

| | <u>S</u> | <u>kill</u> | Ty | p | <u>e:</u> | <u>1.</u> | P | <u>un</u> | <u>ct</u> | <u>ua</u> | <u>ti</u> | 0 | n |
|--|----------|-------------|----|---|-----------|-----------|---|-----------|-----------|-----------|-----------|---|---|
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| Natio | nal Curriculum Aim | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Key stage 3 |
|-------------|-------------------------------------|--|--|---|------------------|------------------|------------------|------------------|--|
| Punctuation | stops and basic sentence structure. | ELG - Write simple sentences which can be read by themselves and others. | Know that a sentence ends with a full stop or other appropriate punctuation. Recognise that a sentence is a complete idea and must make sense. Recognise when a sentence is a statement or a command (as opposed to a question or an exclamation.) | Recognise that a sentence contains a subject and a verb | Reinforce skills | Reinforce skills | Reinforce skills | Reinforce skills | Consolidate and build on their knowledge of grammar and vocabulary through: extending and applying grammatical knowledge |
| | 1b Capital letters | | Use capital letters at the start of sentences. Use a capital letter for the pronoun 'I' Use capital letters for proper nouns: names, places, days of the week and months | Reinforce skills | Reinforce skills | Reinforce skills | Reinforce skills | Reinforce skills | Consolidate and build on their knowledge of grammar and vocabulary through: extending and applying grammatical knowledge |

| Punctuation | 1c: Questions and question marks | Know that a question needs a question mark at the end. Recognise the difference between questions, statements, exclamations and commands. | Embed the use of different question starters (how, when, where, who, what, which, can etc) Understand that a question is something that needs an answer and that sentences beginning with the words above are not always questions. Change statements and commands into questions. | Use question marks correctly in speech. | Reinforce skills | Use rhetorical questions in reports or narratives to engage a reader. | Reinforce skills | Consolidate and build on their knowledge of grammar and vocabulary through: extending and applying grammatical knowledge |
|-------------|----------------------------------|---|--|---|------------------|---|------------------|--|
| | 1d: Exclamation marks | Recognise the difference between questions, statements, exclamations and commands. Use an exclamation mark for an exclamation. | Use exclamation marks for effect (e.g. for a character shouting or to shock the reader) | Reinforce skills | Reinforce skills | Reinforce skills | Reinforce skills | Consolidate and build on their knowledge of grammar and vocabulary through: extending and applying grammatical knowledge |

| | 1e: Commas | | Use commas to separate items in a list. | • | Use commas correctly in speech in the order Speech/speaker e.g. "That is a very nice hat," said the man. | • | Use commas correctly in speech in the order speaker/speech e.g. The man said, "That is a very nice hat." Use commas correctly in speech in the order speech/speaker/speech e.g. "That," said the man, "is a very nice hat." Use a comma to offset an adverbial phrase or clause from a main clause when the adverbial is at the start of the sentence e.g. With a quick glance to the left, the spy dashed onto the train. Use commas to mark the boundary between a subordinate clause and a main clause in a complex sentence when the subordinate clause comes first e.g. Because the teacher was tired, she fell asleep at her desk. | • | Use commas to mark the boundaries of a relative clause when the clause contains non-essential information e.g. The boy, who was eleven, passed his exams. Use commas to avoid ambiguity e.g. 'He failed the test, unfortunately.' has a different meaning to 'He failed the test unfortunately.' Use commas to mark parenthesis e.g. The dog, a poodle, didn't look at all threatening. | • | Reinforce skills | • | Consolidate and build on their knowledge of grammar and vocabulary through: extending and applying grammatical knowledge |
|-------------|-------------------|--|---|---|--|---|---|---|---|---|------------------|---|---|
| Punctuation | 1f Apostrophes | | Use an apostrophe to form contracted words, understanding that the apostrophe takes the place of letters in a word. Use an apostrophe to show singular possession. Understand the difference between plurals and possessives. | • | Use an apostrophe to show plural possession, including the rule for irregular plurals (e.g. children's) | ٠ | Reinforce skills | • | Reinforce skills | • | Reinforce skills | • | Consolidate and build on their knowledge of grammar and vocabulary through: extending and applying grammatical knowledge |

