

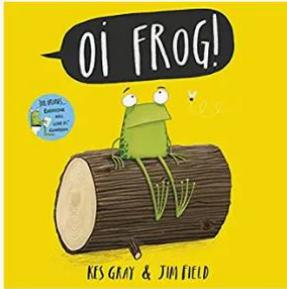
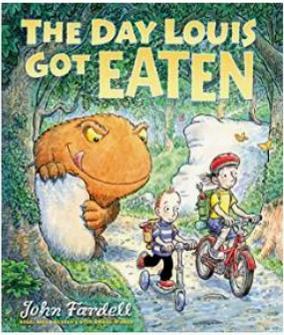
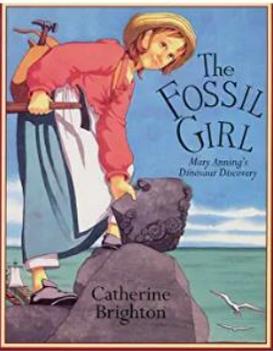
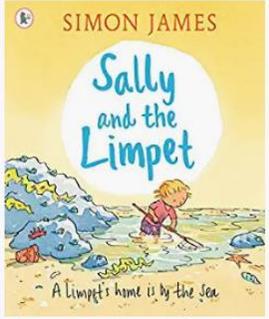
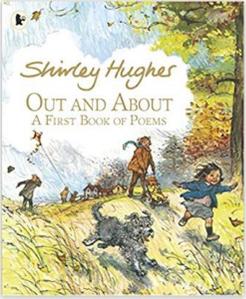


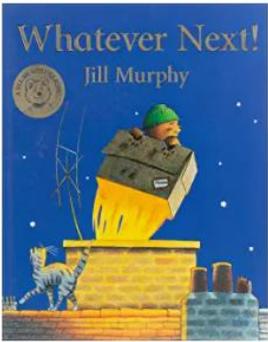
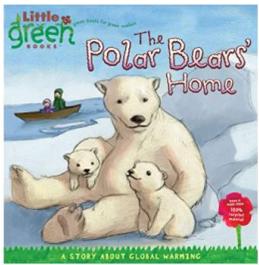
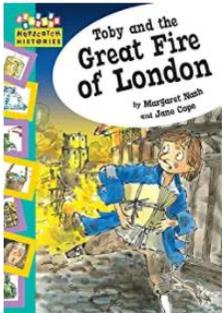
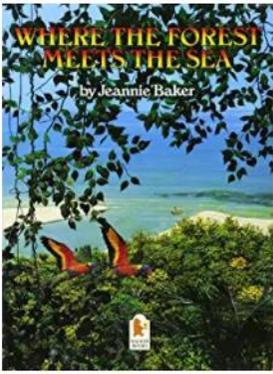
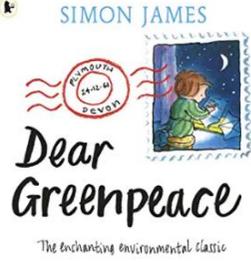
Newlyn School Writing Curriculum

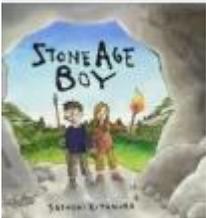
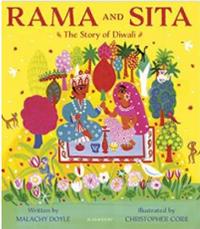
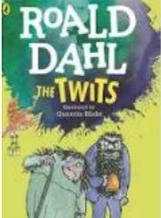
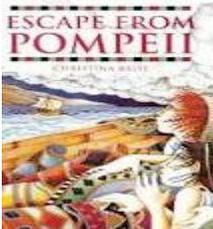
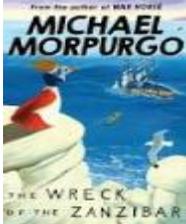
Curriculum Overview: Writing Genres

