



# English Curriculum

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Aspect	Year 1	Year 2
<b>Spoken Language: Speaking</b>	Tell a story or describe an incident clearly Retell a story or incident in which events are ordered Read aloud clearly and use some intonation for effect	Add detail to their talk to keep the listener interested Use emphasis, story language and interesting vocabulary when telling stories Use gesture to support talk
<b>Spoken Language: Listening</b>	Listen and respond appropriately to adults and peers, in a range of situations Listen and follow instructions accurately, asking for help or clarification if necessary Listen with sustained concentration	Follow up listening with relevant questions Comment constructively after listening Be able to extract key points when listening to an adult
<b>Spoken Language: Discussion</b>	Take turns in a group Listen to other pupils during group work Explain their thoughts to a group	Keep on topic during discussion Reach agreement in a group Ensure all group members have a turn
<b>Spoken Language: Drama</b>	Respond to other characters in role Pretend to be a character, showing feelings through words and action Take turns speaking their part in acting out familiar stories with words and actions	Make up plays from stories and other stimuli Show a character through movement Learn and deliver some lines Improve their plays by practising and adding simple theatrical effects e.g. props and sound effects
<b>Reading: Becoming a reader</b>	<b>Enjoy stories (including fairy and traditional stories), poems and rhymes</b> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Offer an opinion on what is read to them and listen to the opinions of others Retell a story using prompts <b>Retell a story in the correct order</b> Join in with stories being read aloud	Enjoy books and reading Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction that are read to them and those that they can read for themselves Offer opinions and preferences about books, backed up by reasons Discuss favourite authors Retell a story using words and phrases from the text Retell a story from memory, including all the main parts Retell a stock of basic stories Discuss their favourite words and phrases
<b>Reading: Word reading</b>	Respond quickly with the correct sound for graphemes (using phonemes taught so far) Respond quickly with the correct sound for graphemes (for all 40+ phonemes) <b>Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes (WTS KS1)</b> Remember and read high frequency phonically decodable words <b>Read many year 1 common exception words (National Curriculum English Appendix 1) (WTS KS1)</b> Read words containing taught GPCs and ending in -s, -es and ing <b>Read words of more than one syllable (WTS KS1)</b> Read words containing taught GPCs and ending in -ed, -er and est	Blend GPCs to read accurately Recognise alternative sounds for graphemes <b>Apply phonic knowledge across the curriculum</b> <b>Read words of two or more syllables (EXS KS1)</b> <b>Read most words containing common suffixes (link to spelling) (EXS KS1)</b> <b>Read most common exception words (National Curriculum Appendix 1) (EXS KS1)</b> Sound out unfamiliar words and use other reading strategies when reading aloud Orchestrate a range of reading strategies to decode successfully Self-correct when reading aloud

	<p>Read words with contractions and understand how apostrophes work in these words</p> <p>Apply phonic knowledge across the curriculum</p> <p><b>Read aloud accurately books that match their phonic knowledge</b></p> <p>Read aloud accurately books which require them to use phonics and other reading strategies</p> <p>Listen to what they are reading to hear if it makes sense</p> <p>Read to the end of a sentence to help work out an unknown word</p> <p>Re-read when they have not understood</p> <p>Use the punctuation to get meaning from the text</p> <p>Use the context as an aid to decoding unknown words</p> <p>Look for words within words to aid decoding</p> <p>Break down large words into syllables to aid decoding</p>	
<p>Reading: Fluency</p>	<p>Re-read books to build fluency and confidence</p> <p>Begin to read with expression</p> <p>Recite some poems and rhymes by heart</p> <p><b><u>In phonically regular texts, read aloud many words quickly and accurately without overt sounding and blending (WTS KS1)</u></b></p> <p><b><u>Sound out many unfamiliar words accurately in a phonically regular text (WTS KS1)</u></b></p>	<p>Re-read books to build fluency and confidence</p> <p>Decrease reliance on 'sounding out' in common words</p> <p><b><u>Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (EXS KS1)</u></b></p> <p><b><u>Sound out most unfamiliar words accurately, without undue hesitation (EXS KS1)</u></b></p> <p>Read Year 2 texts with expression and appropriate volume</p> <p>Read Year 2 texts with good phrasing</p> <p>Read Year 2 texts smoothly with few breaks</p> <p>Read Year 2 texts at conversational pace</p> <p>Learn some classic poems by heart</p>
<p>Reading: Comprehension</p>	<p>Apply vocabulary they know in one context to another</p> <p>Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known</p> <p>Use imagination to re-enact stories in a variety of ways</p> <p>Develop understanding by linking reading to prior knowledge and/or background information</p> <p>Ask questions to engage with a text</p> <p>Ask questions in a discussion of a text with peers and adults</p> <p><b>Check that the text makes sense as they read and re-read if necessary</b></p> <p><b><u>Retrieve information from a familiar book that is read to them in discussion with the teacher (KS1 WTS)</u></b></p> <p><b><u>Make simple inferences from a familiar book that is read to them (KS1 WTS)</u></b></p> <p>Make simple inferences about characters from what they say and do</p> <p>Predict the next part of a story</p> <p>Recall the main events in a story</p> <p>Recognise and understand the terms title, author, illustrator and illustration</p> <p>Understand that text, illustration and other features combine to give meaning</p> <p>Discuss the title and talk about the events in a story</p>	<p>Use the surrounding text to aid them in understanding unknown vocabulary</p> <p>Infer meanings from the vocabulary used</p> <p>Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known</p> <p>Develop an active attitude towards imagining by responding to what they have read or listened to e.g. through talk, drama, drawing</p> <p>Develop understanding by linking reading to prior knowledge and/or background information</p> <p><b><u>Make links between the book they are reading and other books they have read (GD KS1)</u></b></p> <p>Ask questions to themselves as they are reading</p> <p>Ask 'Why' and 'I wonder' questions</p> <p><b><u>Check that the text makes sense as they read and correct inaccurate reading (EXS KS1)</u></b></p> <p><b><u>Build comprehension by retrieving basic information from a text (EXS KS1)</u></b></p> <p>Create understanding by reading and combining different textual elements e.g. text, pictures, diagrams, labels and captions</p> <p>Use vocabulary knowledge, including synonyms, to aid comprehension</p>