| 1g Speech | | Only enclose the | • | Use commas, | • | Use dialogue in | • | Reinforce skills | • | Consolidate |
|-----------|--|--|-----|------------------------------|---|--------------------|---|------------------|---|--------------|
| | | words that are | | exclamation marks, | | order to convey | | | | and build on |
| | | being spoken with | | question marks, full | | character and | | | | their |
| | | inverted commas. | | stops and capital letters | | move the plot of a | | | | knowledge |
| | | Use commas, | | correctly in speech in the | | narrative forward. | | | | of grammar |
| | | question marks or | | order speaker/speech | • | Add adverbial | | | | and |
| | | exclamation marks | | e.g. The man said, "That | | phrases, | | | | vocabulary |
| | | correctly in speech | | is a very nice hat." | | prepositional | | | | through: |
| | | in the order | • | Use all punctuation | | phrases and other | | | | extending |
| | | speech/speaker, | | correctly in speech in the | | descriptive tools | | | | and applying |
| | | ensuring that all | | order | | to the reporting | | | | grammatical |
| | | punctuation is | | speech/speaker/speech, | | clause. (e.g. | | | | knowledge |
| | | inside the inverted | | recognising that the | | "That's | | | | |
| | | comma e.g. "That | | punctuation changes | | excellent!" | | | | |
| | | is a very nice hat," | | dependant on whether | | shouted the boy, | | | | |
| | | said the man. | | the first part of speech is | | a huge grin | | | | |
| | | "Where are you going?" | | a full sentence or a | | spreading across | | | | |
| | | asked the girl. | | phrase that's continued | | his face.) | | | | |
| | | "Stop!" shouted the | | in the second part of the | • | Use reported | | | | |
| | | policeman. | | speech. e.g. "That," said | | speech as | | | | |
| | | Use 'said' for the | | the man, "is a very nice | | opposed to direct | | | | |
| | | majority of | | hat." | | speech. | | | | |
| | | reporting speech | "Th | at is a very nice hat," said | | • | | | | |
| | | verbs, but to vary | the | man. "It looks good on | | | | | | |
| | | this for effect | you | | | | | | | |
| | | when necessary. | | | | | | | | |
| | | Use a new line for | | | | | | | | |
| | | a new speaker. | | | | | | | | |
| | | | | | | | | | | |

| | | Τ | T | 1 | | | | | | |
|-------------|--------------|---|---|---|---|---------------------|---|------------------|---|--------------|
| | 1h: Dashes | | | | • | Understand that | • | Reinforce skills | • | Consolidate |
| | and brackets | | | | | parenthesis is | | | | and build on |
| | | | | | | information that is | | | | their |
| | | | | | | dropped into | | | | knowledge |
| | | | | | | another sentence | | | | of grammar |
| | | | | | | and may take the | | | | and |
| | | | | | | form of a | | | | vocabulary |
| | | | | | | complete clause, a | | | | through: |
| | | | | | | phrase or a single | | | | extending |
| | | | | | | word e.g. Donald | | | | and applying |
| | | | | | | Trump, the | | | | grammatical |
| | | | | | | American | | | | knowledge |
| | | | | | | President, owns | | | | |
| | | | | | | Trump Tower. | | | | |
| | | | | | • | Understand that | | | | |
| | | | | | | parenthesis can | | | | |
| | | | | | | appear in the | | | | |
| | | | | | | middle of a | | | | |
| <u> </u> | | | | | | sentence or at the | | | | |
|) ii | | | | | | end e.g. Donald | | | | |
| Punctuation | | | | | | Trump is the | | | | |
| ŭ | | | | | | American | | | | |
| ۵ | | | | | | President- lucky | | | | |
| | | | | | | America! | | | | |
| | | | | | • | Understand that | | | | |
| | | | | | | the original | | | | |
| | | | | | | sentence must | | | | |
| | | | | | | make sense | | | | |
| | | | | | | without the | | | | |
| | | | | | | parenthesis. | | | | |
| | | | | | • | Punctuate | | | | |
| | | | | | | parenthesis using | | | | |
| | | | | | | brackets, commas | | | | |
| | | | | | | or dashes. | | | | |
| | | | | | • | Understand that | | | | |
| | | | | | | only a single | | | | |
| | | | | | | comma or dash is | | | | |
| | | | | | | used when | | | | |
| | | | | | | parenthesis is | | | | |
| | | | | | | used at the end of | | | | |
| | | | | | | a sentence. | | | | |