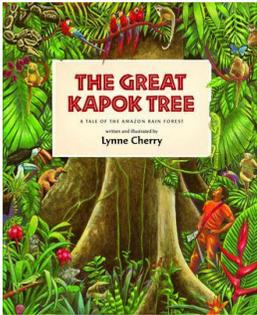
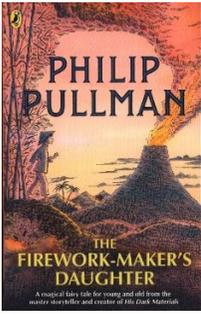
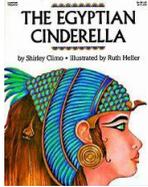
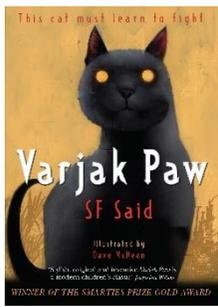
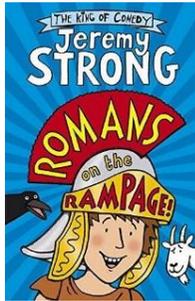
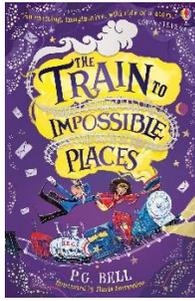
- Writing is based on real life experiences and well-known texts where possible
- Spelling, punctuation and grammar are taught as a discrete lesson and embedded through the writing process

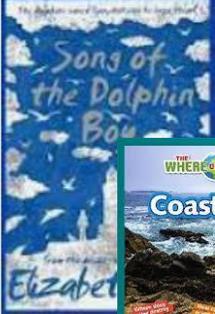
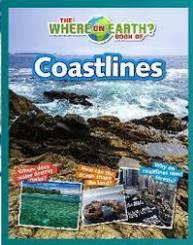
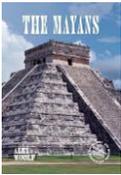
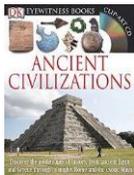
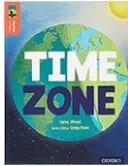
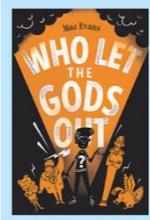
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How have I changed since I was a baby? Where do I live?	Why do we celebrate special times?	What is life like in a cold environment? What were toys like in the past?	What is life like in a hot environment?	Exploring people who help us	Exploring maps
EYFS						
	We are tellers of tales Re-counting events Facts about me	We are storytellers Re-telling traditional tales Rhyming Stories	We are non-fiction writers Labels and captions	We are scientific writers Instructions to look after a plant Labels and captions	We are tellers of tales Character description Setting description	We are letter writers and explainers Letters/postcards from Cornwall Beach Safety Information

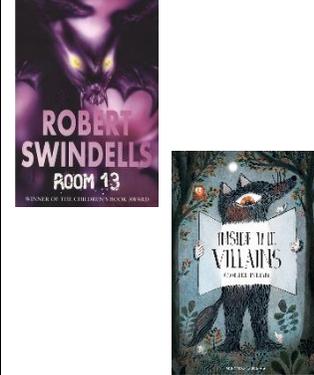
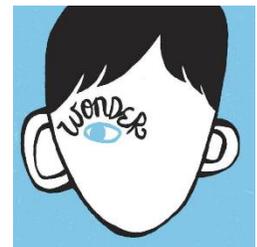
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Castles	Local Area	Dinosaurs	The UK	The Seaside today and in the past	Weather
						