	<p>Identify the main characters and say what they are like  <u>Answer questions about the text in discussion with the teacher (WTS KS1)</u></p>	<p>Order the events in a text  <u>Make inferences about characters, settings and events (EXS KS1 and GD KS1)</u>  Use vocabulary knowledge, including synonyms, to aid inference  <u>Make a plausible prediction about what might happen on the basis of what has been read so far (GD KS1)</u>  <u>Explain what has happened so far in what they have read (EXS KS1)</u>  Recognise and discuss features of different texts  Recognise and discuss the sequence of events in fiction and how items are related in non-fiction  Recognise recurring story language  Recognise recurring language in stories and poetry  Discuss which words and phrases are effective  <u>Retrieve information from the text to answer questions (EXS KS1)</u></p>
<p><b>Reading: Becoming a researcher</b></p>	<p>Pose questions before reading non-fiction to find answers  Navigate a simple non-fiction text  Record information gleaned from simple non-fiction texts</p>	<p>Use indexes, contents pages, headings and captions to navigate non-fiction texts  Navigate simple alphabetically ordered texts  Use screen based and book conventions to find information efficiently and safely</p>
<p><b>Writing: Planning</b></p>	<p>Use ideas from their reading in their writing  Say out loud what they are going to write  Use the sentence by sentence process of think, say, write, check  Plan a 4 sentence story  Plan a simple story (beyond 4 sentences)</p>	<p>Plan a narrative text  Plan non-narrative text types  Include new vocabulary in planning  Use underlying structures from reading (picture books or short stories) to aid planning  <b>Use planning to give structure to their writing</b>  Embed the sentence by sentence process of think, say, write, check</p>
<p><b>Writing: Composing</b></p>	<p>Use the sentence by sentence process of think, say, write, check  Use ideas from their reading in their writing  Write a sequence of sentences  <u>Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1) sometimes for a real purpose and audience</u>  Use the key narrative and non-narrative writing skills of telling, informing, recounting and instructing (see Appendix C)  Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 1)  Improve their writing by using some new vocabulary (from Appendix B – year 1)</p>	<p>Embed the sentence by sentence process of think, say, write, check  <u>Write about personal experiences and real events (EXS KS1)</u>  <u>Write a coherent story for an (often real) audience (EXS KS1)</u>  Write non-narrative text types for a clear purpose and a specific (often real) audience  Write a poem based on a given structure  <b>Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing (GD KS1)</b>  Use the key narrative writing skills of telling and description (see Appendix C)  Use the key non-narrative writing skills of informing, recounting, instructing and persuading (see Appendix C)  <b>Ensure that there is a clear structure to their writing</b>  <b>Develop an idea over several sentences</b>  <b>Use adventurous vocabulary</b>  <b>Add detail to writing when it is necessary</b>  Make their writing lively and interesting for the reader  Link ideas to make writing flow e.g. last time, also, after, then, soon, at last, and another thing...  Build writing stamina through writing longer pieces</p>

		<p>Re-read writing for sense</p> <p>Improve their writing style by adding new techniques to their repertoire (from Appendix A – Year 2)</p> <p>Improve their writing by using new vocabulary (from Appendix B – Year 2)</p>
<b>Writing: Evaluating</b>	<p>Use the sentence by sentence process of think, say, write, check</p> <p>Re-read what they have written to themselves, in order to check that it makes sense</p> <p>Talk about their writing</p> <p>Read aloud their writing clearly (link with Spoken Language)</p>	<p>Embed the sentence by sentence process of think, say, write, check</p> <p>Re-read writing for senses</p> <p>Ensure that there is a clear structure in their writing</p> <p>Check writing for consistent use of tense</p> <p>Evaluate their writing with others and by themselves</p> <p>Use expression when reading aloud their writing</p> <p><b><u>Edit their work by making simple additions and revisions (GD KS1)</u></b></p> <p><b><u>Proof read their work for spelling, grammar and punctuation errors (GD KS1)</u></b></p>
<b>Writing: Grammar</b>	<p>Use correct grammatical terminology when discussing their writing</p> <p><b><u>Leave spaces between words (WTS KS1)</u></b></p> <p>Join words with ‘and’ within sentences</p> <p><b><u>Join sentences with ‘and’ (EXS KS1)</u></b></p> <p>Recognise and know the purpose of nouns</p> <p>Recognise and know the purpose of verbs</p> <p>Form singular and plural nouns (link with spelling)</p> <p>Change the meaning of words by adding un- (link with spelling)</p> <p>Form new nouns by compounding e.g. whiteboard (link with spelling)</p>	<p>Use correct grammatical terminology when discussing their writing</p> <p>Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions</p> <p><b><u>Draw on their reading to inform the grammar and vocabulary of their writing (GD KS1)</u></b></p> <p>Recognise and write statements</p> <p>Recognise and write questions</p> <p>Recognise and write exclamations</p> <p>Recognise and write commands</p> <p><b><u>Join sentences with ‘or’ and ‘but’ (EXS KS1)</u></b></p> <p><b><u>Use ‘when’, ‘if’, ‘that’ and ‘because’ to extend sentences (EXS KS1)</u></b></p> <p>Avoid using ‘and’, ‘but’ or ‘so’ after a full stop</p> <p><b><u>Write and use expanded noun phrases</u></b></p> <p>Form nouns by using suffixes such as –ness and –er.</p> <p>Use precise and appropriate verbs when writing</p> <p><b><u>Write consistently in ‘past’ or ‘present’ tense (EXS KS1)</u></b></p> <p>Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was <b>thinking</b>, she is <b>dancing</b></p> <p>Recognise and know the purpose of adjectives</p> <p>Form adjectives using –ful, -er, -est and –less (link with spelling)</p> <p>Recognise and know the purpose of -ly adverbs</p> <p>Form and use adverbs by adding –ly to adjectives</p> <p>Learn to use some features of written standard English</p>
<b>Writing: Punctuation</b>	<p>Use correct grammatical terminology when discussing their writing</p> <p><b><u>Use full stops and capitals throughout a piece of writing (EXS KS1, WTS KS2)</u></b></p> <p>Use capital letters for people, places, days of the week and ‘I’</p> <p><b><u>Use question marks (EXS KS1, WTS KS2)</u></b></p> <p>Understand the uses of exclamation marks</p> <p><b><u>Use exclamation marks (contributes to GD KS1)</u></b></p>	<p>Use correct grammatical terminology when discussing their writing</p> <p>Understand that an apostrophe is used for omission and possession</p> <p><b><u>Use apostrophes for simple contracted forms (contributes to GD KS1, WTS KS2)</u></b></p> <p><b><u>Use apostrophes for singular possession (contributes to GD KS1)</u></b></p> <p>Avoid using conjunctions and full stops together</p> <p><b><u>Use commas for lists (contributes to GD KS1, WTS KS2)</u></b></p>

