
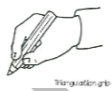
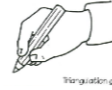





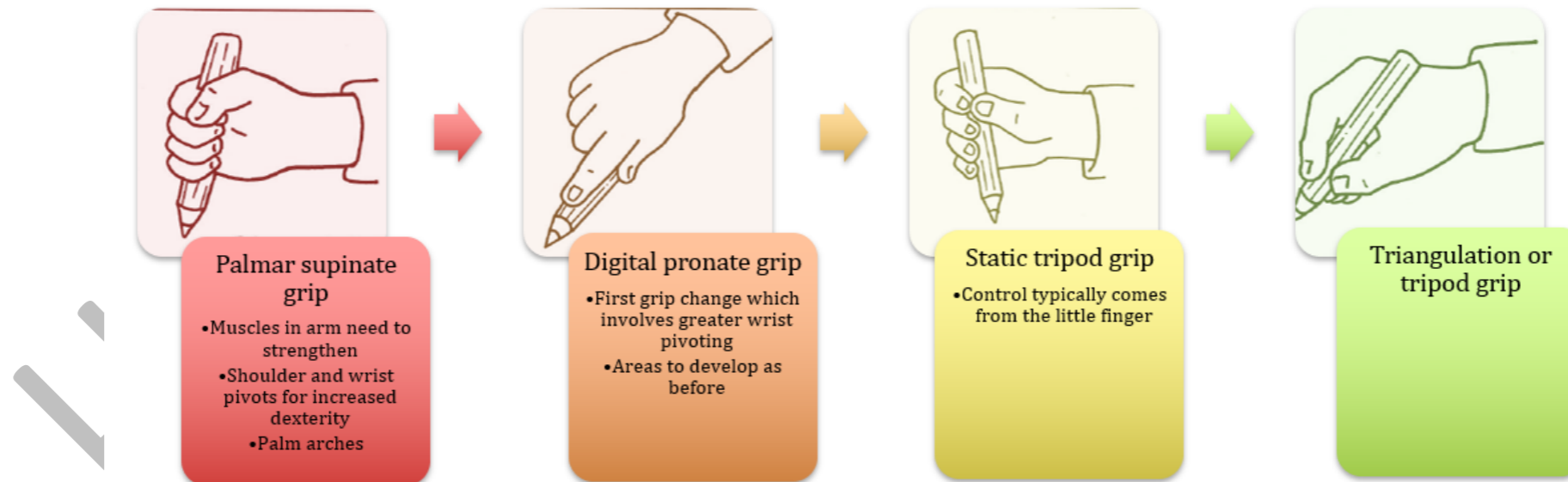
# WRITING AT HOLBROOK

Curriculum Progression

## Physical Development to support Writing

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><u>Gross Motor</u></p> <p>Allows for correct posture, and fine motor control/dexterity</p>	<ul style="list-style-type: none"> <li>• Proprioception: able to stand and sit with control and balance on the carpet, a bench and chair.</li> <li>• Full shoulder pivot enables wide range of movement.</li> <li>• Effective elbow pivot: shoulder becomes more sedentary with the elbow doing more work. This enables finer mark marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit at a table correctly: feet planted, book angled, pencil held with appropriate tripod grip</li> <li>• Sit upright for Collective Worship with increased control and for longer periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop fundamental movement skills, become increasingly competent and confident via PE teaching to extend their agility, balance and coordination.</li> <li>• <b>Balance and Co-ordination:</b> Pick up a cone from one side, place it on the other side with the same hand and return it with the other hand while performing a seated balance (no feet). - Spring 1, Summer 1 &amp; 2</li> <li>• Hold on to a partner and, with a short base, lean back, hold our balance and move back together again. - Autumn 2 &amp; Spring 2</li> <li>• <b>Ball Skills (PE Hub)</b> - Spring 1, Summer 1 &amp; 2</li> <li>• Stand with my legs apart and move a ball around one leg 16 times (right and left).</li> <li>• Strike a ball with alternate hands against a wall, or to a partner, in a rally.</li> <li>• React quickly to catch a tennis ball dropped from shoulder height after 1 bounce from 2 and 3 metres away.</li> </ul>	<p>Continue to develop flexibility, strength, technique, control and balance. These attributes are developed and applied within our P.E. curriculum.</p> <p><b>Year 3 Athletics Running:</b> Develop skills to make relay changeovers <b>Throwing:</b> Learn how to send an object with force.</p> <p><b>Year 3 Cricket:</b> Explore different throwing and catching techniques with a variety of objects stationary, whilst moving and with pressure. Explore different throwing techniques linked to bowling. Hit a ball with a bat. Use a striking action for hitting a ball.</p> <p><b>Year 4 Contemporary Dance:</b> To use movements and body shapes to communicate a feeling.</p> <p><b>Year 4 Basketball</b> Begin to dribble to ball. Begin to Jump Stop. Begin to use a chest pass. Begin to use a bounce pass.</p> <p><b>Year 5 Handball:</b> To learn skills involved in Handball. Begin to shoot with increasing accuracy and control. Perform skills with increasing speed.</p> <p><b>Year 6 Tag Rugby:</b> Know to keep 2 hands on the ball when running. Score a try by placing the ball on the ground with 2 hands.</p>			
<p><u>Fine Motor</u></p> <p>Allows for grip control and accurate handwriting</p>	<ul style="list-style-type: none"> <li>• Wrist pivot: bend the wrist to nearly 45 degrees when undertaking any mark making.</li> <li>• Effective tripod grip with mark making implement between thumb and forefinger and supported with middle finger.</li> <li>• <b>ELG Physical:</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> </ul>	<ul style="list-style-type: none"> <li>• Effective tripod grip is maintained when undertaking any mark making including: writing, drawing and painting.</li> </ul> 	<ul style="list-style-type: none"> <li>• Effective tripod grip and wrist pivot enables unlaboured and accurate letter formation (see handwriting below).</li> </ul> 	<p>Consistent tripod grip enables children to accurately use any appropriate mark marking implements across the curriculum including appropriately sized whiteboard pens, pencils, paint brushes</p> 			