| | 1i: Hyphens | Know that two words can be joined to form a compound their |
|-------------|-------------|---|
| ion | | word, recognising that some compound words require a hyphen. • Understand that most compound adjectives require a hyphen when infront of a noun, but don't require a hyphen when placed after a noun e.g. The rose-coloured spectacles/ The |
| Punctuation | | spectacles were rose coloured. Understand that some words are compound nouns e.g. play-off, break- in. Recognise that |
| | | hyphens can be used to clarify meaning e.g. man- eating shark as opposed to a man eating shark. Include hyphenated words in their writing when appropriate. |

| | | | · · · · · · · · · · · · · · · · · · · | 1 | | | |
|-------------|------------|---|---------------------------------------|---|------|---|---------------------------------|
| | 1j: Colons | | | | | Use a colon to | Consolidate |
| | and semi- | | | | | introduce a list, | and build on |
| | | | | | | ensuring that the | their |
| | colons | | | | | sentence before the | |
| | | | | | | colon is a complete | of grammar |
| | | | | | | main clause e.g. Th | and |
| | | | | | | following items car | vocabulary |
| | | | | | | be purchased: as | through: |
| | | | | | | opposed to Several | |
| | | | | | | items can be | and applying |
| | | | | | | purchased such as: | grammatical |
| | | | | | | Use a colon to mark | |
| | | | | | | the boundary | |
| | | | | | | between two main | |
| | | | | | | clauses where the | |
| | | | | | | second main clause | |
| | | | | | | gives a reason or | |
| | | | | | | explanation for the | |
| | | | | | | first e.g. The | |
| | | | | | | vampire is an evil | |
| | | | | | | creature: it drinks | |
| | | | | | | the blood of | |
| | | | | | | humans. | |
| | | | | | | Understand that a | |
| | | | | | | colon can be used t | |
| _ | | | | | | follow a main clause | |
| Punctuation | | | | | | with a phrase, as | |
| E T | | | | | | long as the phrase | |
| 5 | | | | | | provides a reason o | r |
| 2 | | | | | | explanation to the | |
| | | | | | | main clause that | |
| | | | | | | precedes it e.g. | |
| | | | | | | There's one thing | |
| | | | | | | that I hate more | |
| | | | | | | than anything in th | e |
| | | | | | | world: teaching | |
| | | | | | | French. | |
| | | | | | | Recognise that the | |
| | | | | | | clause/phrase/word | |
| | | | | | | after the colon does | |
| | | | | | | not require a capita | |
| | | | | | | letter unless it's a | |
| | | | | | | proper noun or the | |
| | | | | | | pronoun I. | |
| | | | | | | Use a semi-colon to | |
| | | | | | | mark the boundary | |
| | | | | | | between two main | |
| | | | | | | clauses that are | |
| | | | | | | closely linked. e.g. | |
| | | | | | | Some people really | |
| | | | | | | like Maths; others | |
| | | | | | | prefer English. | |
| | | | | | | Use a semi-colon to | |
| | | | | | | separate items in a | |
| | | | | | | list that are phrases | |
| | | L | ı | | | | |

| | | | | as opposed to single words. | |
|--|--|--|--|-----------------------------|--|
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Skill Type: 2. Sentence Types and Features

| Nation | nal Curriculum Aim | EYFS | | Y1 | | Y2 | | Y3 | | Y4 | | Y5 | | Y 6 | ı | Key stage 3 |
|-----------------------------|--|--|-----------|--|---|--|---|------------------|---|------------------|---|------------------|---|------------------|---|--|
| Sentence Types and Features | 2a: Sentence types and features | ELG - Wr simple sentence which ca be read themselv and othe | y es • | Know that a sentence ends with a full stop or other appropriate punctuation. Recognise that a sentence is a complete idea and must make sense. Recognise when a sentence is a statement or a command (as opposed to a question or an exclamation.) | • | Recognise that a sentence contains a subject and a verb. Recognise the term 'simple sentence' | • | Reinforce skills | • | Consolidate and build on their knowledge of grammar and vocabulary through: extending and applying grammatical knowledge |
| Sent | 2b: Compound sentences | | • | Use and to link items in a list or two related items. Use and to join two simple sentences to make a compound sentence. | • | Use or to link two alternatives. Use but to link two alternatives. Use and, but, or, yet, so to join two simple sentences into one compound sentence. | • | Reinforce skills | • | Consolidate and build on their knowledge of grammar and vocabulary through: extending and applying grammatical knowledge |

