verbs can express obligation, certainty and ability.</p> | <p>I know the difference between vocabulary and structures appropriate for formal speech and writing.</p> <p>that passive voice can be used to remain formal or detached.</p> <p>headings, subheadings and columns are helpful layout devices.</p> <p>That subjunctive mood is a verb form used to refer to a hypothetical scenario or to express a wish, suggestion, or command.</p> <p>What cohesion means</p> <p>What a cohesive device is</p> <p>That repetition can link ideas across paragraphs.</p> <p>The 5 types of grammatical cohesion: Reference (pronouns) substitution ellipsis conjunction lexical items (the use of repetition)</p> <p>that dialogue can be used to convey character.</p> <p>that dialogue can advance action. An idiom is a group of words that are often used as common expressions. They</p> |
|---|--|--|---|--|--|

| | | | | | | | | |
|--|--|--|--|--|---|--|---|--|
| | | | | <p>Coordinating conjunctions link 2 main clauses.</p> <p>What a verb is.</p> <p>The progressive tense is used to describe actions that were or are happening.</p> <p>The progressive tenses use the verb 'to be' and a verb that ends in the suffix 'ing'.</p> <p>Present progressive is used to describe actions that are happening.</p> <p>Past progressive is used to describe actions that were happening.</p> <p>The suffix -ness is often used to show a quality or state.</p> <p>The suffix -ful is added to change a noun to an adjective.</p> <p>What a statement, command, question and exclamation sentence is.</p> <p>That exclamation sentences start with what or how.</p> | <p>that adverbs can end in ly</p> <p>that adverbs can give more information about time (then, next, soon, therefore)</p> <p>that adverbs can give more information about where the verb happened.</p> <p>subordinating conjunctions join an independent and a subordinate clause (using because, after, before, when, although, while in the middle of a sentence)</p> <p>Imperative verbs are used to convey urgency (commands).</p> <p>That prepositions are used to express time and cause (e.g. before, after, during, in, because of)</p> <p>A fronted adverbial is a word or group of words which come at the front of the sentence.</p> <p>Fronted adverbials detail how, when, where or why the verb in the clause happened.</p> <p>Subordinate clauses can be used at the beginning or end of sentences.</p> | <p>What possession means.</p> <p>The difference between singular and plural nouns.</p> <p>An exclamatory sentence contains an exclamation or strong emphasis</p> <p>Present perfect tense is used to talk about experiences and events in the past which are true or still happening up until the present. It can be used when asking questions.</p> <p>Present perfect tense is formed using 'have' or 'has + the past participle'. The past participle is the main verb.</p> <p>Past perfect is formed using regular verb-ed + to have or irregular verb + had.</p> <p>What direct speech is.</p> <p>Sometimes the way people speak is different from the way that formal English is written down.</p> <p>An inflection is a change in the form of a word to show a grammatical function such as a change in tense.</p> <p>Often an inflection is the change in the ending of a word</p> | <p>Hyperbole is a form of figurative language. It is an exaggeration used for emphasis or humour.</p> <p>cohesion can be built across and within paragraphs. (then, after that, this, firstly)</p> <p>that an expanded noun phrase contains: Determiner, 2 adjectives separated by a comma, Noun, Verb + prepositional phrase</p> <p>Personification is a type of figurative language technique.</p> <p>Personification is when an animal, plant or non-living object is given human characteristics.</p> <p>A metaphor - a comparison between the description of one thing to another. It does not contain the words 'like' or 'as'</p> <p>Relative clauses are a specific type of subordinate clause. They help to add more information to sentences.</p> <p>When you remove the relative clause, the original structure makes sense.</p> <p>A relative clause directly links to the</p> | <p>mean something different from their literal meanings but are often understood due to their popular use.</p> <p>Allusion is a figure of speech, in which an object or circumstance from an unrelated context is referred to covertly or indirectly.</p> <p>An oxymoron is a figure of speech that juxtaposes concepts within a word or in a phrase that is a self-contradiction.</p> <p>The difference between vocabulary and structures appropriate for formal speech and writing.</p> <p>The subjunctive form can be used in formal language.</p> <p>The subjunctive form can be used to give advice, to suggest or to recommend something.</p> <p>The subjunctive form often uses the verb to be in an unusual way.</p> <p>Hyperbole is a form of figurative language.</p> <p>Hyperbole is an exaggeration used for emphasis or humour.</p> |
