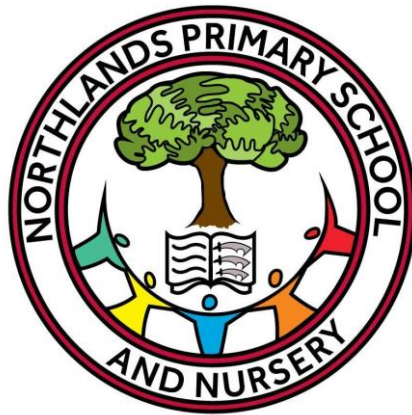


Northlands Primary School and Nursery



Writing Skills Progression Year 1 - 6

Year 1

Skill	Writing
Planning	<ul style="list-style-type: none"> • Use ideas from their reading in their writing • Verbalise what they are going to write about with a talk partner before planning • Begin to use the sentence by sentence process of think, say, write, check • Use structures from reading to aid planning including modelled story plans (e.g. recognising the beginning, middle and end of a text)
Composition	<ul style="list-style-type: none"> • Begin to use the sentence by sentence process of think, say, write, check • Use ideas magpie from their reading in their own writing • Compose a sentence orally before writing it • Write a sequence of sentences about a theme • Write a sequence of sentences to form a short narrative or non-narrative text • Improve their writing style by adding new techniques to their repertoire (see 'Grammar' below) • Begin to build writing stamina through writing longer pieces • Begin to read work aloud to a talk partner to check for sense
Evaluation	<ul style="list-style-type: none"> • Begin to use the sentence by sentence process of think, say, write, check • Talk about their writing • Read aloud their writing clearly to a talk partner • Begin to re-read work to check for sense • Verbally suggest how a piece of writing could be up-levelled • Begin to use AM resources and word mats to edit and improve their writing with a purple polishing pen
Vocabulary	<ul style="list-style-type: none"> • Every classroom at Northlands is going to be an example of a 'language rich environment' where we consistently promote a love of language. • Children to read and spell all year 1 common exception words (these words are to be displayed and updated weekly on the word of the week display) • Children to read and spell all Jolly Phonics tricky words (5 of these words are to be identified on weekly English plans and directly taught/referred to in all English lessons) • A list of subject-specific vocabulary for each subject (with a minimum of 10 words per subject) is to be compiled per year group and displayed in the classroom. These words should be explored and referred to/used throughout the year in all subjects as appropriate. • Taboo words explored in reading are to be consistently displayed on class vocabulary walls and referred to/used in shared writing to embed the use of ambitious vocabulary • Children to be consistently exposed to new and ambitious vocabulary during class teaching, shared writing, guided writing and in text type examples used across lessons • All ambitious vocabulary is to be explored thoroughly with the use of Taboo so that children can read, spell and use new words in context. • At least 3 English starters a week are to be focussed on the exploration of language

Handwriting	<ul style="list-style-type: none"> • Teachers to model correct handwriting expectations to children during shared writes, comments in books and handwriting sessions at all times • 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 • Ensure all letters are sat appropriately on the line and are of similar size • Fine motor skills interventions to be put in place immediately for children who need extra support gripping a pencil and forming their letters.
SPaG	
Spelling	<ul style="list-style-type: none"> • Spell words using the GPCs taught so far (ensure your programme covers English appendix 1 (Y1) of National Curriculum) • Segment words into individual phonemes to aid spelling • Name the letters of the alphabet in order • Use letter names to talk about different grapheme choices • Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) • 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

