

Key Learning in Writing: Y1

Vocabulary, grammar and punctuation

- Say, and hold in memory whilst writing, simple **sentences** which make sense.
- Write simple **sentences** that can be read by themselves and others.
- Separate **words** with spaces.
- Use **punctuation** to demarcate simple **sentences** (**capital letters** and **full stops**).
- Use **capital letter** for the personal pronoun *I*.
- Use **capital letters** for names of people, places and days of the week.
- Identify and use **question marks** and **exclamation marks**.
- Use the **joining word** *and* to link words and clauses.
- Extend range of joining words to link words and clauses using *but* and *or*.
- Make **singular** nouns **plural** using 's' and 'es' e.g. *dog, dogs; wish, wishes*.
- Add suffixes to verbs **where no spelling change is needed** to the root **word** e.g. *helping, helped, helper*.
- Add the prefix 'un' to verbs and adjectives to change the meaning e.g. *untie, unkind*.

Composition

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Key Learning in Writing: Y2

Vocabulary, grammar and punctuation

As above and:

- **Say, write and punctuate simple and compound sentences using the joining words *and, but, so* and *or* (co-ordination).**
- **Use sentences with different forms: *statement, question, command, exclamation*.**
- **Secure the use of *full stops, capital letters, exclamation marks and question marks*.**
- Use **commas** to separate items in a list.
- Use **apostrophes** for contracted forms e.g. *don't, can't, wouldn't, you're, I'll*.
- Use **apostrophes** for **singular** possession in nouns, e.g. *the girl's name*.
- **Use subordination for time using *when, before* and *after* e.g. *We went out to play when we had finished our writing. When we had finished our writing, we went out to play.***
- **Use subordination for reason using *because* and *if* e.g. *I put my coat on because it was raining. Because it was raining, I put on my coat.***
- **Use the subordinating conjunction *that* in a sentence, e.g. *I hope that it doesn't rain on sports day.***
- Select, generate and effectively use **verbs**.
- Explore the progressive form of **verbs** in the **present tense** (e.g. *she is drumming*) and **past tense** (e.g. *he was shouting*) to mark actions in progress.
- **Use *past tense* for narrative, recount (e.g. *diary, newspaper report, biography*) historical reports.**
- **Use *present tense* for non-chronological reports and persuasive adverts.**
- Select, generate and effectively use **nouns**.
- Add **suffixes** *ness* and *er* to create **nouns** e.g. *happiness, sadness, teacher, baker*.
- Create **compound** words using **nouns**, e.g. *whiteboard* and *football*.
- Select, generate and effectively use **adjectives**.
- Identify, generate and effectively use **noun phrases**, e.g. *the blue butterfly with shimmering wings* (for description), *granulated sugar* (for specification).
- Add **suffixes** *ful* or *less* to create **adjectives** e.g. *playful, careful, careless, hopeless*.
- Use **suffixes** *er* and *est* to create **adjectives** e.g. *faster, fastest, smaller, smallest*.
- Select, generate and effectively use **adverbs**.
- Use **suffix** *ly* to turn adjectives into **adverbs** e.g. *slowly, gently, carefully*.

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Key Learning in Writing: Y3

Vocabulary, grammar and punctuation

As above and:

- Identify **clauses** in sentences.
- Explore and identify main and **subordinate clauses** in complex sentences.
- Explore, identify and create complex sentences using a range of **conjunctions** e.g. *when, if because, although, while, since, until, before, after, so*.
- Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats*.
- Identify, select, generate and effectively use **prepositions** for where e.g. *above, below, beneath, within, outside, beyond*.
- Select, generate and effectively use **adverbs** e.g. *suddenly, silently, soon, next, eventually*.
- Use **inverted commas** to punctuate **direct speech (speech marks)**.
- Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. *He has gone out to play* (present perfect) instead of *he went out to play* (simple past).
- Use the determiner *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box*.
- Explore and collect **word families** e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary.

Explore and collect nouns with **prefixes** *super, anti, auto*.