**Transcription:  
Spelling**

**Spell words using the GPCs taught so far (ensure your programme covers English appendix 1 (Y1) of National Curriculum) (WTS KS1)**

**Segment words into individual phonemes to aid spelling (WTS KS1)**

Name the letters of the alphabet in order

Use letter names to talk about different grapheme choices

**Spell year 1 common exception words that cannot be easily decoded at this stage ('tricky' words) (contributes to WTS KS1/EXS KS1)**

Spell simple words with adjacent consonants

Spell words ending in -nk

Spell plural nouns with -s and -es

Use -s and -es to spell third person singular verbs

**Spell words with the -ing suffix (where no change is needed to the root word)**

Spell common words ending in -ve

**Spell words with the -ed suffix (where no change is needed to the root word)**

Spell words with the -er suffix (where no change is needed to the root word)

Spell words with the -est suffix (where no change is needed to the root word)

Spell simple words with the un- prefix

Spell common compound words

Spell the days of the week

Divide words into syllables to aid spelling

Write simple dictated sentences using spelling knowledge taught so far

Apply spellings and spelling conventions taught in their own work

**Segment words into individual phonemes to aid correct spelling (WTS KS1 and EXS KS1)**

**Choose the correct grapheme where there are several options (EXS KS1)**

**Use the frequency and usual position of graphemes to make a spelling choice**

**Spell y2 common exception words correctly (National Curriculum Appendix 1) (contributes to WTS/EXS/GD KS1)**

Investigate spelling patterns and conventions

Spell words ending with the 'i' sound spelt y e.g. fly

**Spell words where -es is added to a word ending in y e.g. flies**

Spell words with the 's' sound spelt c before e, i and y e.g. city

Spell words beginning with the 'r' sound spelt wr e.g. wrote

Spell words ending with the 'ee' sound spelt ey e.g. monkey

Spell words with the 'u' sound spelt o e.g. Monday

**Spell words with the suffix -ly e.g. badly (GD KS1)**

Spell contracted words using the apostrophe e.g. can't

Spell frequently confused common homophones e.g. here and hear

Spell words with the 'j' sound spelt j, g, ge and dge

Spell words with the 'or' sound spelt a before an l or a ll e.g. call

Spell words with the 'or' sound spelt ar after w e.g. warm

Spell words with the 'o' sound spelt a after w and qu e.g. watch

Spell words with the 'ur' sound spelt or after w e.g. word

**Spell words with the suffixes -ful and -less (GD KS1)**

**Spell words where suffixes (-ed, -ing, -er and -est) are added to words ending in consonant + y e.g. crying, cried**

Spell two syllable words ending in -tion e.g. station

Use the possessive apostrophe with singular nouns e.g. Sid's

Spell words ending in the 'l' sound and spelt -le e.g. table

Spell words ending in the 'l' sound and spelt -el e.g. camel

Spell words ending in the 'l' sound and spelt -al e.g. pedal

Spell words ending in the 'l' sound and spelt -il e.g. fossil

Spell words with the 'n' sound spelt kn or gn e.g. know and gnaw

Spell the 'zh' sound spelt s e.g. treasure

**Spell words with the suffix -ment e.g. enjoyment (GD KS1)**

**Spell words with the suffix -ness e.g. sadness (GD KS1)**

**Spell words where suffixes (-ed, -ing, -er -y and -est) are added to words ending in consonant + e e.g. hiking, nicest**

**Spell words where suffixes (-ed, -ing, -er, -y and -est) are added to one syllable words ending in short vowel + single consonant e.g. dropping**

Spell further common homophones e.g. there, their and they're

Write simple dictated sentences using spelling and punctuation knowledge taught so far

Apply spellings and spelling conventions taught in their own work

**Transcription:  
Handwriting and  
Presentation**

Sit correctly at a table, holding a pencil comfortably and correctly  
Form 'long ladder' lower case letters correctly (i, j, l, t, u (v and w if with rounded bases))  
Form the equivalent upper case letters correctly (I, J, L, T, U)  
Form 'one-armed robot' lower case letters correctly (b, h, k, m, n, p, r)  
Form the equivalent upper case letters correctly (B, H, K, M, N, P, R)  
Form the digits 2, 3 and 5 correctly  
Form 'curly caterpillar' lower case letters correctly (c, a, d, e, g, o, q, f, s)  
Form the equivalent upper case letters correctly (C, A, D, E, G, O, Q, F, S)  
Form the digits 0, 6, 8 and 9 correctly  
Form 'zigzag' lower case letters correctly (v, w, x, y, z)  
Form the equivalent upper case letters correctly (V, W, X, Y, Z)  
Form the digits 1, 4, and 7 correctly  
**Form lower case letters in the correct direction, starting and finishing in the right place (WTS KS1)**

**Form lower case letters of the correct size relative to one another (WTS KS1)**  
**Write upper case letters and digits of the correct size, orientation and relationship to other letters and digits (EXS KS1)**  
**Write legibly (WTS KS2)**  
**Use diagonal and horizontal strokes to join letters together (GD KS1)**  
Know which letters not to join  
**Ensure spacing between words is appropriately sized (EXS KS1)**  
Type simple sentences accurately