	<ul style="list-style-type: none"> Choose the correct spelling by using a visual strategy ('Does it look right?') <p>Spellings are to be taught through the revisit, teach, practise, apply and reflect and assess sequence for 10 minutes each day. Age related spelling conventions are to be taught rather than spelling lists to enable to children to become intelligent spellers.</p>
Punctuation	<ul style="list-style-type: none"> Use the correct grammatical terminology when discussing punctuation Use full stops and capitals Use capital letters for people, places, days of the week and 'I' Use question marks Use exclamation marks
Grammar	<p>Required terminology:</p> <p>All terminology from previous years plus: letter, capital letter, word, singular, plural, sentence, noun, punctuation, full stop, question mark, exclamation mark, suffix, prefix, phoneme, diagraph and trigraph.</p> <ul style="list-style-type: none"> Use correct grammatical terminology when discussing their writing Leave spaces between words Join words with 'and' within sentences Join sentences with 'and' Identify and know the purpose of nouns Use regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun Use suffixes that can be added to verbs where no change is needed in the spelling of the root word (e.g. helping, helped, helper) Recognise how the prefix un- changes the meaning of verbs and adjectives (e.g. unkind, or undoing; untie the boat) Form new nouns by compounding (e.g. whiteboard and superman)
Speaking and Listening	
Discussion	<ul style="list-style-type: none"> Take turns when speaking in a group Listen to other pupils during group work Explain their thoughts on a topic or subject in a group Share thoughts and ideas with a talk partner
Listening	<ul style="list-style-type: none"> Listen and respond appropriately to adults and peers Listen and follow instructions accurately, asking for help or clarification if necessary Listen with sustained concentration
Speaking	<ul style="list-style-type: none"> 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

Year 2

Skill	Writing
Planning	<ul style="list-style-type: none">• Verbalise what they are going to write about with a talk partner before planning• Plan a narrative text• Plan non-narrative text types• Include new vocabulary in planning• Use structures from reading to aid planning including modelled story plans (e.g. recognising the beginning, middle and end of a text)• Ensure that there is a clear beginning, middle and end in their writing• Embed the sentence by sentence process of think, say, write, check
Composition	<ul style="list-style-type: none">• Embed the sentence by sentence process of think, say, write, check• Write about personal experiences and real events• Write a descriptive story about a specific theme• Write non-narrative text types for a clear purpose (e.g. to inform, to instruct etc).• Write a poem based on a given structure• Ensure that there is a clear beginning, middle and end in their writing• Develop an idea over several sentences• Use adventurous vocabulary• Use a variety of sentence openers to avoid repetition• Add detail to interest the reader (e.g. character and setting description)• 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• Re-read writing for sense independently• Improve their writing style by adding new techniques to their repertoire (see 'Grammar' below)
Evaluation	<ul style="list-style-type: none">• Embed the sentence by sentence process of think, say, write, check• Re-read work to check for sense• Ensure that there is a clear beginning, middle and end in their writing• Check writing for consistent use of tense (e.g. ing/ed suffixes)• Proof-read for spelling, grammar and punctuation errors whilst using the AM resources and word mats to edit and improve their writing with a purple polishing pen• Begin to self-assess their writing against the KSI National Curriculum WT, WA and GD writing framework statements• Use expression when reading aloud their writing
Vocabulary	<ul style="list-style-type: none">• Every classroom at Northlands is going to be an example of a 'language rich environment' where we consistently promote a love of language.

	<ul style="list-style-type: none"> • Children to read and spell all year 2 common exception words (these words are to be displayed and updated weekly on the word of the week display) and use them within their writing • A list of subject-specific vocabulary for each subject (with a minimum of 10 words per subject) is to be compiled per year group and displayed in the classroom. These words should be explored and referred to/used throughout the year in all subjects as appropriate. • Taboo words explored in reading are to be consistently displayed on class vocabulary walls and referred to/used in shared writing to embed the use of ambitious vocabulary • Children to be consistently exposed to new and ambitious vocabulary during class teaching, shared writing, guided writing and in text type examples used across lessons • All ambitious vocabulary is to be explored thoroughly with the use of Taboo so that children can read, spell and use new words in context. • At least 3 English starters a week are to be focussed on the exploration of language
Handwriting	<ul style="list-style-type: none"> • Teachers to model correct handwriting expectations to children during shared writes, comments in books and handwriting sessions at all times • Form lower case letters of the correct size relative to one another with a pencil • Write capital letters and digits of the correct size • Know which letters not to join • Use diagonal and horizontal strokes to join letters together • Ensure all letters are sat appropriately on the line and are of similar size • Ensure spacing between words is appropriately sized • Begin to type accurately • Handwriting interventions to be put in place immediately for children who need extra support forming and joining their letters appropriately
SPaG	
Spelling	<ul style="list-style-type: none"> • Segment words into individual phonemes to aid correct spelling • Choose the correct grapheme where there are several options • Use the frequency and usual position of graphemes to make a spelling choice • Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) • Investigate spelling patterns and conventions • Spell words ending with the 'i' sound spelt y e.g. fry • 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 • 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
- 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 'i' sound and spelt -le e.g. table
- Spell words ending in the 'i' sound and spelt -el e.g. camel
- Spell words ending in the 'i' sound and spelt -al e.g. pedal
- Spell words ending in the 'i' sound and spelt -il e.g. fossil
- Spell words with the 'ni' 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
- Spell words with the suffix -ness e.g. sadness
- 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
- Choose the correct spelling by using a visual strategy ('Does it look right?')