## Grip Progression



## Spoken Language/Oracy (taught through all subjects)

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Physical</b>	<ul style="list-style-type: none"> <li>To speak audibly so they can be heard and understood.</li> <li>To use gestures to support meaning in play.</li> </ul>	<ul style="list-style-type: none"> <li>To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.</li> <li>To speak clearly and confidently in a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li>To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.</li> </ul>	<ul style="list-style-type: none"> <li>Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story.</li> <li>Considers position and posture when addressing an audience.</li> </ul>	<ul style="list-style-type: none"> <li>To consider movement when addressing an audience.</li> <li>To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</li> </ul>	<ul style="list-style-type: none"> <li>To project their voice to a large audience.</li> <li>For gestures to become increasingly natural.</li> </ul>	<ul style="list-style-type: none"> <li>To speak fluently in front of an audience.</li> <li>To have a stage presence.</li> <li>Consciously adapt tone, pace and volume of voice within a single situation.</li> </ul>
<b>Linguistic</b>	<ul style="list-style-type: none"> <li>To use talk in play to practice new vocabulary.</li> <li>To articulate their ideas and thoughts in well-formed sentences.</li> <li>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</li> </ul>	<ul style="list-style-type: none"> <li>To use vocabulary appropriate specific to the topic at hand</li> <li>To take opportunities to try out new language, even if not always used correctly.</li> <li>To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'</li> <li>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</li> </ul>	<ul style="list-style-type: none"> <li>To adapt how they speak in different situations according to audience.</li> <li>To use sentence stems to signal when they are building on or challenging others' ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use specialist language to describe their own and others' talk.</li> <li>To use specialist vocabulary.</li> <li>To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</li> </ul>	<ul style="list-style-type: none"> <li>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</li> </ul>	<ul style="list-style-type: none"> <li>To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>To vary sentence structures and length for effect when speaking.</li> <li>To be comfortable using idiom and expressions.</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>To use 'because' to develop their ideas.</li> <li>To make relevant contributions and asks questions</li> <li>To describe events that have happened to them in detail.</li> </ul>	<ul style="list-style-type: none"> <li>To offer reasons for their opinions</li> <li>To recognise when they haven't understood something and asks a question to help with this.</li> <li>To disagree with someone else's opinion politely.</li> <li>To explain ideas and events in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>To ask questions to find out more about a subject.</li> <li>To build on others' ideas in discussions.</li> <li>To make connections between what has been said and their own and others' experiences.</li> </ul>	<ul style="list-style-type: none"> <li>To offer opinions that aren't their own.</li> <li>To reflect on discussions and identify how to improve.</li> <li>To be able to summarise a discussion.</li> <li>To reach shared agreement in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</li> <li>To ask probing questions.</li> <li>To reflect on their own oracy skills and identify areas of strength and areas to improve.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</li> <li>To identify when a discussion is going off topic and to be able to bring it back on track.</li> </ul>	<ul style="list-style-type: none"> <li>To construct a detailed argument or complex narrative.</li> <li>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</li> </ul>
<b>Social and Emotional</b>	<ul style="list-style-type: none"> <li>To look at someone who is speaking to them.</li> <li>To take turns to speak when working in a group.</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others and is willing to change their mind based on what they have heard</li> <li>To organise group discussions independently of an adult.</li> </ul>	<ul style="list-style-type: none"> <li>To start to develop an awareness of audience e.g. what might interest a certain group.</li> <li>To be aware of others who have not spoken and to invite them into discussion.</li> <li>Confident delivery of short pre-prepared material.</li> </ul>	<ul style="list-style-type: none"> <li>To adapt the content of their speech for a specific audience.</li> <li>To speak with confidence in front of an audience.</li> </ul>	<ul style="list-style-type: none"> <li>To use more natural and subtle prompts for turntaking.</li> <li>To be able to empathise with an audience.</li> <li>To consider the impact of their words on others when giving feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Listening for extended periods of time.</li> <li>To speak with flair and passion.</li> </ul>	<ul style="list-style-type: none"> <li>To use humour effectively.</li> <li>To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.</li> </ul>
<b>Communication and Language (EYFS)</b>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Use new vocabulary in different contexts.</li> </ul>						