Aspect	Year 3	Year 4
<b>Spoken Language: Speaking</b>	Speak fluently in sentences and without hesitation Annotate poems and stories and perform them Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion	Justify a view by giving reasons and evidence Tell a story which is clear, structured and detailed Use formal/informal registers when appropriate
<b>Spoken Language: Listening</b>	Hold a conversation with peers and adults Evaluate the effectiveness of others' performances Evaluate the effectiveness of others' presentations	Make useable notes when listening Recognise and analyse formal/informal registers when listening Ask relevant questions after listening to build understanding
<b>Spoken Language: Discussion</b>	Disagree politely with peers Take responsibility for and contribute to the success of a group activity Discuss a range of feelings and emotions	Use inclusion techniques in a group e.g. questions, eye contact, people's names Address alternative opinions in discussion Help to organise work in a group to ensure success
<b>Spoken Language: Drama</b>	Create atmosphere through the use of voice and movement Create characters in an improvised drama Devise and act in plays showing character through voice and movement	Articulate clearly and project the voice Choose vocabulary and movement to match the place and time in a scene In a group, present their own play by learning lines, making props and creating simple sound and light effects
<b>Reading: Becoming a reader</b>	Enjoy books and reading <b>Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves</b> Identify and remember common structural and language conventions in different text types <b>Read for a range of purposes</b> Retell stories, adding key details Identify themes in books Retell fairy stories or folk tales focusing on the theme Know and recognise some forms of poetry	Develop a love of books and reading Value and enjoy reading in their spare time Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves Identify and remember common structural and language conventions in different text types <b>Independently read for a range of purposes</b> Know and recognise some forms of poetry Retell myths and legends focusing on the themes
<b>Reading: Word reading</b>	Continue to use phonic knowledge and skills with unfamiliar words Read words with unfamiliar spelling patterns Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences	Continue to use phonic knowledge and skills with unfamiliar words Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences
<b>Reading: Fluency</b>	<b>Read Year 3 texts fluently</b> Prepare texts (including poems and plays) to read aloud and perform	<b>Read Year 4 texts fluently</b> Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume and action Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis
<b>Reading: Comprehension</b>	Explain the meaning of words in context Use morphology to aid them in understanding unknown vocabulary Use dictionaries to check word meanings	Understand that words can have varied meanings depending on the context Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language) Empathise with characters and their situations

	<p>Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)</p> <p><b>Create sensory images while they read</b></p> <p>Develop understanding by linking reading to other books or similar contexts</p> <p><b>Ask questions when their reading doesn't make sense</b></p> <p><b>Use questioning to keep an active engagement with a longer text</b></p> <p>Apply previous retrieving objectives to Year 3 texts</p> <p>Check that the text makes sense to them and discuss their understanding</p> <p>Combine information to create an understanding of the whole text</p> <p><b>Use inference to draw simple conclusions about characters, settings and events</b></p> <p>Use vocabulary knowledge, including synonyms, to aid inference</p> <p>Predict what may happen and explain using detail from the text</p> <p>Identify the key points in a section, page or whole text</p> <p>Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc.</p> <p>Explain the basic structures inherent in different text types (fiction and non-fiction)</p> <p>Explain the purposes of structural features</p> <p>Discuss language which has captured their interest</p> <p>Identify basic language features inherent in different text types (fiction and non-fiction)</p> <p>Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation</p> <p><b>Refer back to the text to support their response</b></p>	<p>Develop understanding by making connections between texts in terms of plot, characters, structure, same author etc.</p> <p>Ask questions to improve their understanding of a text</p> <p>Ask questions about character and motivation, vocabulary and plot</p> <p>Apply previous retrieving objectives to Year 4 texts</p> <p>Check that the text makes sense to them and discuss their understanding</p> <p><b>Extract information from a text when information is hidden within a longer paragraph</b></p> <p>Use a knowledge of text type and structure to extract information</p> <p><b>Use textual details and examples to support inferences and explanations about a text's meaning</b></p> <p>Use precise language to encapsulate an inference made</p> <p>Make inferences from evidence found throughout a paragraph</p> <p>Predict what may happen and explain using stated and implied detail from the text</p> <p><b>Summarise a text using the key points</b></p> <p>Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text</p> <p>Recognise the viewpoint of the author</p> <p>Distinguish between fact and opinion when discussing viewpoint</p> <p>Identify how the layout in book and screen-based texts aids the reader</p> <p>Identify instances where structure and layout contribute to meaning</p> <p>Select and explain favourite vocabulary choices</p> <p><b>Select and discuss effective words, phrases and sentences e.g. figurative language</b></p> <p>Engage in a discussion on an author's use of language</p> <p><b>Answer questions giving evidence from the text in their response</b></p>
<p><b>Reading: Becoming a researcher</b></p>	<p>Use library classification to find reference materials</p> <p>Take notes by summarising, deleting and substituting</p> <p>Retrieve, record and present information</p>	<p>Distinguish between fact and opinion in order to verify the accuracy and reliability of information</p> <p>Appraise the usefulness of a text for a task</p> <p>Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</p>
<p><b>Writing: Planning</b></p>	<p>Collect ideas for writing from the world around them</p> <p><b>Generate ideas for their writing, by combining observations, reading and imagination</b></p> <p><b>Use the underlying structures, grammar and vocabulary of written texts to plan and write their own for a specific (often real) audience and a clear purpose</b></p> <p>Collect and use suitable vocabulary for a text</p> <p>Plan and order texts logically</p> <p>Plan and organise texts logically</p> <p>Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary</p>	<p>Collect ideas for writing from the world around them</p> <p><b>Generate ideas for their writing, by combining observations, reading and imagination</b></p> <p><b>Plan their own texts for a specific (often real) audience and a clear purpose based on the underlying structures, grammar and vocabulary of texts that they have studied</b></p> <p><b>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</b></p> <p>Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary</p>