| Sentence Types and Features | 2c: Complex sentences | | Understand that conjunctions link sentences (clauses). Use subordinating conjunctions to link two clauses together. Focus on the conjunctions because, if, when. Teach main clause/subordinate clause e.g. I am happy because it's Saturday. | Understand that conjunctions show time and cause. Use subordinating conjunctions to link two clauses together. Build on last year's work with the conjunctions after, before, as, while, although, until. Teach main clause/subordinate clause e.g. I go to the shop before I go to school. | Understand that conjunctions show time and cause Introduce subordinate clause/main clause sentence structure, including the use of the comma to separate the clauses. e.g. Because it's Saturday, I'm very happy. Before I go to school, I go to the shop. | Reinforce skills | Reinforce skills | Consolidate and build on their knowledge of grammar and vocabulary through: extending and applying grammatical knowledge |
|-----------------------------|-----------------------|--|--|---|--|------------------|------------------|--|
| Sentence Types and Features | 2d: Pronouns | | | Use pronouns to avoid the repetition of nouns. Check their work for clarity when using pronouns to avoid overuse or underuse. | Reinforce skills | Reinforce skills | Reinforce skills | Consolidate and build on their knowledge of grammar and vocabulary through: extending and applying grammatical knowledge |

| | | | 1 | | | | | | | |
|-----------------------------|--------------|--|---|------|---|-------------------|----------|------------------|---|---------------|
| | 2e: Relative | | | | • | Use the relative | • | Reinforce skills | • | Consolidate |
| | clauses/ | | | | | pronouns who, | | | | and build on |
| | | | | | | which, whose | | | | their |
| | parenthesis | | | | | and that | | | | knowledge of |
| | | | | | | appropriately to | | | | grammar and |
| | | | | | | | | | | |
| | | | | | | form a relative | | | | vocabulary |
| | | | | | | clause in the | | | | through: |
| | | | | | | middle or at the | | | | extending and |
| | | | | | | end of a | | | | applying |
| | | | | | | sentence. (e.g. | | | | grammatical |
| | | | | | | The dog, which | | | | knowledge |
| | | | | | | was already | | | | Miowicage |
| | | | | | | | | | | |
| | | | | | | brown, was | | | | |
| | | | | | | covered in mud. | | | | |
| | | | | | | Mud splattered | | | | |
| | | | | | | over the dog, | | | | |
| | | | | | | which was | | | | |
| | | | | | | already brown.) | | | | |
| | | | | | • | Use the adverbs | | | | |
| | | | | | | when and where | | | | |
| | | | | | | | | | | |
| | | | | | | appropriately to | | | | |
| | | | | | | form a relative | | | | |
| S. | | | | | | clause in the | | | | |
| 말 | | | | | | middle or at the | | | | |
| Sentence Types and Features | | | | | | end of a | | | | |
| 윤 | | | | | | sentence. (e.g. | | | | |
| 핕 | | | | | | The local church, | | | | |
| S | | | | | | where we go | | | | |
| <u>8</u> | | | | | | | | | | |
| _≥ | | | | | | every Sunday, | | | | |
| 2 | | | | | | has a crooked | | | | |
| Ē | | | | | | spire.) | | | | |
| eu | | | | | • | Understand that | | | | |
| S | | | | | | a relative clause | | | | |
| | | | | | | gives more | | | | |
| | | | | | | information | | | | |
| | | | | | | about the noun it | | | | |
| | | | | | | | | | | |
| | | | | | | follows. | | | | |
| | | | | | • | Punctuate a | | | | |
| | | | | | | relative clause | | | | |
| | | | | | | using commas, | | | | |
| | | | | | | dashes or | | | | |
| | | | | | | brackets. | | | | |
| | | | | | • | Understand that | | | | |
| | | | | | _ | essential | | | | |
| | | | | | | | | | | |
| | | | | | | information in a | | | | |
| | | | | | | relative clause | | | | |
| | | | | | | should not be | | | | |
| | | | | | | offset by | | | | |
| | | | | | | commas. (e.g. | | | | |
| | | | | | | The man who | | | | |
| | | | | | | had a black | | | | |
| | | | | | | | | | | |
| | | | | | | jacket on | | | | |
| | | | | | | committed the | | | | |
| | | | | | | murder- this | | | | |
| | | | | | | indicates that | <u>L</u> | | | |
| | | | | | | | | | | <u>_</u> |