Spellings are to be taught through the revisit, teach, practise, apply and reflect and assess sequence for 10 minutes each day. Age related spelling conventions are to be taught rather than spelling lists to enable to children to become intelligent spellers.

Punctuation

- Use the correct grammatical terminology when discussing punctuation
- Use all of the punctuation taught in year 1
- Explain what an apostrophe is
- Use apostrophes for simple contracted forms
- Use apostrophes for singular possession
- Avoid using conjunctions and full stops together
- Use commas for lists (e.g. to separate nouns)
- Use commas to separate adjectives in a noun phrase

Grammar	<p>Required terminology:</p> <p>All terminology from previous years plus: noun phrase, statement, question, exclamation, command, compound, conjunction, adjective, adverb, verb, tense (past and present), apostrophe, comma</p> <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use words that are appropriate to the type of writing (e.g. story language, imperative verbs in instructions) • Recognise and write statements, questions, exclamations and commands • Join sentences with 'or' and 'but' • Use 'when', 'if', 'that' and 'because' to extend sentences • Avoid using 'and', 'but' or 'so' after a full stop • Write expanded noun phrases • Form nouns by using suffixes such as -ness and -er. • Identify and know the purpose of verbs • Use interesting verbs when writing • Formation of nouns by compounding (e.g. whiteboard, superman) • Write consistently in 'past' or 'present' tense • Use the progressive form of verbs (-ing) to write about actions in progress (e.g. He was thinking, she is dancing) • Identify and know the purpose of adjectives • Form adjectives using -ful, -er, -est and -less • Identify and use -ly adverbs • Form adverbs by adding -ly to adjectives • Learn to use some features of written standard English
Speaking and Listening	
Discussion	<ul style="list-style-type: none"> • Keep on topic during group or partner discussion • Reach an agreement in a group • Ensure all group members have a turn and feel included
Listening	<ul style="list-style-type: none"> • Follow up listening with relevant questions • Comment constructively after listening • Be able to extract key points when listening to an adult
Speaking	<ul style="list-style-type: none"> • 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

Year 3

Skill	Writing
Planning	<ul style="list-style-type: none"> • Verbalise what they are going to write about with a talk partner before planning • Generate ideas for their writing from books, film, pictures, current events and prior knowledge (personal experience) • Use the structures, grammar and vocabulary of written texts to plan and write their own • Collect and use suitable vocabulary for a text from a variety of genre specific examples (e.g. give the children 3 examples of a non-chronological report for them to pick out suitable vocabulary) • Plan and order texts logically • Plan and organise texts logically • Use structures from reading to aid planning including modelled story plans (e.g. recognising the beginning, middle and end of a text) • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary
Composition	<ul style="list-style-type: none"> • Use the structures, grammar and vocabulary of written texts to plan and write their own • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary • Use ideas and content appropriate to the subject and text type • Use headings and sub-headings • Experiment with layout when writing non-fiction texts • Use paragraphs to group related material • Use their imagination to write engaging texts • Create settings using well-chosen words and phrases • Create characters using well-chosen words and phrases • Create a coherent plot in a story • Signal sequence, place and time to give coherence to writing (e.g. fronted adverbials) • Use subject specific language to create an effect (e.g. creating a mood) • Build writing stamina through writing longer pieces over a sustained amount of time • Improve their writing style by adding new techniques to their repertoire (see 'Grammar' below)
Evaluation	<ul style="list-style-type: none"> • Proof-read for spelling, grammar and punctuation errors whilst using the AM resources, Descriptosaurus and word mats to edit and improve their writing with a purple polishing pen • Evaluate their work effectively and make improvements based on this and their peers' suggestions • Evaluate the work of others and suggest improvements • Use expression, intonation and tone when reading aloud their writing
Vocabulary	<ul style="list-style-type: none"> • Every classroom at Northlands is going to be an example of a 'language rich environment' where we consistently promote a love of language. • Children to begin to read and spell the statutory year 3/4 National Curriculum spelling words (these words are to be displayed and