<p><b>Writing: Composing</b></p>	<p><b>Use the underlying structures, grammar and vocabulary of written texts to help them plan and write their own for specific (often real) audiences and clear purposes</b>          Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary          Use the key narrative writing skills of telling, description and dialogue (see Appendix C)          Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)          Use ideas and content appropriate to the subject and text type          Collect and use suitable vocabulary for a text  <b><u>In non-narrative writing use headings and subheadings to structure the writing and support the reader (WTS KS2)</u></b>          Experiment with layout when writing non-fiction texts          Know the reasons to start a new paragraph  <b>Use paragraphs to group related material</b>  <b><u>Create settings using well-chosen words and phrases (WTS KS2 and EXS KS2)</u></b>  <b><u>Create characters using well-chosen words and phrases (WTS KS2 and EXS KS2)</u></b>          Create a coherent plot in a story          Signal sequence, place and time to give coherence to writing          Improve their writing style by adding new techniques to their repertoire (from Appendix A – Year 3)          Improve their writing by using some new vocabulary (from Appendix B – year 3)</p>	<p><b>Write their own texts for a specific (often real) audience and a clear purpose based on the structures, grammar and vocabulary of texts that they have studied</b>          Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary          Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C)          Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)  <b>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</b>          Make the form of writing consistently clear, relevant and organised          Write in the style of an author or poet who has been studied          Create writing which is organised, imaginative and clear          Communicate feelings, emotions and opinions          Take a viewpoint in a piece of writing          Use exciting and interesting vocabulary appropriate to the text type  <b><u>Use paragraphs to organise (WTS KS2)</u></b>  <b>Link ideas within a paragraph or section</b>          Use stanzas to structure content in poems          Experiment with layout when writing poems          Write a satisfying ending          Improve their writing style by adding new techniques to their repertoire (from Appendix A – Year 4)          Improve their writing by using some new vocabulary (from Appendix B – year 4)</p>
<p><b>Writing: Evaluating</b></p>	<p><b>Proof–read their work for spelling, grammar and punctuation errors</b>          Edit their work effectively and make improvements based on this          Evaluate the work of others and suggest improvements          Use expression, intonation and tone when reading aloud their writing</p>	<p>Proof–read their work for spelling, grammar and punctuation errors  <b>Change vocabulary and grammar for consistency and impact</b>  <b>Edit their work effectively and make improvements based on this</b>          Evaluate the work of others and suggest improvements          Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear</p>
<p><b>Writing: Grammar</b></p>	<p>Use correct grammatical terminology when discussing their writing          Use and understand the terms consonant and vowel          Explore word families based on common words          Recognise and know the purpose of conjunctions  <b>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</b>          Use a or an appropriately          Create new nouns using prefixes          Recognise and know the purpose of pronouns          Recognise and know the purpose of personal pronouns is e.g. I, me, we, us, you, he, she, it, him, her, they, them</p>	<p>Use correct grammatical terminology when discussing their writing          Use a wider range of conjunctions to extend sentences including when, if, because, although          Recognise and know the purpose of determiners          Recognise and know the purpose of possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's          Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition)          Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s)          Fully understand the difference between plural and possessive s</p>

	<p>Recognise and know the purpose of adverbs (beyond –ly)  <b>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</b>  Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling)  Use have or has before a verb to create the ‘present perfect form’ or ‘had’ to create the ‘past perfect form’  Recognise and know the purpose of prepositions  Use prepositions to express time, cause and place e.g. before, after, during, in, because of  Use prepositional phrases to add detail to sentences  Understand what a main clause is  Recognise simple and compound sentences</p>	<p>Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was  Use adverbs to express frequency e.g. often and manner e.g. loudly  Recognise adverbial phrases and clauses  <b>Use fronted adverbials</b>  <b>Use adverbs and/or adverbials for cohesion across a text e.g. however, meanwhile, before (contributes to EXS KS2)</b>  Know what a subordinate clause is  Know what a complex sentence is  <b>Write and use complex sentences</b></p>
<p><b>Writing: Punctuation</b></p>	<p>Use correct grammatical terminology when discussing their writing  Recognise direct speech and inverted commas  <b>Use inverted commas (contributes to EXS KS2 and GD KS2)</b>  Understand how to use bullet points  <b>Use bullet points (contributes to WTS KS2 and EXS KS2)</b></p>	<p>Use correct grammatical terminology when discussing their writing  <b>Use inverted commas and other speech punctuation appropriately (contributes to EXS KS2 and GD KS2)</b>  <b>Use commas to mark fronted adverbials (contributes to EXS KS2 and GD KS2)</b>  <b>Use apostrophes to show plural possession e.g. The boys’ house (contributes to EXS KS2 and GD KS2)</b>  <b>Use commas for marking subordinate clauses (contributes to EXS KS2 and GD KS2)</b></p>
<p><b>Transcription: Spelling</b></p>	<p>Use a dictionary to check words  Consolidate spelling patterns from Y2  <b>Combine phonics, morphology and spelling conventions to spell unfamiliar words</b>  Investigate spelling patterns and conventions  Spell words with the prefix pre-  Spell words with the prefix sub-  Spell words with the prefix ex-  Spell two syllable words containing double consonants e.g. dinner  <b>Add suffixes beginning with vowel letters to words of more than one syllable and know when to double the final consonant e.g. forgetting, forgotten, gardening, gardener</b>  Spell words where an i sound is spelt with a y in the middle of words e.g. gym, Egypt  <b>Spell the words answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women (WTS KS2)</b>  Spell words with the ou spelling of the u sound e.g. young, touch, double  Spell words with the prefixes in-, il-, im- and ir-  Spell words with the prefix dis-  Spell words with the prefix mis-  Spell words with the prefix re-  Spell words with the prefix de-</p>	<p>Use a dictionary to check words  <b>Combine phonics, morphology and spelling conventions to spell unfamiliar words</b>  Investigate spelling patterns and conventions  Use etymology to aid spelling  Spell words with the suffix -ly  Spell words with the -sure ending  Spell words with the -ture ending  Spell words with the suffix -ous  Spell words with the suffix -al  Spell words with the suffix -ary  Spell words with the suffix -ic  Spell common homophones e.g. fair/fare, break/brake  <b>Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various (WTS KS2)</b>  Spell words with the -tion ending  Spell words with the -sion ending  Spell words with the -ssion ending  Spell words with the -cian ending  Add suffixes to words ending in -f,-ff, -ve and -fe  Spell more common homophones</p>