|--|--|--|--|--|---|--|---|--|

| | | | | | | | | |
|--|--|--|--|--|---|---|--|--|
| | | | | <p>What words are question words (e.g. what, when, why, how, who).</p> <p>Subordinating conjunctions begin a subordinating clause.</p> <p>Subordinating clauses can start a sentence or can end a sentence.</p> <p>When, if, that, because are subordinating conjunctions.</p> <p>A verb is an action or a doing word.</p> <p>Adverbs describe verbs.</p> <p>Adverbs describe how, when, how often and where the verb takes place.</p> <p>Sometimes adverbs end in ly.</p> <p>What a compound noun is (whiteboard, superman)</p> <p>What a contraction is.</p> | <p>Subordinate clauses start with a subordinating conjunction (because/ after/ before/ when/ although/ while/ if/ since)</p> <p>How the subordinate conjunctions because/ after/ before/ when/ although/ while/ if/ since change the meaning of the clause.</p> <p>That some pronouns show belonging.</p> <p>That sentences can have more than one pronoun.</p> <p>That pronouns are used to avoid repetition.</p> <p>A pronoun is a word that takes the place of a noun.</p> | <p>Sometimes when people speak they use the locally- spoken non standard forms of verb inflections.</p> <p>When writing you should use Standard English. It is considered the correct form of English as it is grammatically correct and does not use any slang.</p> <p>What an adverb is, conjunction and preposition is</p> <p>Conjunctions, adverbs and prepositions can express time and cause.</p> <p>the adverbs, conjunctions and prepositions in AWHITEBUS change the meaning of a sentence.</p> <p>A simile is a comparison between two different things, using the words 'as' or 'like'. It is often used to make a certain element of a story seem more interesting.</p> <p>Onomatopoeia is a word that sounds like what it means.</p> <p>Alliteration is the repetition of initial consonant sounds of nearby words in a phrase.</p> <p>Using interesting vocabulary adds to the description.</p> | <p>noun which you are describing or modifying – it is relative (related) to it.</p> <p>Relative clause begins with the relative pronouns – who, which, where, whose, that.</p> <p>When to use each relative pronoun: Who - a person or people. Which - an object, place, animal. That - an object, place, person. When - a time. Where - a place</p> <p>There are 2 types of relative clause: Defining relative clause gives essential information Non-defining clause gives additional extra non-essential information</p> <p>Nouns and adjectives can be converted into verbs by adding suffixes.</p> | |
|--|--|--|--|--|---|---|--|--|

| | | | | | |
|--|---|---|---|--|--|
| <p>I know how to: Write a sentence with a subject and a verb.</p> <p>Use an exclamation sentence to show something shocking or surprising.</p> <p>Use a question to ask something.</p> <p>Write consistently in the past tense.</p> <p>Write consistently in the present tense.</p> | <p>I know how to: Write a noun phrase to describe.</p> <p>Join to main clauses with a conjunction.</p> <p>Use the coordinating conjunctions and, or, but.</p> <p>Use the subordinating conjunctions when, if, that, because</p> <p>Use the coordinating conjunctions and, or, but to link 2 main clauses.</p> <p>Use noun phrases (adjective before noun) to describe.</p> <p>Identify and use verbs in writing correctly.</p> <p>Write in the simple past tense, the past progressive tense, the present tense.</p> <p>Write statements, commands, questions and exclamation sentences.</p> <p>Use the progressive form of verbs in the</p> | <p>I know how to: use a variety of coordinating and subordinating conjunctions in sentences.</p> <p>Effectively use the coordinating conjunctions but, and, or in sentences.</p> <p>Effectively use the subordinating conjunctions because, after, before, when.</p> <p>use participial adjectives in sentences.</p> <p>use a variety of coordinating and subordinating conjunctions in sentences.</p> <p>Use imperative verbs to convey urgency when writing a command.</p> <p>Use prepositions to express time and cause.</p> <p>Start sentences with a fronted adverbial.</p> <p>Use fronted adverbials to add more detail about how, when, where or why.</p> <p>Write subordinate clauses at the beginning and end of sentences.