| | | | | other men who | | |
|-----------------------------|-------------|--|--|-------------------|--------------------|---------------------------------|
| | | | | didn't have black | | |
| | | | | jackets were | | |
| | | | | innocent. The | | |
| | | | | black jacket is | | |
| | | | | essential | | |
| | | | | information. | | |
| | | | | However, in the | | |
| | | | | sentence The | | |
| | | | | man, who had a | | |
| | | | | black jacket on, | | |
| | | | | committed the | | |
| | | | | murder the black | | |
| | | | | jacket is non- | | |
| | | | | essential | | |
| | | | | information.) | | |
| | 2f: Passive | | | , | Understand that | Consolidate |
| | Voice | | | | a sentence has a | and build on |
| | voice | | | | subject, a verb | their |
| | | | | | and sometimes | knowledge of |
| | | | | | an object. | grammar and |
| | | | | | Understand that | vocabulary |
| | | | | | the order of the | through: |
| | | | | | above is always | extending and |
| | | | | | subject-verb- | applying |
| S | | | | | object. | grammatical |
| Sentence Types and Features | | | | | Understand that | knowledge |
| atı | | | | | in active voice | |
| 굔 | | | | | the subject is | |
| Due . | | | | | doing the verb | |
| es s | | | | | and in passive | |
| Š | | | | | the subject is | |
| e T | | | | | having the verb | |
| ou a | | | | | done to | |
| Ĕ | | | | | him/her/it e.g. | |
| Š | | | | | the boat was | |
| | | | | | swallowed by | |
| | | | | | the waves. | |
| | | | | | Understand the | |
| | | | | | effect that | |
| | | | | | writing in passive | |
| | | | | | voice can have | |
| | | | | | and when it's | |
| | | | | | appropriate to | |
| | | | | | | |
| | | | | | use. | |



Skill Type 3: Descriptive Writing

| National Curriculum Aim | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Key stage 3 |
|---------------------------------|------|--|--|--|---|------------------|------------------|--|
| 3a: Adjectives and noun phrases | | Know that a noun is a person, place or thing and an adjective is a describing word. Combine adjectives and nouns to form noun phrases. | Evaluate the effectiveness of adjectives and nouns, making more precise vocabulary choices for both. Understand the terminology 'noun phrase' and that a phrase is more than one word. | Use 2 adjectives in a noun phrase to form an expanded noun phrase/ 2A sentence e.g. the old brown cat/ the old, brown cat. | Use an expanded noun phrase with extra detail e.g. The kind old Maths teacher with the curly hair. Evaluate the effectiveness of adjectives and nouns in expanded noun phrases, making more precise vocabulary choices for both. | Reinforce skills | Reinforce skills | Consolidate and build on their knowledge of grammar and vocabulary through: extending and applying grammatical knowledge |