	<p>We are non-fiction writers</p> <p>Labels, lists and signs - Grammar includes: Writing, leaving spaces between words; using capital letters for the names of people, places, days of the week, etc.</p> <p>Labels and captions Labelling pictures of castles.</p>	<p>We are poetry writers</p> <p>Funny rhymes Playing with rhyming words to make funny sentences.</p> <p>Write a letter – to Father Christmas. Write sentences that include capital letters and full stops. Reread for sense.</p>	<p>We are fiction writers</p> <p>Funny stories- A look at stories that are silly.</p> <p>Funny story Write a three part funny story based on No Thank You!</p>	<p>We are information writers</p> <p>Information text- A story based on the finds of Mary Anning.</p> <p>Traditional Tales- Stories based on The Three Little Pigs</p>	<p>We are fiction writers</p> <p>Stories with familiar settings – Tales that the children can relate to- sometimes with a message.</p> <p>Information writing Write a short piece about a place they have learnt about in geography.</p>	<p>We are poetry writers</p> <p>Poems about nature- A selection of poems about being outside, the weather and the seasons.</p> <p>Poems about the weather Poems based on one learnt.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Explorers	Alaska	The Great Fire of London	Kenya	Grace Darling	Our Local Area (fishing)
Y2						
	<p>We are fiction writers</p> <p>Stories with familiar settings- including The Tiger Who Came To Tea</p> <p>Adventure story Based on Whatever Next.</p>	<p>We are non-fiction writers</p> <p>Information text- Facts wrapped up within a story.</p> <p>Labels and captions Labelling pictures of polar bears.</p>	<p>We are non-fiction writers</p> <p>Information text- A first-hand story based on the Fire of London.</p> <p>Diary account Written as a witness in London.</p>	<p>We are fiction writers</p> <p>Traditional Tales- Stories based on The Three Little Pigs</p> <p>Traditional story The Three Little ?</p>	<p>We are poetry writers</p> <p>Poems on a theme- Where the Forest Meets the Sky and sea based by Celia Warren</p> <p>Poems based on the sea</p>	<p>We are letter writers</p> <p>Information text- A series of letters about a whale in the pond, with lots of facts.</p> <p>Letters Asking questions and answering</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Stone Age to Iron Age		Exploring the South West	Romans	West Penwith	
Year 3			 			
	<p>We are storytellers and information sharers</p> <p>Narrative: Inventing a new narrative based on a known narrative (Stone Age Boy) Information fact file Text – Skara Brae</p> <p>Explanation: linked to key facts about The Stone Age – Why did they draw on the cave walls? Why did they eat animals? Why was it colder then?</p>	<p>We are recounters and poets</p> <p>Poetry- write limericks and rhyming poems</p> <p>Letters -write a letter in character (legend of Rama and Sita)</p>	<p>We are recounters and explainers We are journey makers</p> <p>Recount of trip to Lands End Airport</p> <p>Narrative: Write a story about a journey</p>	<p>We are character explorers We are persuaders</p> <p>Persuasive Letters why we need to keep museums alive</p> <p>Explanation: explore and explain the characters in The Twits</p>	<p>We are myth and legend story writers and instructors</p> <p>Myths and legend story based on local legend/myths</p> <p>Instructions: How to safely board a train.</p>	<p>We are historical adventurers and poetry performers</p> <p>Adventure story - Diary entry – link to History - railway being built.</p> <p>Poetry - Learn a poem by heart plus features of poetry</p>

	Rainforests	Extreme Earth	Ancient Egypt	Romans	Scandinavia	
Year 4			 	 		
	<p>We are explainers and persuaders Information text - a rainforest animal Persuasive letters- deforestation Story- setting description</p>	<p>We are non-fiction writers, instructors and poets Instructions – how to build and erupt a volcano Explanation text- How a volcano erupts/tsunami Narrative telling the story of a picture book Shape poems -for a natural disaster</p>	<p>We are explainers, Letter writers and poets Poetry- write limericks and rhyming poems Letters -write a letter in character Egyptian Cinderella Information text- Bees Linked to Science.</p>	<p>We are recounters, storytellers and poets Newspaper Report- discovery of Tutankhamen Haiku poem Linked to Varjak Paw Adventure story Linked to Varjak Paw</p>	<p>We are tellers of stories with themes and diary writers Story with a historical setting Setting descriptions Character descriptions Diary - Boudicca diary entry</p>	<p>We are researchers and poets Cinquain Poem – Newlyn Information text - Information Leaflet about Cornwall</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
	Coasts	Ancient Maya Civilisation	The Victorians	Day and Night	The Ancient Greeks	
					Summer 2	
					Going Global	