	<p>updated weekly on the word of the week display) and use them within their writing</p> <ul style="list-style-type: none"> • A list of subject-specific vocabulary for each subject (with a minimum of 10 words per subject) is to be compiled per year group and displayed in the classroom. These words should be explored and referred to/used throughout the year in all subjects as appropriate. • Taboo words explored in reading are to be consistently displayed on class vocabulary walls and referred to/used in shared writing to embed the use of ambitious vocabulary • Children to be consistently exposed to new and ambitious vocabulary during class teaching, shared writing, guided writing and in text type examples used across lessons • All ambitious vocabulary is to be explored thoroughly with the use of Taboo so that children can read, spell and use new words in context. • At least 3 English starters a week are to be focussed on the exploration of language
Handwriting	<ul style="list-style-type: none"> • Teachers to model correct handwriting expectations to children during shared writes, comments in books and handwriting sessions at all times • Consistently write using joined handwriting • Children to progress from pencil to pen once their handwriting is at the appropriate standard (please note, all children should be writing with a pen by the end of year 3) • Build keyboard skills to type, edit and redraft • Begin to develop fluency in typing • Handwriting interventions to be put in place immediately for children who need extra support forming and joining their letters appropriately.
SPaG	
Spelling	<ul style="list-style-type: none"> • Use a dictionary to check words • Consolidate spelling patterns from Y2 • 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 • 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 • Spell words where an i sound is spelt with a y in the middle of words e.g. gym, Egypt • Spell the words answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women • 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-

	<ul style="list-style-type: none"> • Spell words with the prefix over- • Spell the words address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent, reign, remember • 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- • Spell the words centre, century, certain, consider, enough, famous, forward, grammar, length, notice, strange, strength, though, although, thought, through • 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>Spellings are to be taught through the revisit, teach, practise, apply and reflect and assess sequence for 10 minutes each day. Age related spelling conventions are to be taught rather than spelling lists to enable to children to become intelligent spellers.</p>
Punctuation	<ul style="list-style-type: none"> • Use the correct grammatical terminology when discussing punctuation • Use all of the punctuation taught in year 2 • Recognise direct speech and inverted commas • Use direct speech and inverted commas to denote when a character is talking • Begin to use commas after fronted adverbials • Begin to use commas for marking off subordinate clauses
Grammar	<p>Required terminology:</p> <p>All terminology from previous years plus: preposition, prepositional phrases, conjunction, word family, clause, main and subordinate clause, direct speech, inverted commas, consonant, consonant letter, vowel, vowel letter, synonym, antonym, past and present perfect, determiner, pronoun, personal pronoun</p> <ul style="list-style-type: none"> • 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 explain what a conjunction is • Use conjunctions to express time, place and cause (e.g. when, so, before, after, while, because) • Use a or an appropriately • Create new nouns using prefixes • Recognise what a pronoun is • Recognise what a personal pronoun is (e.g. I, me, we, us, you, he, she, it, him, her, they, them)

	<ul style="list-style-type: none"> • Identify adverbs and use them to express time, place and cause (e.g. then, next, soon, therefore) • 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' • Identify prepositions and use them 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 • Identify simple and compound sentences
Speaking and Listening	
Discussion	<ul style="list-style-type: none"> • Disagree politely with peers during group or partner discussion • Use discussion to organise roles within a group • Discuss a wider range of feelings and emotions during group or partner discussion
Listening	<ul style="list-style-type: none"> • Hold a conversation with peers and adults • Evaluate the effectiveness of others' performances • Evaluate the effectiveness of others' presentations
Speaking	<ul style="list-style-type: none"> • 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