| Ole - A de cente | | - Headwarks to | | Llea adverbe of | 1. | Vnou tha | l . | Hee model adverte | 1 - | Dainfarea skills | | Cancalidata |
|------------------|--|--|---|--------------------|----|---------------------|-----|------------------------------------|-----|------------------|---|--------------------------|
| 3b: Adverbs | | Use adverbs to describe verbs. | • | Use adverbs of | • | Know the difference | • | Use modal adverbs to indicate | • | Reinforce skills | • | Consolidate and build on |
| and | | describe verbs. | | time (e.g. today, | | between an | | | | | | their |
| adverbials | | | | tomorrow, now, | | | | certainty and | | | | |
| | | | | then) | | adverb (single | | possibility (e.g. | | | | knowledge of |
| | | | • | Use prepositions | | word) and an | | certainly, | | | | grammar and |
| | | | | to show | | adverbial (a | | definitely, probably, possibly) | | | | vocabulary |
| | | | | place/position | | phrase). | | probably, possibly) | | | | through: |
| | | | | (e.g. under, over, | • | Use adverbials in | | | | | | extending and |
| | | | | above, below) | | different places in | | | | | | applying |
| | | | | | | a sentence. | | | | | | grammatical |
| | | | | | • | Use an adverbial | | | | | | knowledge |
| | | | | | | at the start of a | | | | | | |
| | | | | | | sentence (a | | | | | | |
| | | | | | | fronted adverbial) | | | | | | |
| | | | | | | and mark the | | | | | | |
| | | | | | | boundary using a | | | | | | |
| | | | | | | comma. (e.g. | | | | | | |
| | | | | | | Without making a | | | | | | |
| | | | | | | sound, the | | | | | | |
| | | | | | | children left the | | | | | | |
| | | | | | | room.) | | | | | | |
| | | | | | • | Use the adverb | | | | | | |
| | | | | | | 'However,' to | | | | | | |
| | | | | | | start a sentence | | | | | | |
| | | | | | | to show contrast | | | | | | |
| | | | | | | with previous | | | | | | |
| | | | | | | information. | | | | | | |
| | | | | | • | Understand that | | | | | | |
| | | | | | | adverbials answer | | | | | | |
| | | | | | | the questions | | | | | | |
| | | | | | | 'how', 'when' and | | | | | | |
| | | | | | | 'where' in relation | | | | | | |
| | | | | | | to the verb. | | | | | | |
| | | | | | • | Recognise that | | | | | | |
| | | | | | | adverbials can be | | | | | | |
| | | | | | | used to show time | | | | | | |
| | | | | | | (e.g. Yesterday | | | | | | |
| | | | | | | morning, Michael | | | | | | |
| | | | | | | returned home) | | | | | | |
| | | | | | | and that | | | | | | |
| | | | | | | prepositional | | | | | | |
| | | | | | | phrases can be | | | | | | |
| | | | | | | used to show | | | | | | |
| | | | | | | place (e.g. The | | | | | | |
| | | | | | | treasure was | | | | | | |
| | | | | | | found under the | | | | | | |
| | | | 1 | | | old bridge.) | 1 | | | | | |

| ** Consider the effectiveness of your words or doing words.** ** Know that verbs are actions (walk are actions)). ** Know that verbs are also states of changing the verb can change an action from the past (e.g., walked).** ** Know that verbs are also states of the leng (am, are, is) and changing the verb can change an action from of verb (walking, talking, speaking) | | | | | | | | | | | | | | |
|--|---------------------|-----------|--|---|---|---|---|--|---|---|---|--|---|--|
| (was, were). • Use the progressive form of verbs (walking, talking, speaking) • Create and describe a setting using adjectives and 2A noun phrases and phrases. • Use other aspects of figurative language such as metaphors and personification, combining these elements with • Use their own reading to influence vocabulary choices in descriptive writing. • Consolidate and build on their knowledge of grammar and vocabulary through: | Descriptive Writing | 3c: Verbs | | are 'action words' or 'doing words'. Know that verbs are actions (walk, talk, speak) and adding –ed or changing the verb can change an action from the present to the past (e.g. walked, talked, spoke). Know that verbs are also states of being (am, are, is) and changing the verb can change an action from | • | effectiveness of verb choices, making more precise choices | • | to form the past perfect tense and understand that this reports events that took place 'before' events in the past tense e.g. The coach had been serviced just before we went on the trip. Use the verbs 'have' or 'has' to form the present perfect tense to report events that began in the past | • | (e.g. must, might, could, should) to express certainty | • | Reinforce skills | • | and build on their knowledge of grammar and vocabulary through: extending and applying grammatical |
| | Descriptive Writing | | | (was, were).Use the progressive form of verbs (walking, | • | describe a setting using adjectives and 2A noun | • | ongoing e.g. I have broken my arm, He has been revising a lot, the team have played there since 2000. Create and describe a setting using 2A noun phrases and similes, combining these descriptive elements with other suitable aspects of descriptive | • | of figurative language such as metaphors and personification, combining these elements with other suitable aspects of | • | reading to influence vocabulary choices in | • | and build on their knowledge of grammar and vocabulary through: extending and applying grammatical |

