Cedar Park School
Be kind ★ Be inspired ★ Believe

English Curriculum Progression

EYFS

Knowledge & Understanding	Skills & Enquiry	Resources
The Early Learning Goals **Communication and Language, Listening, Attention and Understanding** *Children at the expected level of development will:* • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • -Make comments about what they have heard and ask questions to clarify their understanding; -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking ELG** *Children at the expected level of development will:* • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • 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. **Comprehension ELG** *Children at the expected level of development will:* • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Writing ELG** *Children at the expected level of development will:* • 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 simple phrases and sentences that can be ready by others. • 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 simple phrases and sentences that can be read by others. **Speaking** • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and	**Handwriting** • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand. • Write some letters accurately Reception • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Form lower case and capital letters correctly • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Write recognisable letters, most of which are correctly formed. **Composition** • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. Reception • Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense. **Awareness of audience, purpose and structure** • Use a wider range of vocabulary. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus… you sit there… I'll be the driver." Reception • Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts. **Vocabulary, Grammar and punctuation** • Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	**Read to Write Scheme** **Books – Reception** • The something • Star in a Jar • Juniper Jupiter • Little Red • The Extraordinary Gardener • The Storm Whale

making use of conjunctions with modelling and support from the teacher.	• Use longer sentences of four to six words. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Reception • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Engage in story times. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	

Year 1

Knowledge & Understanding	Skills & Enquiry	Resources
Spelling • Spell words containing each of the 40+ phonemes already taught • Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes • Spell a few common exception words (e.g. I, the, he, said, of) • Spell some common exception words • Spell the days of the week • Name the letters of the alphabet in order • Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • Add prefixes and suffixes using the prefix un- • Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest • Apply simple spelling rules and guidance, as listed in (English Appendix 1) • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) **Handwriting** • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these **Composition** • Write down one of the sentences that he/she has rehearsed **Grammar, Punctuation and Spelling** • Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat • Understand how words can combine to make sentences • Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark	**Spelling** • Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others **Handwriting** • Sit correctly at a table, holding a pencil comfortably and correctly • Form most lower-case letters correctly • Form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 **Composition** • Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher • Compose and write sentences independently to convey ideas • Write sentences, sequencing them to form short narratives (real or fictional) • Write sentences by re-reading what he/she has written to check that it makes sense • Discuss what he/she has written with the teacher or other pupils • Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher **Grammar, Punctuation and Spelling** • 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 root words e.g. helping, helped, helper • Join words and clauses using and • Separate words with spaces • Use capital letters and full stops to demarcate sentences in some of his/her writing • Begin to punctuate work using question marks and exclamation marks • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I	**Read to Write Scheme** **Books** • Old Bear • Rapunzel • Hermelin • Where the Wild Things Are • The Secret of Black Rock • The Secret of Black Rock • The Last Wolf

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Year 2

Knowledge & Understanding	Skills & Enquiry	Resources
Spelling (through read to write and ready steady spell) • Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others • - Apply spelling rules and guidance, as listed in (English Appendix 1) **Handwriting** • Understand which letters, when adjacent to one another, are best left unjoined **Composition** • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command **Vocabulary, Punctuation and Grammar** • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma	**Spelling** • Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • Spell many common exception words • Spell most common exception words • Spell some words with contracted forms • Spell most words with contracted forms • Spell by learning the possessive apostrophe (singular) e.g. the girl's book • Spell by distinguishing between homophones and near-homophones • Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly • Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly) • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far **Handwriting** • Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • Spell many common exception words • Spell most common exception words • Spell some words with contracted forms • Spell most words with contracted forms • Spell by learning the possessive apostrophe (singular) e.g. the girl's book • Spell by distinguishing between homophones and near-homophones# • Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly • Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly) • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far **Composition** • Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional) • Write about real events, recording these simply and clearly • Write poetry to develop positive attitudes and stamina for writing • Write for different purposes to develop positive attitudes and stamina for writing • Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing • Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about • Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary • Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence • Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils • Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher • Read aloud what he/she has written with appropriate intonation to make the meaning clear **Grammar, Punctuation and Spelling** • Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman • Form adjectives using suffixes such as -ful, -less • Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest • Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses • Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon • Use present and past tense mostly correctly and consistently • Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required • Use question marks and exclamation marks appropriately • Use commas to separate items in a list • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name	**Read to Write Scheme** **Books** • A River • The Night Gardener • The Bog Baby • Grandad's Island • The King Who Banned the Dark • Rosie Revere