Year 5	 	  	  	 	 	
	<p>We are poets: use poetic devices to write poems about the calm sea and the rough sea.</p> <p>Performance poetry- The Selkie Myth</p> <p>We are non-fiction writers</p> <p>Explanation Texts – explaining the process of coastal erosion</p> <p>Persuasion Texts - a persuasive letter to stop the release of balloons</p> <p>Newspaper reports- livelihoods and home destroyed by the sea.</p>	<p>Diary account – Write a diary entry – daily life in Mayan Times.</p> <p>We are non-fiction writers</p> <p>Instructions: How to make traditional Mayan Hot Chocolate</p> <p>We are and poets- The Spider and the Fly (Auden) – alternative endings</p> <p>Diary account – The Spider and the Fly (Auden) – the day of the spider</p>	<p>We are non-fiction writers</p> <p>Non-chronological report- The Lives of Victorian Children (PowerPoint)</p> <p>Diary account – Write a diary entry as the main character in Street Child.</p> <p>We are non-fiction writers</p> <p>Recount – of trip to the Victorian Museum.</p> <p>We are and poets- The Quarrell by Eleanor-Farjeon – learn by heart.</p>	<p>We are creative writers and poets – look at poetic devices, use to write a poem portraying life in Victorian times.</p> <p>Biographies (Dr Barnardo) and autobiographies</p> <p>We are and poets -The Jabberwocky by Lewis Carroll – write a poem in the style of The Jabberwocky</p>	<p>We are creative writers – write our own Greek myth.</p> <p>We are creative writers: write an alternative chapter to that of the author.</p> <p>We are researchers and historical writers:</p> <p>Fact Files: mini fact file on the one area of your topic that interests you the most.</p> <p>Brochure- write a travel brochure about Ancient Greece.</p> <p>Menu – create a typical 'Ancient Greek' menu</p> <p>We are and poets - epic poem:</p> <p>The Odyssey – a detailed character study of Odysseus and an extended 1st person narrative based on the story of the Odyssey.</p>	
	Blue Planet	Crime and Punishment	The Home Front (WW2)	Rivers and London	Mexico	Cornish Mining

<p>Year 6</p>					
<p>We are non-fiction writers Information text on the threats to the ocean Writing a letter of application</p> <p>We are persuaders Writing motivational speeches</p> <p>We are poets Writing poems about the Antarctic</p>	<p>We are reporters Newspaper report on the death of King Duncan</p> <p>We are poets Study of The Highwayman</p> <p>We are non-fiction writers Information text on Highwaymen</p>	<p>We are storytellers setting description of the Blitz Evacuation Narrative</p> <p>We are diary writers Diary entry from perspective of someone who experienced the Blitz</p>	<p>We are persuaders Writing a balanced argument on Zoos</p> <p>We are non-fiction writers Non-chronological report on the Galapagos Islands</p> <p>Writing an entry for a scientific journal</p>	<p>We are thrill writers Writing suspense narratives</p> <p>Villain monologues</p> <p>Tourist information Leaflet on London</p>	<p>We are biography writers. Writing autobiographies for Y6 leavers book.</p>

Composition: Planning						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Plan by talking about ideas	Plan by talking about ideas and vocabulary	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y3 expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y4 expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y5 expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y6 expectations)
Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	Record ideas e.g. through story mapping	Record ideas e.g. through story maps, flow charts, listing ideas/facts	Record and note ideas e.g. through making notes, story maps, flow charts, 'boxing up' frames	Record and note ideas e.g. through making notes, story maps, flow charts, 'boxing up' frames	Explore and use their own techniques to note their ideas, drawing on research where necessary	Make choices about the most efficient way to note their ideas, drawing on research from a range of sources where necessary
	Orally rehearse sentences before writing	Orally rehearse sentences before writing	Compose and rehearse sentences orally before writing, including dialogue	Compose and rehearse more complex sentences orally, including dialogue, before writing		