## Transcription

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>Handwriting</b> Requires essential gross and fine motor skills along with</p>  <p>appropriate mark making tools – follows Martin Harvey's Achieving Excellence in Handwriting</p>	<ul style="list-style-type: none"> <li>Support development in grip development (see page 1) so that the child has an effective tripod grip. Development is outlined in the areas above.</li> <li>Write first name independently using the correctly formed letters and with a capital at the beginning.</li> <li>Form digits 0 - 9</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li><b>ELG writing:</b> Write recognisable letters, most of which are correctly formed;</li> </ul>	<ul style="list-style-type: none"> <li>Understand families of ascenders and descenders – following MH Achieving Excellence in Handwriting</li> <li>Consistently form digits 0-9 starting from the top.</li> <li>Form capital letters from the top and use to accurately write first name and surname.</li> <li>Most letters sit on the line correctly .</li> </ul>	<ul style="list-style-type: none"> <li>Start using some diagonal and horizontal strokes.</li> <li>Understands which letters are 'break letters' and left unjoined</li> <li>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>Use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes to join letters (understand breaks from Y2).</li> <li>Handwriting and accurate forming of words is mainly unlaboured enabling the child to write with increased fluency.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently maintains legibility in joined handwriting.</li> <li>Legibility and quality of handwriting is consistent (i.e. downstrokes of letters are parallel and equidistant).</li> <li>Lines of writing are sufficiently spaced so that the ascenders and descenders do not touch.</li> </ul>	<p>Write legibly, fluently and with speed so that they are able to quickly and accurately record clarify/express their thoughts.</p> <ul style="list-style-type: none"> <li>Use the best implement suited for the task</li> <li>Children will address inaccuracies by striking through and adding brackets e.g. (####)</li> <li>Pens use will be available for published pieces of writing from year 3 onwards</li> </ul>	
<p><b>Spelling</b> Phonics knowledge should continue to underpin spelling after KS1 and morphology and etymology.</p>  <p>With reference to English Appendix 1: Spelling</p>	<ul style="list-style-type: none"> <li>Phases 2, 3 &amp; 4</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li><b>ELG writing</b> - Children spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>	<ul style="list-style-type: none"> <li>Phases 4 &amp; 5</li> <li>Spell using the 40+ phonemes and make phonetically plausible attempts at words.</li> <li>Name all the letters in the alphabet and begin to use letter names rather than phonemes when spelling.</li> <li>Spell the common exception words.</li> <li>Spell the days of the week.</li> <li>Know how and use the prefix 'un' can be added to change meaning.</li> <li>Use the suffixes: 's', 'es', 'ed' and 'ing' within writing.</li> <li>Write from memory simple sentences dictated which include CEW and GPSc.</li> </ul>	<ul style="list-style-type: none"> <li>Segment to aide accurate spelling</li> <li>Learn to spell more words in contracted form</li> <li>Singular possessive apostrophe</li> <li>Add suffixes to spell longer words: -ment, -ness, ful, -less, ly</li> <li>Homophones and near homophones</li> <li>Consistently use letter names rather than phonemes when spelling</li> <li>Write from memory simple sentences dictated which include CEW, GPCs and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Spells 50% correctly within statutory list (Year 3 and 4)</li> <li>Prefixes and suffixes</li> <li>Spell further homophones.</li> <li>Use the first letters to find words within a dictionary.</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Spells all words correctly within statutory list (Year 3 and 4)</li> <li>Spell words that are often mis-spelt</li> <li>Place the possessive apostrophe accurately in words with regular and irregular plurals (girls', boys' children 's)</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Spells all Y3 and 4 words correctly.</li> <li>Spells 50% of Y5 and 6 words correctly.</li> <li>Spell all homophones from Y5/6 spelling appendix.</li> <li>Use the hyphen to join a prefix to a root e.g. re-enter.</li> <li>Spell words with silent letters (knight, psalm, solemn)</li> <li>Use morphology and etymology to spell correctly</li> <li>Use the first three or four letters of w word to check spelling, meaning or both.</li> <li>Use a thesaurus</li> </ul>	<p><i>spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</i></p> <ul style="list-style-type: none"> <li>Use dictionaries to check the spelling and meaning of words.</li> <li>Use a thesaurus.</li> </ul>
<p><b>Dictation</b> Children should have planned opportunities to write from memory.</p>	<ul style="list-style-type: none"> <li>Write from memory, dictated words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Write from memory a dictated simple sentence</li> </ul>	<ul style="list-style-type: none"> <li>To write dictated simple sentences which include punctuation taught so far. The children can write a full, accurately punctuated sentence from memory.</li> </ul>	<ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Hold in their memory and 1-2 sentences of relevant writing containing key words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Hold in their memory and 2-3 sentences of relevant writing containing key words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Hold in their memory and 3 to 4 sentences of relevant writing containing key words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Hold in their memory and a paragraph of sentences both simple and complex of relevant writing containing key words and punctuation taught so far.</li> </ul>