</p> | <p>I know how to express time, place and cause using: subordinating conjunctions to join clauses (ISAWAWABUB) including as openers. coordinating conjunctions (FANBOYS).</p> <p>use adverbials to express manner, time and place.</p> <p>write a participial phrase.</p> <p>identify all the elements of an expanded noun phrase.</p> <p>Write a fronted adverbial that indicated time, reason, manner and place.</p> <p>Use imperative verbs to convey urgency.</p> <p>Write rhetorical questions to create a dramatic effect or to make a point rather than to get an answer.</p> <p>Identify the difference between a plural noun and a possessive noun.</p> <p>Write and correctly punctuate an exclamatory sentence.</p> <p>Use a range of conjunctions, adverbs and prepositions to express time and cause (AWHITEBUS)</p> | <p>I know how to use a variety of subordinating conjunctions (AWHITEBUS) in sentences.</p> <p>use relative clauses to add further detail in sentences.</p> <p>Link ideas across paragraphs using adverbials of time (eg later), place (eg nearby) and number (eg secondly) or tense choices (he had seen her before).</p> <p>Use adverbs to indicate varying degrees of possibility.</p> <p>Use modal verbs to indicate degrees of possibility.</p> <p>Use hyperbole.</p> <p>Write an expanded noun phrase with all the elements. Describe settings, characters and atmosphere using a range of descriptive techniques: expanded noun phrases, personification, simile/ metaphors.</p> <p>Add further information using relative clauses.</p> <p>Convert nouns and adjectives into verbs by adding the suffixes -ate, -ise, -ify.</p> | <p>I know how to select the most appropriate vocabulary and structures for formal speech and writing.</p> <p>use passive voice for formality.</p> <p>use different layout devices (eg headings, subheadings, columns).</p> <p>Use subjunctive mood/ form appropriately.</p> <p>Link ideas across a range of paragraphs using a wider range of cohesive devices: repetition or a word or phrase, grammatical connections, ellipses.</p> <p>use dialogue to convey character and advance action.</p> <p>Describe settings, characters and atmosphere using a range of descriptive techniques: expanded noun phrases, personification, simile/ metaphors, allusion, idioms, oxymoron.</p> <p>Select appropriate vocabulary and structures to write formally.</p> <p>Use hyperbole.</p> |
|--|---|---|---|--|--|

| | | | | | | | | |
|--|--|--|--|--|--|---|---|--|
| | | | | <p>present and past tense in writing.</p> <p>Use adjectives using the suffix -ful and -less in writing.</p> <p>Write a subordinating clause that starts a sentence.</p> <p>Write a subordinating clause that ends a sentence.</p> <p>Use the subordinating conjunctions when, if, that, because.</p> <p>Use verbs and adverbs in a sentence.</p> <p>Include compound nouns in writing.</p> | <p>Write subordinate clauses containing the subordinate conjunctions because/ after/ before/ when/ although/ while/ if/ since.</p> <p>Use nouns and pronouns to avoid repetition in writing.</p> | <p>Identify the present perfect tense and the past perfect tense. Use present perfect form in contrast to the past perfect tense.</p> <p>Identify direct speech in a piece of writing.</p> <p>Correctly use a reporting clause when writing speech.</p> <p>Use standard English forms for verb inflections instead of spoken forms.</p> <p>Use a range of conjunctions, adverbs and prepositions to express time and cause. (AWHITEBUS).</p> <p>Use the conjunctions, adverbs and prepositions: A – Although, after, as Wh – when, whenever, whatever, whether, whereas, which I – if, in order that, in case T – though, til, that E – even though, even if B – because, before U – until, unless S – since</p> <p>Use figurative language to add description:</p> <ul style="list-style-type: none"> • Simile • Onomatopoeia • Alliteration <p>Use interesting vocabulary in my writing to add to the description.</p> | <p>Use the verb prefixes dis-, mis-, over-, re-</p> | |
|--|--|--|--|--|--|---|---|--|

| | | | | | | |
|--|---|--|---|--|--|--|