	<p>Spell words with the prefix over-  <u>Spell the words address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent, reign, remember (WTS KS2)</u></p> <p>Spell words with the prefix inter-  Spell words with the prefix super-  Spell words with the prefix anti-  Spell words with the prefix auto-  Spell words with the suffix -ation  Spell words with the prefix non-  Spell words with the prefix co-  <u>Spell the words centre, century, certain, consider, enough, famous, forward, grammar, length, notice, strange, strength, though, although, thought, through (WTS KS2)</u></p> <p>Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far  Choose the correct spelling by using a visual strategy ('Does it look right?')</p>	<p>Spell plural words with possessive apostrophes e.g. girls', children's  <u>Spell the words exercise, experience, experiment, extreme, favourite, mention, occasion(ally), position, possess(ion), possible, potatoes, pressure, promise, purpose, quarter, sentence, therefore (WTS KS2)</u></p> <p>Spell words where the k sound is spelt ch (Greek origin) e.g. chorus  Spell words where the sh sound is spelt ch (French origin) e.g. chalet  Spell -gue and -que words (French origin) e.g. tongue, antique  Spell words where the s sound is spelt sc (Latin origin) e.g. scene  Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey  <u>Spell the words accident(ally), actual(ly), believe, bicycle, busy, business, calendar, continue, eight, eighth, knowledge, material, medicine, natural, particular, peculiar, separate, special, straight, weight (WTS KS2)</u></p> <p>Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far  Choose the correct spelling by using a visual strategy ('Does it look right?')</p>
<p><b>Transcription:  Handwriting and  Presentation</b></p>	<p>Write with joined handwriting consistently  Make the move from pencil to pen in their handwriting  <b>Write with joined handwriting in pen consistently</b>  Build keyboard skills to type, edit and redraft  Develop fluency in typing</p>	<p>Improve the quality of handwriting by tackling any issues consistently  <b>Write consistently with neat, legible and joined handwriting</b>  Develop fluency in typing  Present on-screen texts with some appeal to the reader  Present on-screen texts which consistently appeal to the reader</p>

Aspect	Year 5	Year 6
<b>Spoken Language: Speaking</b>	<p>Present a well-structured, persuasive argument including reasons and evidence</p> <p>Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener</p> <p>Use language fluidly to speculate, hypothesise, imagine and explore ideas</p>	<p>Give and justify an opinion in an appropriate manner</p> <p>Agree and disagree constructively with others' views</p> <p>Monitor the effect of their talk on the listener and adapt it in response</p>
<b>Spoken Language: Listening</b>	<p>Analyse the use of persuasive language in different contexts</p> <p>Analyse techniques designed to engage the listener</p> <p>Identify and analyse the use of different question types e.g. open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective</p>	<p>Make notes when listening for a sustained period</p> <p>Identify and adopt the features of formal register</p> <p>Analyse and evaluate a range of successful speakers for useful techniques</p>
<b>Spoken Language: Discussion</b>	<p>Plan and manage a group task over time</p> <p>Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to reach an agreement in a group</p> <p>Use a range of question types in discussion and conversation</p>	<p>Use the conventions and language of formal debate</p> <p>Successfully counter another argument during a debate or discussion</p> <p>Consider, evaluate and build on different viewpoints during debates and discussions</p>
<b>Spoken Language: Drama</b>	<p>Vary voice for dramatic effect e.g. by using volume, tone and pitch</p> <p>Invent dialogue, gesture and movement to suit a character</p> <p>Perform a published script experimenting with voice, gesture and staging</p>	<p>Interpret and rehearse scenes from published plays</p> <p>Sustain a character in role</p> <p>Organise and present a play for an invited audience</p>
<b>Reading: Becoming a reader</b>	<p>Develop a love of books and reading</p> <p>Enjoy reading for a sustained period</p> <p><b>Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves</b></p> <p>Increase their familiarity with fiction genres including books from other cultures</p> <p>Increase their familiarity with fiction genres including modern fiction</p> <p>Increase their familiarity with fiction genres including traditional stories</p> <p>Know a range of children's authors and poets</p> <p><b>Read for a range of purposes</b></p> <p>Recommend a book and explain why</p> <p>Recommend an author and explain why</p> <p>Use pertinent and technically specific vocabulary when talking about books</p> <p>Discuss a text confidently with others, responding to their ideas and challenging their views courteously</p>	<p>Develop an appreciation and love of reading</p> <p>Enjoy the challenge of more difficult books</p> <p><b>Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves</b></p> <p>Increase their familiarity with fiction genres including myths and legends</p> <p>Increase their familiarity with fiction genres including classic fiction</p> <p>Increase their familiarity with fiction genres including modern and classic fiction</p> <p>Discuss and compare a range of children's authors and poets</p> <p>Discuss and compare a range of children's authors and poets (including classic authors)</p> <p><b>Read for a range of purposes</b></p> <p>Identify, discuss and compare themes</p> <p>Use pertinent and technically specific vocabulary when talking about books</p> <p>Show an understanding of texts through formal presentation and debate</p> <p>Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary</p>
<b>Reading: Word reading</b>	<p>Continue to use phonic knowledge and skills with unfamiliar words</p> <p>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p>	<p>Continue to use phonic knowledge and skills with unfamiliar words</p> <p>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p>