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Year 3

Knowledge & Understanding	Skills & Enquiry	Resources
Spelling (through read to write and ready steady spell) • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far **Handwriting** • **Composition** • **Vocabulary, Punctuation and Grammar** • Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble • Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')	**Spelling** • Use the prefixes un-, dis-, mis-, re-, pre- • Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited • Use the suffix -ly • Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature • Spell words with endings which sound like 'zhun' e.g. division, decision • Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature • Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane • Spell words that are often misspelt (English Appendix 1) • Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym • Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double • Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo • Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine • Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they • Use the first two or three letters of a word to check its spelling in a dictionary **Handwriting** • Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch **Composition** • Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary • Plan his/her writing by discussing and recording ideas within a given structure • Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2) • Draft and write by organising writing into paragraphs as a way of grouping related material • Draft and write in narratives, creating settings, characters and plot • Draft and write non-narrative material, using headings and sub-headings to organise texts • Evaluate and edit by assessing the effectiveness of his/her own writing • Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions • Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly • Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear **Grammar, Punctuation and Spelling** • Form nouns using a range of prefixes e.g. super-, anti-, auto- • Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box • - Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of • Begin to use paragraphs as a way to group related material • Use headings and sub-headings to aid presentation • Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play • Begin to use inverted commas to punctuate direct speech	**Read to Write Scheme** **Books** • The Iron Man • Fox • The Rhythm of the Rain • Pip and Egg • It fell from the Sky • Marcy and the Riddle of the Sphinx • Into the Forest • The Secret Elephant

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Year 4

Knowledge & Understanding	Skills & Enquiry	Resources
Spelling (through read to write and ready steady spell) • Understand and add suffixes -ation, -ous • Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far **Handwriting** • **Composition** • **Vocabulary, Punctuation and Grammar** • Understands the grammatical difference between plural and possessive -s • Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial	**Spelling** • Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto- • Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician • Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique • Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's • Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1) • Spell words with the 's' sounds spelt 'sc' e.g. science, scene • Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's • Use the first three or four letters of a word to check its spelling in a dictionary **Handwriting** • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch **Composition** • Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar • Plan his/her writing by discussing and recording ideas • Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) • Draft and write by organising paragraphs around a theme • Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose • Draft and write non-narrative material, using simple organisational devices • Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements • Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials • Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials • Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear **Grammar, Punctuation and Spelling** • Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair • Use fronted adverbials e.g. Later that day, I heard the bad news. • Use paragraphs to organise ideas around a theme • Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use apostrophes to mark plural possession e.g. the girl's name, the girls' names • Use commas after fronted adverbials	**Read to Write Scheme** **Books** • The Whale • Leaf • Arthur and tr Golden Rope • The Lost Happy Endings • The Journey • Manfish

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Year 5

Knowledge & Understanding	Skills & Enquiry	Resources
Spelling (through read to write and ready steady spell) • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1) **Handwriting** • **Composition** • **Vocabulary, Punctuation and Grammar** • Understand verb prefixes e.g. dis-, de-, mis-, over- and re- • Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity	**Spelling** • Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious • Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial • Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance • Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly • Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough • Spell some words with 'silent' letters e.g. knight, psalm, solemn • Spell some of the year 5 and 6 words correctly (English Appendix 1) • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus **Handwriting** • Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters] • Write increasingly legibly **Composition** • Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own • Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary • Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed • Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) • Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character • Draft and write by précising longer passages • Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly • Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before • Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining • Use different verb forms mostly accurately with consideration for audience and purpose • Evaluate and edit by assessing the effectiveness of his/her own and others' writing • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2) • Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing • Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing • Proof-read for spelling errors linked to spelling statements for year 5 • Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity • Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear **Grammar, Punctuation and Spelling** • Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before • Use brackets, dashes or commas to indicate parenthesis • Use commas to clarify meaning or avoid ambiguity	**Read to Write Scheme** **Books** • Curiosity • Farther • The Hound of the Baskervilles • The Promise • The Lost Book of Adventure • King Kong

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Year 6

Knowledge & Understanding	Skills & Enquiry	Resources
Spelling (through read to write and ready steady spell) • Distinguish between homophones and other words which are often confused, for example, nouns end -ce and verbs end -se (English Appendix 1) • Spell most of the year 5 and 6 words correctly (English Appendix 1) • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1) **Handwriting** • **Composition** • Distinguish between the language of speech and writing and choosing the appropriate register **Vocabulary, Punctuation and Grammar** • Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types • Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little • Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech • Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover • Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points • Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity	**Spelling** • Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference • Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter • Use dictionaries to check the spelling and meaning of words • Use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Use a thesaurus with confidence **Handwriting** • Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined • Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task **Composition** • Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure) • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2) • Draft and write narratives, describing settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Draft and write by accurately précising longer passages • Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis • Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables • Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning • Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2) • Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing • Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural • Proof-read for spelling errors linked to spelling statements for year 6 • Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens • Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear **Grammar, Punctuation and Spelling** • Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me) • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis • Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text • Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses • Use the colon to introduce a list and semi-colons within lists • Use bullet points to list information • Use the perfect form of verbs to mark relationships of time and cause • Use expanded noun phrases to convey complicated information concisely	**Read to Write Scheme** **Books** • Rose Blanche • A Story Like the Wind • The Origin of the Species • Wolves • Shackleton's Journey • Hansel and Gretel