Year 4

Skill	Writing
Planning	<ul style="list-style-type: none"> • Generate ideas for their writing from books, film, pictures, current events and prior knowledge (personal experience) • Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied • Develop and extend ideas in stories, non-fiction and poetry (e.g. character, settings, arguments, themes) • Use structures from reading to aid planning including modelled story plans (e.g. recognising the beginning, middle and end of a text) • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary
Composition	<ul style="list-style-type: none"> • Develop and extend ideas in stories, non-fiction and poetry (e.g. character, settings, arguments, themes) • 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 • Engage the reader with effective use of language and sentence structure (e.g. well-chosen noun phrases and varied sentence types) • Communicate feelings, emotions and opinions • Take a viewpoint in a piece of writing • Use exciting and interesting vocabulary appropriate to the text type • Use paragraphs to organise ideas around a theme • Link ideas within a paragraph or section • Write an appropriate and sustained ending • Use stanzas to structure content in poems • Experiment with layout when writing poems • Build writing stamina through writing longer pieces over a sustained amount of time • Improve their writing style by adding new techniques to their repertoire (see 'Grammar' below)
Evaluation	<ul style="list-style-type: none"> • Proof-read for spelling, grammar and punctuation errors whilst using the AM resources, Descriptosaurus and word mats to edit and improve their writing with a purple polishing pen • Change vocabulary and grammar for consistency and impact • Evaluate their work effectively and make improvements based on this and their peers' suggestions • 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
Vocabulary	<ul style="list-style-type: none"> • Every classroom at Northlands is going to be an example of a 'language rich environment' where we consistently promote a love of language. • Children to read and spell all statutory year 3/4 National Curriculum spelling words (these words are to be displayed and updated weekly on the word of the week display) and use them within their writing • A list of subject-specific vocabulary for each subject (with a minimum of 10 words per subject) is to be compiled per year group and displayed

	<p>in the classroom. These words should be explored and referred to/used throughout the year in all subjects as appropriate.</p> <ul style="list-style-type: none"> • Taboo words explored in reading are to be consistently displayed on class vocabulary walls and referred to/used in shared writing to embed the use of ambitious vocabulary • Children to be consistently exposed to new and ambitious vocabulary during class teaching, shared writing, guided writing and in text type examples used across lessons • All ambitious vocabulary is to be explored thoroughly with the use of Taboo so that children can read, spell and use new words in context. • At least 3 English starters a week are to be focussed on the exploration of language
Handwriting	<ul style="list-style-type: none"> • Teachers to model correct handwriting expectations to children during shared writes, comments in books and handwriting sessions at all times • Write consistently with neat, legible and joined handwriting for sustained periods of time and across all subjects • Develop fluency in typing • Handwriting interventions to be put in place immediately for children who need extra support forming and joining their letters appropriately.
SPaG	
Spelling	<ul style="list-style-type: none"> • Use a dictionary to check words • 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 • Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various • 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 • Spell plural words with possessive apostrophes e.g. girls', children's • Spell the words exercise, experience, experiment, extreme, favourite, mention, occasion(ally), position, possess(ion), possible, potatoes, pressure, promise, purpose, quarter, sentence, therefore • 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

	<ul style="list-style-type: none"> • Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey • 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 • 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>Spellings are to be taught through the revisit, teach, practise, apply and reflect and assess sequence for 10 minutes each day. Age related spelling conventions are to be taught rather than spelling lists to enable to children to become intelligent spellers.</p>
Punctuation	<ul style="list-style-type: none"> • Use the correct grammatical terminology when discussing punctuation • Use all of the punctuation taught in year 3 • Use inverted commas and other speech punctuation appropriately (e.g. commas after the verb and question/exclamation marks before the inverted comma) • Use commas after fronted adverbials • Use apostrophes to show plural possession (e.g. The boys' house) • Use commas for marking off subordinate clauses
Grammar	<p>Required terminology:</p> <p>All terminology from previous years plus: determiner, pronoun, possessive pronoun, adverbial, adverbial phrase, synonym, antonym, expanded noun phrase, complex sentence, standard and non-standard verb</p> <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use conjunctions for cohesion across a text • Use a wider range of conjunctions to extend sentences including when, if, because, although • Identify determiners • Identify 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' • Use apostrophes to show plural possession (e.g. The boys' house) • 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) • Identify and recognise adverbial phrases and clauses • Use fronted adverbials • Know what a subordinate clause is • Know what a complex sentence is