| <p>I know: Letters can be written as a lower-case letter or a capital letter.</p> <p>Sentences start with capital letters.</p> <p>Sentences end with a full stop.</p> <p>Letters can be written as a lower-case letter or a capital letter.</p> <p>Sentences start with capital letters.</p> <p>Sentences end with a full stop.</p> | <p>I know: That sentences start with a capital letter.</p> <p>That sentences end with a full stop.</p> <p>The corresponding capital letters and lower-case letters.</p> <p>Questions end with a question mark.</p> <p>A question mark looks like this: ?</p> <p>An exclamation mark is a line with a full stop underneath.</p> | <p>I know: That names of people, places, days of the week need a capital letter.</p> <p>When to use a full stop.</p> <p>That capital letters are used for: start of sentences, I, proper nouns.</p> <p>That commas are used to separate items in a list.</p> <p>Question marks are used to punctuate questions.</p> <p>That apostrophes can indicate possession.</p> <p>What possession means.</p> <p>An apostrophe is used to indicate omission.</p> | <p>I know: commas mark subordinate clauses</p> <p>a rhetorical question ends with a question mark</p> <p>what a proper noun is and why they need capital letters.</p> <p>commas mark subordinate clauses.</p> <p>what speech is in a story.</p> <p>direct speech is punctuated with inverted commas.</p> <p>Where to place an apostrophe in relation to a word.</p> <p>What an apostrophe looks like.</p> <p>an apostrophe is used to indicate possession.</p> <p>That the apostrophe goes after the s in plural possession.</p> <p>Commas mark clauses.</p> <p>Commas are often used after a fronted adverbial. This separates the adverbial from the rest of the sentence.</p> <p>When a subordinate clause begins a sentence, it has to</p> | <p>I know the position of the comma changes if the subordinate clause is positioned at the start or the end of the sentence.</p> <p>when to use inverted commas</p> <p>what punctuation to use when writing speech</p> <p>that spoken words begin with a capital letter</p> <p>what a reporting clause is</p> <p>a new line is started for a new speaker</p> <p>that commas are positioned after fronted adverbials.</p> <p>Where to place an apostrophe to indicate possession for a plural noun..</p> <p>When to use an apostrophe to mark omission for contractions.</p> <p>A rhetorical question ends with a question mark. An exclamatory sentence ends with an exclamation mark.</p> <p>that speech is punctuated with:</p> <ul style="list-style-type: none"> • inverted commas. • comma after the reporting clause. • capital letter at the start of speech. | <p>I know commas to mark clauses and open subordinate clauses</p> <p>what parenthesis is</p> <p>when and why parenthesis is used</p> <p>That commas can be used to clarify meaning or avoid ambiguity.</p> <p>Parenthesis is used to add more detail to sentences.</p> <p>If a relative clause is defining, it does not need a comma.</p> <p>If a relative clause is non defining, it does need to be punctuated with commas.</p> | <p>I know A colon can be used to introduce a list.</p> <p>Semi colons can be used to separate items in a list if extra details about the items have been included.</p> <p>Bullet points can be used to separate items in a list.</p> <p>Bullet points help break down a set of key ideas or items so that the reader can see them easily.</p> <p>Bullet points are used in the place of numbers when the items do not need to be listed in a particular order.</p> <p>There is no one correct way of punctuating lists with bullet points, apart from the need for punctuation to be consistent. hyphens can be used to avoid ambiguity.</p> <p>How and when to use ellipses appropriately A semi colon can be used to mark the boundary between independent clauses.</p> |
|--|---|--|---|--|--|--|

| | | | | | | | | |
|--|--|--|--|--|---|--|--|--|
| | | | | | <p>have a comma after it.</p> <p>When the main clause begins a sentence, there is no comma to separate it from the dependent clause.</p> <p>Exclamation marks mark the end of an exclamation.</p> <p>An exclamation sentence starts with what or how or can be a short phrase (eg ouch! That hurts!)</p> <p>An apostrophe can be used to contract two words into one.</p> <p>An apostrophe looks like this: ‘</p> <p>Commas can be used to separate items in a list.</p> <p>When we write a list, we use a comma to separate each item. The final two items are separated by the conjunction ‘and’.</p> | <ul style="list-style-type: none">• punctuation before the last inverted comma. <p>Items in a list are separated by a comma.</p> | | |
|--|--|--|--|--|---|--|--|--|

| | | | | | | |
|--|---|--|--|---|---|---|