<p><b>Reading: Fluency</b></p>	<p><b>Read Year 5 texts fluently</b> Learn more complex poems by heart Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience</p>	<p><b>Read Year 6 texts fluently</b> Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the author's intent is clear to an audience Learn classic poems by heart</p>
<p><b>Reading: Comprehension</b></p>	<p><b>Identify vocabulary being used beyond the literal sense</b> Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language) Use imagination and empathy to explore a text beyond the page Develop understanding by making connections between texts and the world beyond their own experience Use questioning and discussion with peers to further their understanding of a text Revisit questions during the reading of a text as new information is revealed Ask deeper questions as the text progresses Apply previous retrieving objectives to Year 5 texts Check that the text makes sense to them and use questioning and discussion to further their understanding</p> <p><b>Extract information that is scattered throughout a whole text</b> Extract information from a text by following a train of thought through a longer paragraph Develop a fuller understanding of the text by combining clarifying and inferring</p> <p><b>Use knowledge of synonyms and hypernyms to aid comprehension</b> Use evidence to both support and challenge conclusions drawn within and from a text</p> <p><b>Make inferences from evidence found throughout the text</b> <b>Use knowledge of synonyms and hypernyms to aid inference</b> Predict what may happen using stated and implied details and a wider personal understanding of the world Summarise using an appropriate amount of detail as evidence Recognise that different parts of the text may have different purposes Comment on a writer's purpose and viewpoint e.g. noting bias Identify, describe and compare writers' themes across a range of texts Identify a point in the text where the author has made a structural choice and consider the reasoning behind it Explain some choices an author has made in structuring and organising their text Discuss and evaluate how authors use language and the impact on the reader Explain why an author has used figurative language and the effect this has Explain how meaning is enhanced through the use of words and phrases</p> <p><b>Answer questions drawing on information from several places in the text</b></p>	<p>Use etymology to aid them in understanding unknown vocabulary</p> <p><b>Infer deeper meanings from the vocabulary used</b> Empathise with emotions in deeper texts Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location Use questioning to propel themselves through a challenging text Allow questions to lead them on to new ideas, perspectives and conclusions Ask questions about authorial intent</p> <p><b>Apply previous retrieving objectives to Year 6 texts</b> Check that the text makes sense to them and use questioning and discussion to further their understanding</p> <p><b>Use what is 'not said' to enhance comprehension</b> <b>Use what is implied to enhance comprehension</b> Revise conclusions based on new evidence in the text</p> <p><b>Explain inferences with clear reasoning and precise language</b> Refine and verify predictions in discussion with others</p> <p><b>Summarise the key points in a more complex text, using their own words to establish clear meaning</b> Compare differing purposes and viewpoints in texts on similar topics Explain purpose and viewpoint with reference to evidence in the text Explain the series of choices an author has made in structuring and organising their text Explain how an author uses text structure and organisation to manipulate the reader Identify formality in texts and the use of standard and non-standard English Describe and evaluate the choices an author has made in their use of language Explain how an author has used language to manipulate the reader</p> <p><b>Answer a range of question types on single and multiple texts</b></p>

<p><b>Reading: Becoming a researcher</b></p>	<p><b>Detect bias and distinguish fact from opinion</b> Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information Understand copying, quoting and adapting source material</p>	<p>Extend note-taking by grouping and linking notes and using abbreviations Précis longer passages Orchestrate a full range of research skills to conduct and present an independent research project</p>
<p><b>Writing: Planning</b></p>	<p>Collect ideas for writing from the world around them <b>Develop and explore ideas for writing through discussion, further reading and research</b> Use a wide knowledge of text types, forms and styles to plan their writing <b>Plan for a clear purpose and (an often real) audience</b> Choose a text form</p>	<p>Collect ideas for writing from the world around them <b>Develop their own ideas for writing through reading</b>, imagination, research and personal experience, choosing which ideas to use and which to discard <b>(GD KS2)</b> <b>Plan for a clear purpose and (an often real) audience</b> <b>Select form</b> and subject when writing poetry and non-fiction <b>(GD KS2)</b></p>
<p><b>Writing: Composing</b></p>	<p><u>Use a wide knowledge of text types, forms and styles to inform their writing</u> <b>Plan and write for a range of clear purposes and (often real) audiences (WTS KS2)</b> Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C) Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C) Borrow writers’ techniques from book, screen and stage Write to engage the reader Maintain a viewpoint throughout a text <b>Structure and organise writing in well linked paragraphs</b> <b>Build cohesion within a paragraph</b> Ensure cohesion within and between all paragraphs in a text <b>Develop paragraphs creatively using techniques such as contrast, additional detail and explanation</b> Select which parts of writing need to be developed in detail Balance narrative writing between telling the story, action, description and dialogue Link openings to closings Vary the way sentences begin <b>Carefully select words</b> (including some from Appendix B – Year 5) <b>to create effects, sustain and develop ideas and create vivid description</b> <b>Create atmosphere (EXS KS2)</b> Use stanzas to organise ideas around a theme in poetry Improve their writing style by adding new techniques to their repertoire (see Appendix A – Year 5)</p>	<p><b>Write effectively for a range of purposes and (often real) audiences, selecting language that shows good awareness of the reader (EXS KS2)</b> <b>Write effectively for a range of purposes and (often real) audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (GD KS2)</b> Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C) Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C) Experiment with writers’ techniques borrowed from book, screen and stage <b>Show a confident and established voice throughout a piece of writing</b> Fully engage the reader through lively interesting and thoughtful writing <b>Ensure writing is controlled and balanced</b> <b>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (GD KS2)</b> Affect the emotions of the reader at points in the text Vary structure to expand ideas and provide emphasis Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables Add depth and detail to paragraphs Manipulate word order for effect Use reported speech appropriately <b>Use speech to convey and develop a character (EXS KS2)</b> <b>Use speech to advance action (EXS KS2)</b> <b>Distinguish between the language of speech and writing and choose the appropriate register (GD KS2)</b> Use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc. Select and use stylistic devices to support the purpose and effect of writing Improve their writing style by adding new techniques to their repertoire (from Appendix A – Year 6) <b>Carefully select words</b> (including some from Appendix B – Year 6) <b>to create effects, sustain and develop ideas and create vivid description</b></p>