	<ul style="list-style-type: none"> • Write complex sentences and begin to use the comma to separate clauses
Speaking and Listening	
Discussion	<ul style="list-style-type: none"> • Use inclusion techniques in group discussions (e.g. questions, eye contact, people's names) • Address alternative opinions in discussion • Take different roles in groups (e.g. leader, reporter, scribe, mentor)
Listening	<ul style="list-style-type: none"> • Make notes when listening • Recognise and analyse formal/informal registers when listening • Ask relevant questions after listening to build understanding
Speaking	<ul style="list-style-type: none"> • Justify a view by giving reasons and evidence • Tell a story which is clear, structured and detailed • Use formal/informal registers when appropriate

Year 5

Skill	Writing
Planning	<ul style="list-style-type: none">• Develop ideas through reading and research• Generate ideas for their writing from books, film, pictures, current events and prior knowledge (personal experience)• Use a wide knowledge of text types, forms and styles to inform their writing• Plan and write for a clear purpose and audience• Choose a text form• Use structures from reading to aid planning including modelled story plans (e.g. recognising the beginning, middle and end of a text)
Composition	<ul style="list-style-type: none">• Ensure that the content and style of writing accurately reflects the purpose• Borrow writers' techniques from book, screen and stage• Engage the reader throughout a piece of writing• Maintain a viewpoint throughout a piece of writing• Structure and organise writing in well-linked paragraphs• Build cohesion within a paragraph (e.g. pronouns, fronted adverbials, determiners and conjunctions)• Ensure cohesion within and between all paragraphs in a text• Develop paragraphs creatively using techniques such as contrast, additional detail and explanation• Select which parts of writing need to be developed in detail• Balance narrative writing between action, description and dialogue (e.g. vary narrative opening to include all of these)• Link openings to closings• Use a variety of sentence openers and types• Carefully select words to create effects• Use varied vocabulary to sustain and develop ideas• Use vivid description• Use stanzas to organise ideas around a theme in poetry• Select and use stylistic devices to enhance writing• Build writing stamina through writing longer pieces over a sustained amount of time• Improve their writing style by adding new techniques to their repertoire (see 'Grammar' below)
Evaluation	<ul style="list-style-type: none">• Ensure that the content and style of writing accurately reflects the purpose• Proof-read for spelling and punctuation errors using appropriate resources to support this• Ensure the consistent and correct use of tense through a longer piece of writing• Change vocabulary and grammar to enhance effects and clarify meaning whilst using the AM resources, Descriptosaurus and word mats to edit and improve their writing with a purple polishing pen• Evaluate their work effectively and make improvements based on this and their peers' suggestions

	<ul style="list-style-type: none"> • Evaluate the work of others and suggest improvements • Self and peer assess their writing against the KS2 National Curriculum WT, WA and GD writing framework statements • Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear
Vocabulary	<ul style="list-style-type: none"> • Every classroom at Northlands is going to be an example of a 'language rich environment' where we consistently promote a love of language. • Children to begin to read and spell the statutory year 5/6 National Curriculum spelling words (these words are to be displayed and updated weekly on the word of the week display) and use them within their writing • A list of subject-specific vocabulary for each subject (with a minimum of 10 words per subject) is to be compiled per year group and displayed in the classroom. These words should be explored and referred to/used throughout the year in all subjects as appropriate. • Taboo words explored in reading are to be consistently displayed on class vocabulary walls and referred to/used in shared writing to embed the use of ambitious vocabulary • Children to be consistently exposed to new and ambitious vocabulary during class teaching, shared writing, guided writing and in text type examples used across lessons • All ambitious vocabulary is to be explored thoroughly with the use of Taboo so that children can read, spell and use new words in context. • At least 3 English starters a week are to be focussed on the exploration of language
Handwriting	<ul style="list-style-type: none"> • Teachers to model correct handwriting expectations to children during shared writes, comments in books and handwriting sessions at all times • Begin to adapt handwriting to specific purposes (e.g. printing, use of italics) • Increase the speed of handwriting without losing legibility across all subjects • Further develop fluency and speed in typing • Handwriting interventions to be put in place immediately for children who need extra support forming and joining their letters appropriately.
SPaG	
Spelling	<ul style="list-style-type: none"> • Use a dictionary to check the meaning and spelling of words • Investigate spelling patterns and conventions • Use a thesaurus • 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 • Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety

	<ul style="list-style-type: none"> • 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- • 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 • 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 • Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht • Choose the correct spelling by using a visual strategy ('Does it look right?') <p>Spellings are to be taught through the revisit, teach, practise, apply and reflect and assess sequence for 10 minutes each day. Age related spelling conventions are to be taught rather than spelling lists to enable to children to become intelligent spellers.</p>
Punctuation	<ul style="list-style-type: none"> • Use the correct grammatical terminology when discussing punctuation • Use all of the punctuation taught in year 4 • Use commas to clarify meaning or avoid ambiguity • Understand what parenthesis is • Use brackets, dashes or commas for parenthesis • Introduce a detailed list with a colon and separate the following noun phrases with a semi colon • Begin to use punctuation to link independent clauses (e.g. colons, semi colons and dashes), understand they replace a conjunction and how/why they're effective
Grammar	<p>Required terminology:</p> <p>All terminology from previous years plus: modal verb, modal adverb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, synonym, antonym</p> <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use devices for cohesion within a paragraph (e.g. pronouns, fronted adverbials, determiners and conjunctions) • Ensure correct subject verb agreement • Use adverbs and adverbials to show time (e.g. after five minutes), place (e.g. nearby) and frequency (e.g. secondly) across a text • Identify 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

	<ul style="list-style-type: none"> • Identify and use modal verbs (e.g. might, should, could, would, can, may, must, shall, will) • Identify and use modal adverbs (e.g. perhaps, surely, obviously) • Identify and use relative clauses (that begin with relative pronouns such as: who, which, where, when, whose, that) • Experiment with clause position in complex sentences • Orchestrate a range of sentence structures
Speaking and Listening	
Discussion	<ul style="list-style-type: none"> • Plan and manage a group task over time • Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to reach an agreement in a group • Use a range of question types in discussion and conversation
Listening	<ul style="list-style-type: none"> • Analyse the use of persuasive language in different contexts • Analyse techniques designed to engage the listener • Identify and analyse the use of different question types (e.g. open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective)
Speaking	<ul style="list-style-type: none"> • Present a well-structured, persuasive argument including reasons and evidence • Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener • Use language fluidly to speculate, hypothesise, imagine and explore ideas

Year 6

Skill	Writing
Planning	<ul style="list-style-type: none">• Develop their own ideas for writing through reading, research, personal experience, film, pictures and current events• Generate ideas for their writing from books, film, pictures, current events and prior knowledge (personal experience)• Use a wide knowledge of text types, forms and styles to inform their writing• Plan and write for a clear purpose and audience• Choose form and subject when writing poetry and non-fiction
Composition	<ul style="list-style-type: none">• Ensure that the content and style of writing accurately reflects the purpose• Borrow and adapt writers' techniques from book, screen and stage• Experiment with writers' techniques borrowed from book, screen and stage• Show a confident and established voice throughout a piece of writing• Ensure writing is lively, interesting and thoughtful• Ensure writing is controlled and balanced• Use informal and formal structures and style appropriate to the reader (e.g. contracted/uncontracted forms and formal/informal verb choices)• Affect the emotions of the reader at points in the text through use of language choices• Manipulate the reader through sentence structure and language choices• 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• Use speech to convey and develop a character (e.g. verb usage, punctuation and formal/informal language choices)• Use speech to advance action• Use a range of techniques for special effects (e.g. asides, flashbacks, footnotes, foreshadowing, prologues etc.)• Select and use stylistic devices to support the purpose and effect of writing (e.g. how a word/phrase is written on the page "As we approached the giant got bigger and bigGER and BIGGER!"; power of 3 sentences, character stream of consciousness etc)• Build writing stamina through writing longer pieces over a sustained amount of time• Improve their writing style by adding new techniques to their repertoire (see 'Grammar' below)
Evaluation	<ul style="list-style-type: none">• Ensure that the content and style of writing accurately reflects the purpose• Proof-read for spelling and punctuation errors using appropriate resources to support this