Composition: Drafting and Writing

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Writing ELG: Write simple phrases and sentences that can be read by others.</p>	<p>Write for simple audiences and purposes based on real life experiences e.g. thank you letters, instructions, recounts, reports, stories</p>	<p>Write for a range of fictional e.g. a diary entry in role; explanations about how a dinosaur trap works and real e.g. posters to advertise a school event; narratives based on their own experiences audiences and purposes</p>	<p>Write for a range of purposes and audiences, including across the curriculum e.g. a historical recount, a persuasive leaflet in geography, a diary entry in RE</p>	<p>Write for an increasing range of purposes and audiences, including across the curriculum e.g. a news report in history, an explanation in science</p>	<p>Identify the audience and purpose for their writing and select the appropriate form e.g. a historical narrative; a discussion in RE; notes for a debate in geography</p>	<p>Identify the audience and purpose for their writing and select the appropriate form or mix of forms e.g. a non-chronological report about the weather including a short explanation of the water cycle; a historical narrative including diary extracts/letters</p>
<p>Speaking: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Sequence their own sentences to form simple narratives</p>	<p>Create simple plots in narratives e.g. with a clear beginning, middle and end</p>	<p>Create and describe plots in narratives e.g. developing the problem</p>	<p>Create and expand plots in narratives e.g. describing the cause and effect of events; providing more detail</p>	<p>Control more complex plots e.g. using foreshadowing; use of pace and time; using chapters</p>	<p>Control and maintain more complex plots e.g. flashback stories; multiple viewpoints; pathway stories</p>

	Sequence their own sentences to form simple non-fiction texts e.g. reports, recounts, instructions	Create simple settings in narratives e.g. telling the reader where the story takes place	Create and describe settings in narratives e.g. using precise nouns and adverbs to provide information for the reader	Create and expand settings in narratives e.g. describing characters' reactions to the setting; using expanded noun phrases	Develop settings and atmosphere in detail e.g. using parenthesis (the forest was terrifying – bleak and foreboding – yet he walked onwards.) Modal verbs (Tom knew he shouldn't have gone into the forest.)	Develop settings and atmosphere in detail e.g. passive voice (the trees towered over him menacingly). Use of the subjunctive (If he were to have known what the forest was like, he would never have entered).
Identify heroes and villains in books that are read to them	Identify characters in books that are read to them	Create simple characters in narratives e.g. heroes, villains based on their own reading	Create and describe characters in narratives e.g. using interesting adjectives (The frightened boy. The lonely, old man.)	Create and expand characters in narratives e.g. using expanded noun phrases (The terrified boy with trembling hands.)	Develop characters in detail e.g. through using dialogue to convey character; describing characters' reactions to events	Develop characters in detail e.g. using dialogue to convey character; developing relationships between characters; using question tags (Tom can be trusted, can't he?)
Identify rhyme	Identify rhyme and create own rhyming strings	Write simple poetry e.g. list and rhyming poems	Write simple poetry e.g. list and rhyming poems, free verse	Write free verse poetry, focusing on the meaning e.g. writing poems without a rhyming structure	Write free verse poetry of increasing complexity , with a specific purpose e.g. narrative poems; poetry to provoke empathy in the reader or make them think about an issue	Write a range of more sophisticated poetry and experiment with different forms , e.g. narrative poems, sonnets, odes, elegies
Comprehension: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Use simple narrative language features e.g. story language such as once upon a time/one day/ happily ever after	Use the main language features of narrative e.g. story language, powerful verbs, past tense, third person	Consistently use the language features of narrative e.g. adverbial phrases, use of speech and accompanying present tense	Expand the use of narrative language features e.g. power of three; fronted adverbials for cohesion (After a while, he left the beach)	Modify and control the use of narrative language features e.g. reported speech instead of direct speech; repetition for effect	Manipulate and control the use of narrative language features e.g. using language to control time and pace; range of cohesive devices