## Sentence construction

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>Use key vocabulary identified within the environment</li> <li>Use vocabulary from shared writing with the teacher in their own writing under the direction of the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Use key vocabulary identified within the environment</li> <li>Use vocabulary from stories or shared writing with the teacher in their own writing under the direction of the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Record key ideas using new vocabulary.</li> <li>Use vocabulary from stories or shared writing with the teacher in their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and rehearse a sentences orally (including dialogue) to build up a rich and varied vocabulary.</li> <li>Use vocabulary from texts read independently or as a group/class, or from shared writing with the teacher, in their own writing</li> <li>Begin to use a thesaurus to improve language choices</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary from texts read independently or as a group/class, or from shared writing with the teacher, in their own writing</li> <li>Use a thesaurus to improve language choices</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary from texts read independently or as a group/class, or from shared writing with the teacher, in their own writing</li> <li>Use a thesaurus to improve language choices</li> <li>Compile lists of exciting or interesting words which they can then use in their writing</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>Know how words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> <li>Independently and consistently use thesauruses to ensure language used in writing is rich and varied</li> <li>Draw on what they have read to improve the vocabulary choices made</li> </ul>
<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>Know how words can combine to make simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Know how words can combine to make simple sentences</li> <li>Joining words and joining clauses using and</li> <li>Regular plural noun suffixes –s or –es</li> <li>How the prefix un– changes the meaning of verbs and adjectives</li> <li>Suffixes that can be added to verbs where no change is needed in the spelling of root words</li> </ul>	<p>Learn how to use:</p> <ul style="list-style-type: none"> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>The correct form of the present and past tenses consistently, including the progressive form [for example, she is drumming, he was shouting]</li> <li>the use of –ly in Standard English to turn adjectives into adverbs</li> <li>Use of the suffixes –er, –est in adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using: <ul style="list-style-type: none"> <li><b>conjunctions</b> [for example, when, before, after, while, so, because]</li> <li><b>adverbs</b> [for example, then, next, soon, therefore]</li> <li><b>prepositions</b> [for example, before, after, during, in, because of]</li> </ul> </li> <li>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> <li>Formation of nouns using a range of prefixes [for example super–,anti–, auto–]</li> <li>Use of the forms a or an according to whether the next word begins with a</li> </ul>	<ul style="list-style-type: none"> <li>Use fronted adverbials [for example, Later that day, I heard the bad news.]</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>The grammatical difference between plural and possessive –s Standard English forms for</li> </ul>	<ul style="list-style-type: none"> <li>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Indicating degrees of possibility using: <ul style="list-style-type: none"> <li><b>adverbs</b> [for example, perhaps, surely]</li> <li><b>modal verbs</b> [for example, might, should, will, must]</li> </ul> </li> <li>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or</li> </ul>	<ul style="list-style-type: none"> <li>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> <li>Recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?]</li> <li>Use the subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li> </ul>