| <p>I know how to:</p> <p>Demarcate some sentences with full stops and capital letters.</p> <p>Demarcate some sentences with full stops and capital letters.</p> | <p>I know how to:</p> <p>Demarcate sentences with full stops and capital letters.</p> <p>Punctuate questions and exclamation sentences with ? or !</p> | <p>I know how to:</p> <p>Demarcate sentences with full stops and capital letters.</p> <p>Use capital letters for names of people, places, days of the week and personal pronoun I</p> <p>Use capital letters (inc for the first person I) and full stops correctly when writing.</p> <p>Use commas to separate items in a list.</p> <p>Punctuate statements, commands, questions and exclamations.</p> <p>Write questions punctuated with a question mark.</p> <p>Use apostrophes to mark singular possession in nouns.</p> <p>Correctly place an apostrophe within the line in comparison to other letters.</p> <p>Use an apostrophe to indicate omission.</p> | <p>I know how to:</p> <p>use commas to mark subordinate clauses</p> <p>write a rhetorical question to engage the reader</p> <p>use commas to separate adjectives in an expanded noun phrase</p> <p>Use a possessive apostrophe with plural nouns.</p> <p>Use a comma to mark subordinate clauses and fronted adverbials</p> <p>Use a subordinate clause to build cohesion.</p> <p>Correctly punctuate exclamation sentences.</p> <p>Correctly position an apostrophe to mark an omitted letter, when contracting two words together.</p> <p>Correctly use commas to separate items in a list.</p> <p>Demarcate proper nouns with a capital letter.</p> <p>use speech in a story.</p> <p>punctuate direct speech with inverted commas.</p> | <p>I know how to</p> <p>correctly place a comma to mark a subordinate clause when the clause is used at the beginning and at the end of the sentence.</p> <p>identify and correctly punctate direct speech.</p> <p>Mark adverbials with commas.</p> <p>Use a possessive apostrophe with plural nouns.</p> <p>Correctly use an apostrophe to mark singular and plural possession.</p> <p>Correctly mark omission with an apostrophe for contractions.</p> <p>Correctly punctuate direct speech with a reporting clause.</p> <p>Correctly use commas in a list</p> | <p>I know how to</p> <p>position parenthesis in sentences</p> <p>use brackets and dashes to explain technical vocabulary using parenthesis.</p> <p>use commas to mark clauses.</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Use brackets, dashes, commas to add more detail through parenthesis Punctuate speech correctly.</p> <p>Use semi colon to mark the boundary between independent clauses.</p> <p>Correctly size and place a semi colon within the line compared to the sizing of other letters and words.</p> <p>Identify when to use a semi colon or a colon.</p> <p>Correctly punctuate relative clauses.</p> | <p>I know how to</p> <p>use hyphens to avoid ambiguity.</p> <p>Use a colon to introduce a list and use of semi colons within a list.</p> <p>Use bullet points to list information.</p> <p>Correctly and consistently punctuate bullet points. punctuate dialogue correctly. A colon and dash mark the boundary between independent clauses.</p> <p>Use a colon and dash to mark the boundary between independent clauses.</p> <p>Correctly size and place a colon within the line compared to the sizing of other letters and words.</p> |
|--|---|--|--|---|---|---|

| | | | | | | | | |
|--------------------|---|---|---|--|---|--|---|---|
| Composition | <p>I know:</p> <p>Things that are written down have a meaning.</p> <p>The marks I make have value.</p> <p>There are many different script systems eg Arabic, Chinese, Greek and Braille.</p> <p>Writing has a purpose (eg shopping list, labels etc).</p> <p>I know how to: Express thoughts and emotions through words.</p> <p>Orally co-create stories with adults.</p> <p>Perform stories to others.</p> <p>Talk about what marks may represent.</p> | <p>I know:</p> <p>What I say can be written down and understood by someone else.</p> <p>I can give ideas that can make a story.</p> <p>Some words can rhyme (eg Maddie, daddy, baddie, laddie).</p> <p>I can write about a range of topics (eg a map for a journey, a job list for a builder, spells for potion making).</p> <p>A tripod grip is the best way to hold a pencil.</p> <p>I know how to:</p> <p>Give meaning to drawings and paintings.</p> <p>Orally create a story with an adult.</p> <p>Participate in small group, class and one-to-one discussions.</p> <p>Offer ideas using recently introduced vocabulary.</p> <p>Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction and poems.</p> <p>Express ideas and feelings about</p> | <p>I know how to:</p> <p>Write with support from an adult.</p> <p>Compose a sentence orally before it is written.</p> <p>Sequence sentences to form short narratives.</p> <p>Re-read what has been written to check it makes sense.</p> <p>Discuss what has been written with peers and adults.</p> <p>Say out loud what is going to be written.