<p><b>Writing: Evaluating</b></p>	<p>Revise their work to ensure that the content and style of writing accurately reflects the purpose          Proof-read their work for spelling, grammar and punctuation errors          Ensure the consistent and correct use of tense through a longer piece of writing  <b>Change vocabulary and grammar to enhance effects and clarify meaning</b>  <b>Edit their work effectively and make improvements based on this</b>          Evaluate the work of others and suggest improvements          Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear</p>	<p>Revise their work to ensure that the content and style of writing accurately reflects the purpose          Proof-read their work for spelling, grammar and punctuation errors          Change vocabulary and grammar to enhance effects and clarify meaning          Check that the appropriate register is being used          Edit their work effectively and make improvements based on this cc          Evaluate the work of others and suggest improvements          Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear</p>
<p><b>Writing: Grammar</b></p>	<p>Use correct grammatical terminology when discussing their writing          Understand that grammar can be used semantically and pragmatically          Use grammar both semantically and pragmatically  <u><b>Use devices for cohesion within a paragraph (EXS KS2)</b></u>          Ensure correct subject verb agreement          Use adverbs and adverbials to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text          Recognise relative pronouns e.g. which, that, who (whom, whose), when, where          Use relative pronouns appropriately          Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs          Recognise a modal verb is e.g. might, should, could, would, can, may, must, shall, will          Recognise a modal adverb is e.g. perhaps, surely, obviously          Use modal verbs and adverbs  <u><b>Use verb tenses consistently and correctly throughout their writing (EXS KS2)</b></u>          Recognise and know the purpose of relative clauses e.g. beginning with who, which, where, when, whose, that          Use relative clauses to add detail to sentences          Experiment with clause position in complex sentences  <b>Orchestrate a range of sentence structures</b></p>	<p>Use correct grammatical terminology when discussing their writing          Understand that grammar can be used semantically and pragmatically          Use grammar both semantically and pragmatically  <u><b>Select vocabulary and grammatical structures that reflect what the writing requires, and use these mostly appropriately (EXS KS2)</b></u>          Understand the basic subject, verb, object structure of a sentence  <u><b>Use a range of devices for cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms (EXS KS2)</b></u>          Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page          Use the ‘perfect form’ of verbs to mark relationships of time and cause          Understand and recognise active and passive voice          Use passive voice appropriately in writing          Understand and explore synonyms and antonyms  <u><b>Manipulate grammar and vocabulary to control levels of formality (GD KS2)</b></u>          Recognise and understand ‘the subjunctive’ e.g. If Fred <b>were</b> here, things would be different          Use more than one subordinate clause successfully in a complex sentence</p>
<p><b>Writing: Punctuation</b></p>	<p>Use correct grammatical terminology when discussing their writing          Understand that punctuation can be used semantically and pragmatically          Use punctuation both semantically and pragmatically  <u><b>Use commas to clarify meaning or avoid ambiguity (contributes to EXS KS2 and GD KS2)</b></u>          Understand what parenthesis is          Recognise and identify brackets and dashes  <u><b>Use brackets, dashes or commas for parenthesis (contributes to EXS KS2 and GD KS2)</b></u></p>	<p>Use correct grammatical terminology when discussing their writing  <u><b>Understand that punctuation can be used to avoid ambiguity and to enhance meaning (GD KS2)</b></u>          Use punctuation precisely both semantically and pragmatically          Understand how colons are used  <u><b>Use colons appropriately (contributes to EXS KS2 and GD KS2)</b></u>          Understand how to use punctuation with bullet points  <u><b>Use punctuation consistently with bullet points (contributes to EXS KS2 and GD KS2)</b></u>          Understand how semi-colons are used  <u><b>Use semi-colons appropriately (contributes to EXS KS2 and GD KS2)</b></u></p>

		<p>Understand how dashes are used <u>Use dashes appropriately (contributes to EXS KS2 and GD KS2)</u></p> <p>Understand how hyphens are used <u>Use hyphens appropriately (contributes to EXS KS2 and GD KS2)</u></p> <p>Understand how ellipsis is used <u>Use ellipsis appropriately (contributes to EXS KS2 and GD KS2)</u></p>
<p>Transcription: Spelling</p>	<p><u>Use a dictionary to check the meaning and spelling of words (EXS KS2)</u> <b>Combine phonics, morphology and spelling conventions to spell unfamiliar words</b> Investigate spelling patterns and conventions <b>Use a thesaurus</b> Use etymology to aid spelling Spell words with the suffix -ive Spell words with the suffix -ist Spell words ending in -cious Spell words ending in -tious Spell words ending in -cial and -tial <u>Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety (EXS KS2, some for WTS KS2)</u> Spell words ending in -ant, -ance and -ancy Spell words ending in -ent, -ence and -ency Spell diminutives using mini-, micro-, -ette and -ling Spell words with the prefix bi- Spell words with the prefix trans- <u>Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip( -ped and -ment), excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable (EXS KS2, some for WTS KS2)</u> Spell words with the prefix im- Spell words with the prefix pro- Spell words ending in -able and -ible Spell words ending in -ably and -ibly <u>Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht (EXS KS2, some for WTS KS2)</u> Choose the correct spelling by using a visual strategy ('Does it look right?')</p>	<p>Revise previous spelling conventions <b>Combine phonics, morphology and spelling conventions to spell unfamiliar words</b> <u>Use a dictionary to check the meaning and spelling of uncommon or more ambitious vocabulary (EXS KS2)</u> Investigate spelling patterns and conventions <b>Use a thesaurus</b> Add suffixes beginning with vowel letters to words ending in -fer Spell common words which feature hyphens Spell words with the prefix tele- Spell words with the prefix circum- Spell and use common homophones <u>Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature (EXS KS2, some for WTS KS2)</u> Spell ie and ei words e.g. piece, deceive Spell words containing the letter string ough Make the correct spelling choice for unstressed vowels in polysyllabic words Spell and use common homophones <u>Spell the words accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community, competition, correspond, criticise, disastrous, embarrass, exaggerate, guarantee, mischievous, prejudice, privilege, recommend (EXS KS2, some for WTS KS2)</u> Spell words with silent letters e.g. doubt Spell and use homophones which end in -se and -ce e.g. practice and practise <b>Use knowledge of word roots, prefixes and suffixes to aid spelling</b> Choose the correct spelling by using a visual strategy ('Does it look right?')</p>

**Transcription:  
Handwriting and  
Presentation**

Adapt handwriting to specific purposes e.g. printing, use of italics  
**Maintain legibility in joined handwriting when writing at speed (EXS KS2)**  
Use features of layout, presentation and organisation effectively in written and on-screen media  
Combine written text and illustration to enhance the words and their meaning  
Combine written text, illustration, moving image and sound appropriately to enhance the words and their meaning

Develop a neat, personal, handwriting style  
Consistently use a neat, personal handwriting style  
Choose the writing implement that is appropriate to the task  
Use an appropriate and cohesive style in work produced using on-screen media  
Present work produced using on-screen media stylishly and cohesively