| Descriptive Writing | 3e: Creating a character | Create and describe a character using adjectives and 2A noun phrases. | Create and describe a character using similes, combining these descriptive elements with other suitable aspects of descriptive writing. Use 'show not tell' when describing a character. | Use other aspects of figurative language such as metaphors and personification, combining these elements with other suitable aspects of descriptive writing. | Use their own reading to influence vocabulary choices in descriptive writing. | Consolidate and build on their knowledge of grammar and vocabulary through: extending and applying grammatical knowledge |
|---------------------|---|---|--|--|---|--|
| Descriptive Writing | 3f: Writing with an awareness of the reader | | | | Address the reader directly Address the reader using rhetorical questions. Show acknowledgement of the reader through the use of asides and parenthetical comments. | Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing Consolidate and build on their knowledge of grammar and vocabulary through: extending and applying grammatical knowledge |



Skill Type 4: Tense

| | 12 1 1 2 | =>== | 144 | | | | | | | | | | 140 | |
|--------|-------------------|------|-----|---|--|---|------------------|---|--------------------------------------|---|------------------|---|------------------|--------------------------|
| Nation | al Curriculum Aim | EYFS | Y1 | | Y2 | | Y3 | | Y4 | | Y5 | | Y6 | Key stage 3 |
| | | | | • | Know the | • | Reinforce skills | • | Use past perfect | • | Reinforce skills | • | Reinforce skills | Consolidate and |
| | 4a: To use a | | | | difference | | | | tense and | | | | | build on their |
| | variety of | | | | between past and | | | | understand that | | | | | knowledge of |
| | • | | | | present tense and | | | | this reports events | | | | | grammar and |
| | tenses | | | | write consistently | | | | that took place | | | | | vocabulary |
| | appropriately | | | | in each. | | | | 'before' events in | | | | | through: |
| | appropriator, | | | • | Know when to use | | | | the past tense e.g. | | | | | extending and |
| | | | | | past tense and | | | | The coach had | | | | | applying |
| | | | | | present tense. | | | | been serviced just before we went | | | | | grammatical knowledge |
| | | | | • | Know that verbs | | | | on the trip. | | | | | Knowledge |
| | | | | | are actions (walk, talk, speak) and | | | | Use present | | | | | |
| | | | | | adding –ed or | | | • | perfect tense to | | | | | |
| | | | | | changing the verb | | | | report events that | | | | | |
| | | | | | can change an | | | | began in the past | | | | | |
| Tense | | | | | action from the | | | | but that are still | | | | | |
| Te | | | | | present to the past | | | | ongoing e.g. I have | | | | | |
| | | | | | (e.g. walked, | | | | broken my arm, | | | | | |
| | | | | | talked, spoke). | | | | He has been | | | | | |
| | | | | • | Know that verbs | | | | revising a lot, the | | | | | |
| | | | | | are also states of | | | | team have played | | | | | |
| | | | | | being (am, are, is) | | | | there since 2000. | | | | | |
| | | | | | and changing the | | | | | | | | | |
| | | | | | verb can change an | | | | | | | | | |
| | | | | | action from | | | | | | | | | |
| | | | | | present to past | | | | | | | | | |
| | | | | | (was, were). | | | | | | | | | |
| | | | | • | Use the | | | | | | | | | |
| | | | | | progressive form | | | | | | | | | |
| | | | | | of verbs (walking, | | | | | | | | | |
| | | | | | talking, speaking | | | | | | | | | |



Skill Type 5: Organisational Devices

| Natio | nal Curriculum Aim | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Key stage 3 |
|------------------------|----------------------------------|------|-----------|----|--|--|---|------------------|---|
| Organisational Devices | 5a: To write using paragraphs | | | | Understand why we need to write in paragraphs Understand that a new paragraph is required when the time, place, topic or person changes. | Ensure that there is cohesion within paragraphs by beginning a paragraph appropriately (e.g. with an adverbial, adverb, preposition etc) | Ensure that writing is cohesive by linking ideas across paragraphs. | Reinforce skills | Consolidate and build on their knowledge of grammar and vocabulary through: extending and applying grammatical knowledge |
| Organisational Devices | 5b: Other organisational devices | | | | Use headings and sub-headings in non-fiction. | Reinforce skills | Use bullet-points to organise lists in non-fiction. | Reinforce skills | Plan, draft, edit and proof read Consolidate and build on their knowledge of grammar and vocabulary through: extending and applying grammatical knowledge |