	Use simple language features of non-fiction e.g. the first person in recounts; accurate nouns and verbs	Use the main language features of non-fiction e.g. imperative verbs for instructions; adverbs such as firstly, next, then; third person for reports	Consistently use the language features of non-fiction e.g. technical language, precise nouns and pronouns (<u>oak tree</u> instead of tree, <u>sparrow</u> instead of bird)	Expand the use of nonfiction language features e.g. clauses to add additional information (If you want the food to stay <u>fresh</u> , put it in the fridge.)	Modify and control the use of non-fiction language features e.g. use of modal verbs in discussion; precise description and technical vocabulary	Manipulate and control the use of non-fiction language features e.g. rhetorical questions; passive voice (Sharks are found in..., ...the deer is eaten by the Mountain Lion.)
	Use simple organisational features in fiction and non-fiction e.g. beginning, middle and end in narratives; captions; instructions in the right order	Use the main organisational features in fiction and non-fiction e.g. clear beginning, middle and end; headings for posters; numbered instructions; information in sections	Use a range of organisational features in fiction and non-fiction e.g. headings and sub headings; columns; logical sequencing	Use nouns and pronouns to aid cohesion between sentences e.g. Feeling terrified, <u>Tom</u> peered around as he crept into the forest. The <u>scared boy</u> decided to turn back.	Control the use of organisational features in fiction and non-fiction e.g. balancing action, description and dialogue; using bullet points, tables and charts	Manipulate and control the use of organisational features in fiction and non-fiction e.g. writing parodies; deciding on the most effective order of points in an argument
Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Write sequences of linked sentences	Write about more than one idea and group related information e.g. ordering information into simple sections with 2-4 related sentences	Start to use paragraphs to group related ideas	Organise content into relevant paragraphs across the text	Use a range of devices to link paragraphs e.g. adverbs and adverbial phrases; connectives Use a range of cohesive devices within paragraphs e.g. connectives; consistent tense and person	Use a range of cohesive devices within and between paragraphs e.g. wider range of connectives (on the other hand, as a consequence, in contrast) repetition for effect; ellipses

Composition: Reviewing and Editing

Y1	Y2	Y3	Y4	Y5	Y6
Re-read writing to check it makes sense and make simple changes as necessary e.g. spotting omissions	Evaluate their writing through discussion and make improvements to clarify the meaning and sense e.g. accurate verb/tense and subject/verb agreement	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. variety of nouns/ pronouns, range of adverbs, sentence structure	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. fronted adverbials; expanded noun phrases; variety of sentence structure; use of paragraphing	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within paragraphs; modals, clauses	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within and across paragraphs, passive voice, range of clauses, use of the subjunctive
Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations

Read their own writing aloud clearly	Read their own writing aloud clearly, with appropriate intonation	Read their own writing aloud with appropriate intonation and volume to make the meaning clear	Read their own writing aloud with appropriate intonation volume and tone to make the meaning clear	Perform their own writing using appropriate intonation, volume and movement	Perform their own writing using appropriate intonation, volume and movement and adapt as necessary to engage the audience
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Grammar Vocabulary and Punctuation						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6

	Use the names of people, places and things e.g. dragon, castle, butterfly	Use noun phrases to describe and specify people, places and things e.g. ugly dragon; old castle; beautiful butterfly	Use noun phrases appropriately in a range of text types to clarify and add detail e.g. ancient castle, turquoise butterfly, rickety bridge	Use noun phrases expanded by modifying adjectives e.g. Tom was fairly scared as he entered the forest Use noun phrases expanded by prepositional phrases e.g. The vicious troll under the extremely rickety bridge.	Use expanded noun phrases precisely to add detail across a piece of writing e.g. He scampered up the dangerous path, avoiding the traps beneath his feet. The South China Sea contains numerous shrimp, croaker and large shoals of tuna.	Use expanded noun phrases across writing to convey complicated information concisely e.g. He scampered cautiously up the dangerous track, avoiding the traps and dangers lurking beneath his nervous feet. Within the South China Sea a variety of fish and aquatic mammals can be found.
			Create interest through the use of appropriate word choices and descriptive phrases e.g. The tree branches reached out in the darkness.	Engage the reader through the use of interesting word choices and descriptive phrases e.g. Tom crept cautiously. The twisted tree branches reached out in the darkness.	Use precise phrases and vocabulary e.g. The beetle <u>scuttled</u> . Tom <u>uttered</u> his response <u>reluctantly</u> . 'Where will the ceremony be held?' Tom <u>enquired</u> .	Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning e.g. vocabulary linked to a historical period and style; using dialect; Tom skulked grudgingly along the empty corridor, towards the Head's imposing door.
			Use a range of adverbs e.g. before, next, soon, later, firstly and prepositions e.g. in, through, since, across, beneath to express time, place and cause	Use fronted adverbials for effect e.g. Later that morning... Over the brow of the hill... Creeping silently...	Indicate degrees of possibility through the use of adverbs e.g. surely, perhaps, possibly Indicate degrees of possibility through the use of modal verbs e.g. should, could, may, must	Use the passive voice deliberately e.g. The breastbone will be cut during the operation. (Formal) The trees towered over him menacingly. (Creating empathy) The gun had been stolen from the cabinet. (To hide information)