			<ul style="list-style-type: none"> <li>Formation of adjectives using suffixes such as -ful, -less</li> </ul>	<p>consonant or a vowel [for example, a rock, an open box]</p> <ul style="list-style-type: none"> <li>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> </ul>	<p>verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <ul style="list-style-type: none"> <li>Use simple, perfect and progressive tenses</li> </ul>	<p>tense choices [for example, he had seen her before]</p> <ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> </ul>	<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request]</li> <li>How words are related by meaning as synonyms and antonyms [forexample, big, large, little]</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Start to show awareness of punctuation such as full stops when reading (see reading curriculum).</li> <li>When writing their name, it always starts with capital</li> <li>Start a phrase of sentence with a capital letter</li> <li>Beginning to leave some spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>Use a correctly formed capital letter for proper nouns: names, days</li> <li>Use a correctly formed capital for pronoun: I</li> <li>Use a correctly formed capital letter to start a sentence.</li> <li>Use a full stop to end a sentence.</li> <li>Use finger spaces to separate words.</li> <li>Use question marks when required (writing questions).</li> <li>Introduction to using an exclamation mark where required.</li> </ul>	<p>Learn how to demarcate most sentences in their writing with:</p> <ul style="list-style-type: none"> <li>capital letters and full stops;</li> <li>question marks</li> <li>exclamation marks</li> <li>commas for lists</li> <li>apostrophes for contraction</li> <li>apostrophes for singular possession</li> </ul>	<ul style="list-style-type: none"> <li>Correctly demarcate sentences FS, ?, ! as appropriate.</li> <li>Begin to use inverted commas to demarcate speech in independent writing</li> <li>To use commas in lists.</li> <li>Begin to use apostrophes for contraction.</li> <li>Begin to use possessive apostrophe for single and plural nouns.</li> <li>Begin to edit punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently demarcate sentences correctly including FS, ? ! as appropriate</li> <li>Commas mostly used for fronted adverbials</li> <li>Inverted commas and punctuation within them correctly used.</li> <li>Commas in list.</li> <li>Consistently use apostrophes for contraction.</li> <li>Consistently use possessive apostrophe for single and plural nouns.</li> <li>Accurately punctuate direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>Commas, within clauses, to clarify meaning and avoid ambiguity</li> <li>Indicate parenthesis using: <ul style="list-style-type: none"> <li>Dashes</li> <li>Brackets</li> <li>Commas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>Uses semi-colons, colons and dashes to mark boundaries between independent clauses.</li> <li>Uses colons to introduce lists.</li> <li>Punctuate bullet points consistently</li> <li>Use hyphens to avoid ambiguity</li> </ul>
<b>Terminology for pupils</b>	letter, word, capital letter, sentence	letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb, tense (past, resent) apostrophe, comma	preposition, conjunction, word family, prefix, clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	Determiner, pronoun, possessive pronoun adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

## Text Composition

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Plan</b>	<ul style="list-style-type: none"> <li>Able to orally compose full sentences in response to a prompt, question or respond to a shared text.</li> </ul>	<ul style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> <li>Composing a sentence orally before writing it</li> </ul>	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas including key vocabulary intended on using</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary, mapping out the content of their writing and deciding on their impact</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and how this could inform their individual writing</li> </ul>
<b>Draft</b>	<ul style="list-style-type: none"> <li>Write lists, labels and captions that are phonetically plausible.</li> <li>Write simple sentences which are recorded within an appropriate writing book.</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings, bullet points and captions]</li> </ul>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, considering desired impact on audience throughout</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages, maintaining and combining these throughout longer pieces</li> <li>using a wide range of devices to build cohesion within and across paragraphs including repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining, diagrams, tables]</li> </ul>
<b>Edit</b>	Discuss what they have written with the teacher or other pupils	<ul style="list-style-type: none"> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> </ul>	<p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>rereading to check that their writing makes sense and that verbs to indicate time are</li> </ul>	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary</li> </ul>	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency,</li> </ul>	<p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>

			<p>used correctly and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul>	<ul style="list-style-type: none"> <li>proofread for spelling and punctuation errors</li> </ul>	<p>including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> <li>proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural,</li> <li>proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread for spelling and punctuation errors</li> </ul>
<b><u>Publish and/or Perform</u></b>	Read their sentence out loud to an adult.	Read their writing aloud, clearly enough to be heard by their peers and the teacher	Read aloud what they have written with appropriate intonation to make the meaning clear	Read their own writing aloud to a group or the whole class, controlling the tone and volume so that the meaning is clear	Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Perform their own compositions to a range of audiences, using appropriate intonation, volume, and movement so that meaning is clear

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