</p> | <p>I know:</p> <p>That a letter has a date and address.</p> <p>That a letter starts with a salutation (a word or phrase to begin a letter)</p> <p>That you have to 'sign off' a letter</p> <p>A story can be written in time order.</p> <p>I know how to:</p> <p>Write with little support from an adult.</p> <p>Encapsulate what is going to be written sentence by sentence.</p> <p>Evaluate writing by: reading to check it makes sense. checking that verbs that indicate time are used correctly. checking and changing spelling, grammar and punctuation errors</p> <p>Plan and say what is going to be written aloud before writing.</p> <p>Write and use key words and</p> | <p>I know:</p> <p>paragraphs are used to group related ideas.</p> <p>what headings and subheadings are used for and when to use them</p> <p>that facts and statistics can be used to persuade.</p> <p>That adjectives can be used positively to persuade.</p> <p>A story plot often contains a beginning, build-up, problem, resolution and ending.</p> <p>I know how to:</p> <p>examine a piece of informative writing (WAGOLL) to understand structure, vocabulary and grammar.</p> <p>discuss and record ideas when planning.</p> <p>compose and rehearse sentences orally, building a variety of vocabulary and sentence structures.</p> <p>evaluate and edit vocabulary, grammar, spelling and punctuation.</p> <p>write detailed descriptions of a</p> | <p>I know:</p> <p>Planned repetition can be used as a persuasive technique.</p> <p>paragraphs are used to group related ideas around a theme.</p> <p>that facts and statistics can be used to persuade.</p> <p>That adjectives can be used positively to persuade.</p> <p>I know how to</p> <p>examine a piece of informative writing (WAGOLL) to understand structure, vocabulary and grammar.</p> <p>discuss and record ideas when planning.</p> <p>compose and rehearse sentences orally, building a variety of vocabulary and sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>label content with headings and subheadings.</p> <p>evaluate and edit vocabulary, grammar, spelling and punctuation.</p> <p>write detailed descriptions of a setting and character</p> | <p>I know:</p> <p>what subject verb agreement means</p> <p>when it is appropriate to write a precis</p> <p>a precis should contain essential information, retain authors mood and tone and should avoid long sentences.</p> <p>when performing a composition to use appropriate intonation, volume and movement.</p> <p>That dialogue can be characterised and advance action.</p> <p>Speech can be characterised by adding an emotion (eg said with an aggressive tone.)</p> <p>Speech can advance action by accompanying speech with an action (eg as she stepped forward).</p> <p>I know how to</p> <p>plan writing by identifying the audience and purpose of writing.</p> <p>select the appropriate form of writing.</p> <p>examine a piece of informative writing (WAGOLL) to understand structure, vocabulary and grammar.</p> | <p>I know</p> <p>when it is appropriate to write a precis</p> <p>a precis should contain essential information, retain authors mood and tone and should avoid long sentences.</p> <p>what cohesion is</p> <p>when performing a composition to use appropriate intonation, volume and movement.</p> <p>That dialogue can be characterised and advance action.</p> <p>Speech can be characterised by adding an emotion (eg said with an aggressive tone.)</p> <p>Speech can advance action by accompanying speech with an action (eg as she stepped forward).</p> <p>I know how to</p> <p>plan writing by identifying the audience and purpose of writing.</p> <p>select the appropriate form of writing.</p> <p>examine a piece of informative writing (WAGOLL) to understand structure, vocabulary and grammar.</p> |
|--------------------|---|---|---|--|---|--|---|---|

| | | | | | | | |
|--|---|--|--|--|---|--|---|
| | <p>experiences using full sentences.</p> <p>Talk using:</p> <ul style="list-style-type: none"> the past, present and future tenses conjunctions <p>Write simple phrases and sentences with support from an adult.</p> <p>Say out loud what is going to be written.</p> <p>Compose a sentence orally before it is written.</p> <p>Participate in small group, class and one-to-one discussions.</p> <p>Offer ideas using recently introduced vocabulary.</p> | | <p>vocabulary in writing.</p> <p>Write and use key words and vocabulary in writing.</p> <p>Write a date and address for a letter.</p> <p>Begin a letter with salutation and end a letter with a sign off.</p> <p>Write in the past and present tense and maintain the correct tense throughout a piece of writing.