			Use figurative devices such as similes and alliteration e.g. As bright as the sun. The shimmering, shining sun.	Use figurative devices such as similes and hyperbole e.g. The branches stretched out like witch's fingers. He was so tired he slept for days!	Use figurative devices such as metaphors, personification, repetition for effect and allusion e.g. Gnarled fingers stretched out from the tree's trunk. Like Hercules, his strength was well known.	Use figurative devices such as extended metaphors and colloquialisms e.g. Before long, the musicians were in a duel. Music filled the square, note battling fiercely against note as they fought for attention.
	Use the conjunction 'and' to join words e.g. There was a slide and a swing and a roundabout.	Use co-ordinating conjunctions to form compound sentences e.g. or, but, yet, so	Use a mixture of simple and compound sentences	Use an appropriate variety of simple, compound and complex sentences	Use embedded clauses e.g. Tom, although he was terrified, crept through the forest.	Use an effective range of sentence structures , including sentences with multiple clauses e.g. Tom crept nervously towards the imposing forest, his breath quickening with each footstep as he edged nearer to his fate.
	Use the conjunction 'and' to join simple sentences forming compound sentences e.g. I went to the park and it was fun. Tom was playing and he fell over.	Use subordinating conjunctions to add extra information e.g. when, if, that, because Write sentences with different forms: statement, question, exclamation, command	Start to write complex sentences by using a range of conjunctions accurately e.g. forming subordinate clauses by using conjunctions such as, after, when, because	Use a wider range of connectives to extend the range of complex sentences e.g. although, while, however	Use relative clauses beginning with who, which, where, when, whose and that e.g. It's a fine day out that everyone will enjoy. Tom, whose heart was beating furiously, ran for his life. Use main and subordinate clauses and move their position in sentences e.g. Although he was terrified, Tom crept through the forest. Tom crept through the forest, although he was terrified.	Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths

	Generally use the present and past tense accurately	Use the progressive (<i>continuous</i>) form in the present and past tense e.g. <i>I was running/ he was shouting as opposed to the simple forms I ran/ he shouted</i> Use accurate verb/tense e.g. <i>we were not we was</i> and subject /verb e.g. <i>the trees are not the trees is</i> agreement	Use the present perfect form of verbs e.g. <i>He has gone out to play as opposed to He went out to play.</i>	Use past and present tense accurately throughout a piece of writing , including continuous and perfect forms of verbs	Ensure the consistent and appropriate use of tense throughout a piece of writing .e.g. <i>controlling writing where there is a need to switch between tenses</i>	Use the perfect form of verbs to mark relationships of time and cause e.g. <i>They've been staying with us since last week. Scientists have recently discovered a new species.</i>
	Write so that other people can understand the meaning of sentences	Use some features of standard written English e.g. <i>understand that the way we write can be different from the way we speak</i>	Consistently use features of standard English and explore when non-standard written English could be used e.g. <i>understand that dialogue can be written using nonstandard features</i>	Control the use of standard and nonstandard English e.g. <i>use a particular non-standard feature to develop characterisation</i>	Distinguish between the language of speech and writing and develop formal language structures for different text types e.g. <i>using modal verbs to indicate possibility within persuasion (It could be argued that...)</i>	Use formal language structures in speech and writing, including the subjunctive and question tags e.g. <i>If you were to proceed with this operation, you should be aware of the potential risks. Surely only a fool would fail to recycle, wouldn't they?</i>
	Begin to punctuate using a capital letter for the names of people, places, days of the week and I					
	Demarcate sentences using capital letters Demarcate sentences using full stops	Demarcate sentences consistently using full stops and capital letters Use commas in lists e.g. <i>the angry, hungry giant wanted his tea.</i>	Use commas in lists consistently , in fiction and non-fiction e.g. <i>Tom was cold, wet, lonely and wanted to go home. The thick, green canopy gives animals shade from the sun.</i>	Use commas after fronted adverbials e.g. <i>Later during that day, After pouring the milk into the jug,</i>	Use commas accurately to demarcate clauses in complex sentences e.g. <i>stopping in one of the few forest clearings, which was now dark and full of danger, Tom wondered if he would ever get out alive.</i>	Use semi-colons, colons or dashes to mark boundaries between independent clauses accurately e.g. <i>It was a cold night; the rain had stopped and the ice had started to form.</i>