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Key Learning in Writing: Y4

Vocabulary, grammar and punctuation

As above and:

- **Create complex sentences with adverb starters** e.g. *Silently trudging through the snow, Sam made his way up the mountain.*
- **Use commas to mark clauses in complex sentences.**
- **Create sentences with fronted **adverbials** for when** e.g. *As the clock struck twelve, the soldiers sprang into action.*
- **Create sentences with fronted **adverbials** for where** e.g. *In the distance, a lone wolf howled.*
- **Use commas after fronted **adverbials**.**
- Identify, select and use **determiners** including:
 - articles: *a/an, the*
 - demonstratives : *this/that; these/those*
 - possessives: *my/your/his/her/its/our/their*
 - quantifiers: *some, any, no, many, much, every*
- **Use inverted commas and other punctuation to indicate direct speech** e.g. *The tour guide announced, "Be back here at four o' clock."*
- Identify, select and effectively use **pronouns**.
- Use nouns for precision, e.g. *burglar* rather than *man*, *bungalow* rather than *house*.
- Explore, identify, collect and use noun phrases e.g. *the crumbly cookie with tasty marshmallow pieces.*
- Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was*. *I was* instead of *I were*, *I did* instead of *I done*. *She saw it* instead of *she seen it*.
- **Use apostrophes for singular and plural possession** e.g. *the dog's bone and the dogs' bones.*

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Key Learning in Writing: Y5

Vocabulary, grammar and punctuation

As above and:

- Create complex sentences by using **relative clauses** with **relative pronouns** *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.*
 - Create complex sentences where the **relative pronoun** is omitted e.g. *Tina, standing at the bus stop, pondered the day ahead.*
 - Create and punctuate complex sentences using **ed** opening clauses e.g. *Exhausted from the race, Sam collapsed in a heap.*
 - Create and punctuate complex sentences using **ing** opening clauses, e.g. *Grinning with anticipation, Paul launched himself from the diving board.*
 - Create and punctuate **sentences** using simile starters, e.g. *Like a fish out of water, she conversed awkwardly with the other guests.*
 - Demarcate complex sentences using commas in order to clarify meaning.
 - Use commas to avoid **ambiguity**, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'
 - Identify and use commas to indicate **parenthesis**, e.g. *The house, lonely and abandoned, teetered on the edge of the cliff.*
 - Identify and use **brackets** to indicate **parenthesis**, e.g. in formal writing: *The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.*
 - Identify and use **dashes** to indicate **parenthesis**, e.g. in less formal writing: *The cake was lovely – delicious in fact – so I had another slice.*
 - **Link ideas across paragraphs using adverbials for time, place and numbers** e.g. *later, nearby, secondly.*
 - **Use devices to build cohesion within a paragraph** e.g. *firstly, then, presently, this, subsequently.*
 - Use expanded noun phrases to convey complicated information concisely, e.g. *carnivorous predators with surprisingly weak jaws and small teeth.*
 - **Explore, collect and use modal verbs to indicate degrees of possibility** e.g. *might, could, shall, will, must.*
 - Explore, collect and use adverbs to indicate degrees of possibility e.g. *surely, perhaps, maybe, definitely, alternatively, certainly, probably.*
 - Use suffixes *-ate, -ise, -ify* to convert nouns and adjectives into verbs.
- Investigate verb prefixes e.g. *dis-, de-, re-, pre-, mis-, over-*.

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Key Learning in Writing: Y6

Vocabulary, grammar and punctuation

As above and:

- **Manipulate sentences to create particular effects.**
- **Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.***
- **Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: *in the meantime, meanwhile, in due course, until then.***
- Use **ellipsis** to link ideas between paragraphs.
- **Use repetition of a word or phrase to link ideas between paragraphs.**
- Identify and use **semi-colons** to mark the boundary between independent clauses e.g. *It is raining; I am fed up.*
- Investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.*
- Identify the **subject** and **object** of a sentence.
- **Explore and investigate active and passive e.g. *I broke the window in the greenhouse versus the window in the greenhouse was broken.***
- **Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. *I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).***
- Punctuate **bullet points** consistently.
- Identify and use **colons** to introduce a list.
- Identify and use **semi-colons** within lists.
- Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark versus man-eating shark.*
- **Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. *find out – discover, ask for - request, go in – enter.***
- **Explore, collect and use question tags typical of informal speech and writing e.g. *“He’s your friend, isn’t he?”***
- **Explore, collect and use subjunctive forms for formal speech and writing e.g. *If I were able to come to your party, I would; The school requires that all pupils be honest.***

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