</p> <p>Time sequence a story.</p> <p>Differentiate between the past and present tense to suit the purpose of writing.</p> | <p>setting and character.</p> <p>develop a plot when writing narrative.</p> <p>write in paragraphs to group related ideas.</p> <p>use paragraphs to organise in time sequence.</p> <p>label content with headings and subheadings.</p> <p>Use paragraphs to organise in time sequence.</p> <p>Use facts and statistics in writing.</p> <p>Use adjectives for positive description.</p> | <p>develop a plot when writing narrative</p> <p>Use planned repetition.</p> <p>Use paragraphs to organise in time sequence.</p> <p>Use facts and statistics in writing.</p> <p>Use adjectives for positive description.</p> <p>use headings and subheadings to label content.</p> | <p>a piece of writing needs to maintain one tone (formal/ impersonal) depending on the audience and purpose of writing.</p> <p>a piece of writing needs to maintain one tone (formal/ impersonal) depending on the audience and purpose of writing.</p> <p>I know how to</p> <p>plan writing by identifying the audience and purpose of writing.</p> <p>select the appropriate form of writing.</p> <p>examine a piece of informative writing (WAGOLL) to understand structure, vocabulary and grammar.</p> <p>note and develop initial ideas, drawing on reading and research.</p> <p>select appropriate grammar and vocabulary, understanding how choices change and enhance meaning.</p> <p>use organisational and presentational devises to structure a text to guide the reader (headings and underlining)</p> | <p>note and develop initial ideas, drawing on reading and research.</p> <p>select appropriate grammar and vocabulary, understanding how choices change and enhance meaning.</p> <p>precis longer passages.</p> <p>use a wide range of devises to build cohesion within and across paragraphs.</p> <p>use organisational and presentational devises to structure a text to guide the reader (headings and underlining)</p> <p>evaluate and edit effectiveness of writing including SPAG to enhance effects and clarify meaning, ensure correct tense is maintained, ensure correct subject verb agreement.</p> <p>perform compositions using appropriate intonation, volume and movement.</p> <p>plan writing by identifying the audience and purpose of writing.</p> <p>consider how authors have developed characters and settings in what they have read, listened to or performed.</p> |
|--|---|--|--|--|---|--|---|

| | | | | | | | | |
|--|--|--|--|--|--|--|---|--|
| | | | | | | | <p>evaluate and edit effectiveness of writing including SPAG to enhance effects and clarify meaning, ensure correct tense is maintained, ensure correct subject verb agreement.</p> <p>perform compositions using appropriate intonation, volume and movement.</p> <p>precis longer passages.</p> <p>perform compositions using appropriate intonation, volume and movement.</p> <p>Consider how authors have developed characters and settings in what they have read, listened to or performed.</p> <p>Describe settings, characters, atmosphere.</p> <p>build cohesion across paragraphs using tense choices.</p> <p>Use paragraphs to structure arguments.</p> <p>integrate dialogue to convey character and advance action</p> | <p>Describe settings, characters, atmosphere and integrate dialogue to convey character and advance action.</p> <p>when it is appropriate to write a precis</p> <p>a precis should contain essential information, retain authors mood and tone and should avoid long sentences.</p> <p>what cohesion is</p> <p>that facts and statistics can be used to persuade.</p> <p>when performing a composition to use appropriate intonation, volume and movement.</p> |
|--|--|--|--|--|--|--|---|--|

| | | | | | | | | |
|--------------------|--|--|--|--|---|--|---|---|
| Alan Peat sentence | | | | <p>List sentences</p> <p>What+! sentence (What a lovely day!)</p> <p>Short sentences All the Ws (would, who, what, why)</p> <p>What+! sentence (What a lovely day!)</p> <p>Short sentences</p> <p>All the Ws</p> <p>List sentences</p> | <p>BOYS</p> <p>Then and now sentences</p> <p>2A</p> <p>2A</p> <p>As _ly sentences (subordinating conjunctions and adverbs)</p> <p>Double ly sentences (adverbs)</p> <p>Double _ly sentences</p> <p>_ing, _ed sentences</p> <p>Verb, person</p> <p>Ad, same ad</p> <p>List sentences</p> | <p>If, if, if, then (subordinate conjunction if)</p> <p>With a(n) action, more action</p> <p>Double _ly sentences</p> <p>_ing, _ed sentences 2A sentences</p> <p>Emotion, comma Simile (like a / as a)</p> <p>This is that.