						<p>Use a colon to introduce a list and semi-colons within a list e.g. There are many reasons why fox hunting is barbaric: foxes are harmless creatures; they are always outnumbered; the dead foxes are either turned into trophies or simply discarded.</p>
	Begin to use question marks	Demarcate sentences consistently using question marks and exclamation marks	Demarcate direct speech with inverted commas (speech marks) e.g. can use speech marks (other punctuation may be omitted.) 'I'm terrified' Tom whispered.	Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech e.g. 'I'm terrified,' Tom whispered, do we have to go?'	Use of inverted commas (speech marks) and other punctuation to indicate direct and reported speech e.g. The doctor seemed satisfied with the operation, he said 'she'll be fine,' and that he was confident a full recovery would be made.	<p>Control the use of inverted commas (speech marks) for direct speech, reported speech and quotations.</p> <p>Use hyphens to avoid ambiguity e.g. man-eating shark (a shark that eats a man) man eating shark (a man eating a shark)</p> <p>Punctuate bullet points consistently</p>
	Begin to use exclamation marks	Use apostrophes for contracted forms e.g. don't, I'm Use apostrophes for singular possession e.g. Tom's football	Use apostrophes for contractions consistently e.g. won't, shouldn't Use apostrophes for singular possession consistently e.g. Tom's football	Use apostrophes to indicate plural possession e.g. the children's playground; the girls' dormitory		

Spelling						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Can spell compound words and the Y1 common exception words	Can spell the Y2 common exception words and homophones	Can spell at least half of the Y3/4 common exception words, homophones and words from other origins	Can spell all of the Y3/4 common exception words, homophones and words from other origins	Can spell at least half of the Y5/6 common exception words and homophones	Can spell all of the Y5/6 common exception words and homophones
	Can spell verbs ending in -ing, -ed and -er	Can spell words using Y2 suffixes and rules for plurals	Can spell words using some of the Y3/4 prefixes and suffixes	Can spell words using all of the Y3/4 prefixes and suffixes	Can spell words using some of the Y5/6 prefixes and suffixes	Can spell words using all of the Y5/6 prefixes and suffixes
	Can spell words containing the range of Y1 phonemes	Can spell words containing the range of Y2 phonemes	Can use the first 2 letters of a word to check spellings in a dictionary	Can use the first 3 letters of a word to check spellings in a dictionary	Can use the first 3 letters of a word to check spellings and meanings in a dictionary, use a thesaurus.	Can use the first 4 letters of a word to check spellings and meanings in a dictionary. Use a thesaurus
	Can spell adjectives ending in -er and -est					
	Can spell words using the prefix -un					
	Can spell plural nouns by adding -s and -es					

Presentation						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6

	<p>Form lower-case letters, capital letters and digits 0-9 correctly and understand which letters belong to which family (e.g. tall letters, long letters)</p> <p>Leave spaces between words</p>	<p>Form correctly sized and orientated lowercase letters, capital letters and digits</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Join letters, deciding which letters are best left unjoined</p> <p>Write in a legible and consistent style</p>	<p>Write in a legible and consistent style, with increased quality and speed</p> <p>Write letters with parallel down strokes and appropriate spacing</p>	<p>Write fluently and legibly with speed and a personal style</p>	<p>Write fluently and legibly with speed and a personal style</p>
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