Skill Type 6: Register

| Natio | nal Curriculum | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Key stage 3 |
|----------|---------------------------------|------|----|----|----|----|----|---|--|
| Hatio | Aim | 25 | | | | | .5 | | ncy stage 3 |
| Register | 6a: Formal and informal writing | | | | | | | Understand that certain genres of writing require formal writing, while others can be informal. Understand that the intended audience/reader should inform choices in formality. Understand what makes one piece of writing formal and another informal. Understand the difference between standard and nonstandard English, and be able to show control over which to use, particularly when switching between narrative prose and dialogue. To re-write nonstandard, as well as informal writing to formal. To use the subjunctive mood in very formal contexts. | Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form Know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between standard English and other varieties of English Use standard English confidently in their own writing Consolidate and build on their knowledge of grammar and vocabulary through: extending and applying grammatical knowledge |



Skill type 7: Spelling

| Nation | al Curriculum Aim | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Key stage 3 |
|----------|--------------------------|--|---|--|---|---|--|---|---|
| Spelling | 7a: phonics | ELG - Some words are spelt correctly and others are phonetically plausible Use phonic knowledge to write words in ways which match spoken sounds Write some irregular common words | Spell: *words containing each of the 4-+ phonemes already taught *common exception words *the days of the week Names of the alphabet: *naming the letters of the alphabet in order *using letter names to distinguish between alternative spellings of the same sound Spelling of some words will be phonetically plausible, even if sometimes incorrect | Spell by: *segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly *learning new ways of spelling phonemes *learning to spell common exception words *distinguishing between homophones and near homophones | | | | | |
| | 7b: spelling rules | | Add prefixes and suffixes: *using the spelling rule for adding –s or –es as the plural *using the prefix –un *using –ing, -ed, -er and –est Apply simple spelling rules | Add suffixes to spell longer words including —ment, -ness, -ful, -less, -ly Apply spelling rules | Use further prefixes and suffixes and understand how to use them Spell further homophones | Use further prefixes and suffixes and understand how to use them Spell further homophones | Use further prefixes and suffixes and understand guidance for adding them Spell some words with silent letters Continue to distinguish between homophones Use further prefixes and understand guidance for adding them | Use further prefixes and suffixes and understand guidance for adding them Spell some words with silent letters Continue to distinguish between homophones | Pay attention to accurate spelling: applying spelling patterns and rules |

| 7c: use spelling aids | of | • | Use the first 2 or 3 letters of a word to check its spelling in a | • | Use the first 2 or 3 letters of a word to check its spelling in a | • | Use dictionaries to check spelling and meaning of words | • | Use dictionaries to check spelling and meaning of words Use a thesaurus | |
|-----------------------|----|---|--|---|--|---|--|---|---|--|
| | | | dictionary | | dictionary | • | Use a thesaurus | | | |



Skill type 8: Handwriting

| National Cu | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Key stage 3 |
|---------------------|---|---|--|---|---|--|---|----------------|
| Handwriting 8a: han | 48months - Recognises and writes some letters from own name. 54months - Uses groups of letters or letter like shapes when writing Ascribes meaning to marks they make | Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Understand which letters belong to which handwriting 'families' Pupils should be able to form letters correctly and confidently | Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size Use spacing between words that reflects the size of the letters Pupils should be taught to write with a joined style as soon as they can form letters securely with the correct orientation | Use the diagonal and horizontal strokes that are needed to join letters, understand which letters when adjacent to one another, are best left unjoined as per the handwriting policy Increase legibility, consistency and quality of their handwriting Pupils should be using joined handwriting throughout their independent writing with increasing fluency | Use the diagonal and horizontal strokes that are needed to join letters, understand which letters when adjacent to one another, are best left unjoined as per the handwriting policy Increase legibility, consistency and quality of their handwriting Pupils should be using joined handwriting throughout their independent writing with increasing fluency | Write legibly, fluently and with increasing speed | Write legibly, fluently and with increasing speed | Write fluently |