</p> <p>Sound cause</p> | <p>Noun, who/which/where</p> <p>3 bad – question?</p> <p>P.C.</p> <p>The more, the more</p> <p>Object/ person (aka...)</p> <p>Description, which + simile 3 _ed</p> <p>Name – adjective pair – sentences</p> <p>Outside (inside)</p> <p>Subject – 3 examples- are all</p> <p>2 pairs</p> <p>Getting worse/ getting better sentences</p> <p>Personification of weather</p> | <p>Irony sentences</p> <p>Action as if (moving story forward with dialogue)</p> <p>Many questions</p> <p>Broken sentences</p> <p>Same word end of 2 sentences</p> <p>Trailing off. So...</p> <p>The question is</p> <p>Imagine 3 examples</p> <p>De:de</p> <p>When_; when_; when_, then</p> <p>Some; others</p> <p>Tell: show 3; examples</p> |
| | | | | | | | | |

| | | | | | | | | |
|----------------|---|---|---|---|--|--|--|---|
| Key vocabulary | <p>Write Letters Marks Tools Surface Mark making Name Writing Story Letter Shapes Keyboard Write Letters Marks Tools Surface Big Small Hard Soft Quick Slow Stories Marks Writing</p> | <p>Phoneme Grapheme Tricky word Blend Segment Name Letter Digraph Trigraph Rhyme Space Lower case letter Start position End position Space Lower case letter Start position End position Capital letter Full stop</p> | <p>Phoneme Grapheme Tricky word Blend Capital letter Full stop Sentence Subject Verb Space Lower case letter Exclamation mark Question mark Capital letter Full stop Lower case letter Size Suffix Present tense Past tense Single Plural</p> | <p>Suffix Root word Prefix Plural Full stop Capital letter Noun phrase determiner adjective noun Conjunction Coordinating conjunction Subordinating conjunction Clause Subject Verb Adverb Root word Suffix Diagonal strokes Horizontal strokes Salutation Date Address Sign off Clause Suffix Verb Full stop Capital letter Proper noun Comma Simple Past tense Present tense Past progressive Statement Command Question Exclamation Progressive verb Present progressive Past progressive Comma Adverbs Question mark Apostrophe Possession Compound noun Contraction Omission Apostrophe</p> | <p>Coordinating conjunction Subordinating conjunction Subordinating clause Independent clause Phrase Rhetorical question Imperative verb Expanded noun phrase Comma Question mark Narrative Proper noun Participle Participial adjectives adverbs Preposition Apostrophe Plural noun Possession Paragraph Heading Subheading Persuade Facts Statistics Fronted adverbial Comma Noun Pronoun Plot Main clause Exclamation mark Exclamation sentence Apostrophe Omission Omitted Prefix Root Word Commas List</p> | <p>Inform Explanation Newspaper article Conjunction Time Place Cause Subordinating conjunction Coordinating conjunction Adverbial Theme Direct speech Reporting clause Inverted commas Narrative Participle Participial phrase Expanded noun phrase Prepositional phrase Determiner Adverbials Fronted Adverbial Imperative verb Rhetorical question Plural noun Singular nouns Possessive noun Apostrophe Question mark Exclamation mark Exclamatory sentence Omission Possession Repetition Persuasive technique Statistics Present perfect tense Past participle Past perfect Direct speech Formal English Verb inflection Nonstandard Standard English Figurative language Simile Alliteration Consonant sound</p> | <p>Inform Non chronological report Recount Newspaper article Clause conjunction Relative clause Relative pronoun Audience Purpose Form Meaning Organisational and Presentational devises Subject verb agreement Adverbials Tense Ambiguity Parenthesis Precis/ Precising Cohesion Intonation Volume Movement Audience Purpose Form Meaning Organisational devises Presentational devises Adverbs Possibility Modal verb Hyperbole Figurative language Statistics Subject verb agreement Atmosphere Dialogue Convey character Advance action Expanded noun phrase Personification Metaphor Relative clauses Subordinate clause Modify Relative pronoun Defining Non-defining Comma Formal Impersonal Suffix Root word</p> | <p>Formal Passive voice Layout Hyphens Subjunctive mood/ form Semi colon Bullet points Audience Purpose Form Meaning Precis Precising Cohesion Organisational devises Presentational devises Subject verb agreement Intonation Volume Movement Cohesion Cohesive devise Repetition Reference Substitution Ellipsis Conjunction lexical items dialogue allusion idiom oxymoron Independent clause Colon Dash Formal writing Subjunctive Form Hyperbole Figurative language Organisational/ Presentational devises Statistics Subject verb agreement Semi colon Independent clause Boundary Colon</p> |
|----------------|---|---|---|---|--|--|--|---|