	<ul style="list-style-type: none"> • Ensure the consistent and correct use of tense through a longer piece of writing • Check that the appropriate register is being used (e.g. 'Register' refers to pupils selecting vocabulary and grammatical structures appropriate to the context of the writing, for example, indicators of formality in a letter of complaint; concision within a stage direction; contracted forms in casual dialogue) • Change vocabulary and grammar to enhance effects and clarify meaning whilst using the AM resources, Descriptosaurus and word mats to edit and improve their writing with a purple polishing pen • Evaluate their work effectively and make improvements based on this and their peers' suggestions • Evaluate the work of others and suggest improvements • Self and peer assess their writing against the KS2 National Curriculum WT, WA and GD writing framework statements • Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear
Vocabulary	<ul style="list-style-type: none"> • Every classroom at Northlands is going to be an example of a 'language rich environment' where we consistently promote a love of language. • Children to read and spell all statutory year 5/6 National Curriculum spelling words (these words are to be displayed and updated weekly on the word of the week display) and use them within their writing • A list of subject-specific vocabulary for each subject (with a minimum of 10 words per subject) is to be compiled per year group and displayed in the classroom. These words should be explored and referred to/used throughout the year in all subjects as appropriate. • Taboo words explored in reading are to be consistently displayed on class vocabulary walls and referred to/used in shared writing to embed the use of ambitious vocabulary • Children to be consistently exposed to new and ambitious vocabulary during class teaching, shared writing, guided writing and in text type examples used across lessons • All ambitious vocabulary is to be explored thoroughly with the use of Taboo so that children can read, spell and use new words in context. • At least 3 English starters a week are to be focussed on the exploration of language
Handwriting	<ul style="list-style-type: none"> • Teachers to model correct handwriting expectations to children during shared writes, comments in books and handwriting sessions at all times • Develop a neat, personal, handwriting style • Consistently use a neat, personal handwriting style across all subjects • Choose the writing implement that is appropriate to the task • Further develop fluency and speed in typing • Handwriting interventions to be put in place immediately for children who need extra support forming and joining their letters appropriately
SPaG	
Spelling	<ul style="list-style-type: none"> • Revise previous spelling conventions • Use a dictionary to check the meaning and spelling of words

- Investigate spelling patterns and conventions
- Use a thesaurus
- 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
- Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature
- 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
- Use knowledge of word roots, prefixes and suffixes to aid spelling
- Spell and use common homophones
- Spell the words accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community, competition, correspond, criticise, disastrous, embarrass, exaggerate, guarantee, mischievous, prejudice, privilege, recommend
- Spell words with silent letters e.g. doubt
- Spell and use homophones which end in -se and -ce e.g. practice and practise
- Use knowledge of word roots, prefixes and suffixes to aid spelling
- Choose the correct spelling by using a visual strategy ('Does it look right?')

Spellings are to be taught through the revisit, teach, practise, apply and reflect and assess sequence for 10 minutes each day. Age related spelling conventions are to be taught rather than spelling lists to enable to children to become intelligent spellers.

Punctuation

- Use the correct grammatical terminology when discussing punctuation
- Use all of the punctuation taught in year 5
- Understand and use colons appropriately (e.g. I'm fed up : it's raining)
- Understand and use bullet points consistently
- Understand and use semi colons appropriately (e.g. It's raining : I'm fed up)
- Understand how dashes are used for marking the boundaries between independent clauses and use them appropriately (e.g. It was raining again and the match was cancelled - just typical)
- Understand and use hyphens appropriately
- Understand and use ellipsis appropriately

Grammar	<p>Required terminology:</p> <p>All terminology from previous years plus: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, subjunctive</p> <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Understand the basic subject, verb, object structure of a sentence • Use a range of devices for cohesion across a text (e.g. pronouns, fronted adverbials, determiners and conjunctions) • 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 for effect • Understand and recognise active and passive voice • Use passive voice appropriately in writing • Understand and explore synonyms and antonyms • Recognise and understand 'the subjunctive' (e.g. If Fred were here, things would be different)
Speaking and Listening	
Discussion	<ul style="list-style-type: none"> • Use the conventions and language of formal debate • Successfully counter another argument during a debate or discussion • Consider, evaluate and build on different viewpoints during debates and discussions
Listening	<ul style="list-style-type: none"> • Make notes when listening for a sustained period • Identify and adopt the features of formal register • Analyse and evaluate a range successful speakers for useful techniques
Speaking	<ul style="list-style-type: none"> • Give and justify an opinion in an appropriate manner • Agree and disagree constructively with others' views • Monitor the effect of their talk on the listener and adapt it in response