Intent:

At BHPS we provide children with a challenging and engaging writing curriculum by offering links to events, topics and high quality texts (including film, books and extracts). It is closely linked to the reading curriculum and the book spine. At BHPS, we aim to create writers who speak and write fluently so that they can communicate their ideas and emotions to others. Reading and a love of literature is an integral part of our aim to produce authors of high quality writing, through its role in engaging the author, stimulating the authors own creativity and modelling composition and transcription. We refer to children 'authors', as it highlights the link between reading and writing and reinforces that everything we write has a purpose and an audience.

At BHPS we follow the National Curriculum. This promotes high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of language through widespread reading for enjoyment.

By the end of Key Stage 2, we want our children to:
- Write easily, fluently and communicating their ideas coherently.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately, coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and clearly explain clearly their understanding and ideas.

Implementation:

When planning our writing units at BHPS, we use the seven stages approach (pre-planning, engagement, internalise, explore, innovate, edit and publish: EEF). We do not use one particularly published scheme but incorporate a range of high quality processes using current ideas to raise standards in writing. Our writing curriculum follows the National Curriculum and discrete lessons for phonics, grammar, vocabulary, spelling and punctuation are re-visited and reinforced in writing sessions to embed understanding. Our writing is closely linked to our reading curriculum and we use high-quality texts that are updated regularly to reflect new publications. Prior learning is revisited and reinforced in subsequent year groups and skills are developed and built on year-on-year. We also have a heavy focus on the acquisition and use of new vocabulary, which closely links to our broad and balanced curriculum as well as to our reading.

Impact:

- Pupils' use and understanding of vocabulary.
- Retaining key knowledge in grammar
- Quick recall of terminology
- Demonstrating they can apply prior skills and knowledge to their written work.
- Low-stakes tests/quizzes
- The flexibility and fluidity to move between different contexts of writing.
- The ability to recognise relationships and make connections between read and written work and to transfer grammar, vocabulary and composition awareness between text types.
- High aspirations, which will see them through to further study, work and a successful adult life.

Key Stage One

Year 1	Year 2
Spelling	
Spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week	Spell: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones
Name • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound	
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 • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	Suffixes • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
Spelling Rules: apply simple spelling rules and guidance from the English Appendix for Year 1	Spelling Rules: apply spelling rules and guidance, as listed in English appendix 1 for Year 2
• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Handwriting	
• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these	• Form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters

Writing Composition	
	Develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes
Write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense	Consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence
	Make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly
• discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher	Read aloud what they have written with appropriate intonation to make the meaning clear

Writing Genres			
To Entertain	To Inform	To Entertain	To Inform
• *Short story* • *Description* • *Poetry* • *Traditional Tales (Retell)*	• *Recount* • *Instruction* • *Letter*	• *Short story* • *Description* • *Poetry* • *Traditional Tales (Retell)*	• *Recount* • *Instruction* • *Letter*

Writing: Vocabulary, grammar and Punctuation	
Develop their understanding of the concepts set out in English appendix 2 by: • leaving spaces between words • joining words and joining clauses using 'and' • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English appendix 2	Develop their understanding of the concepts set out in English appendix 2 by: • learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently, including the progressive form

	- subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - the grammar for year 2 in English appendix 2 - some features of written Standard English
use the grammatical terminology in English English appendix 2 in discussing their writing (see Appendix 1 below)	use and understand the grammatical terminology in English appendix 2 in discussing their writing (see Appendix 1 below)

Key Stage Two

Year 3/4	Year 5/6
Spelling	
Use further prefixes and suffixes and understand how to add them - see English appendix 1 and below	Use further prefixes and suffixes and understand the guidance for adding them
Spell further homophones	Continue to distinguish between homophones and other words which are often confused
Spell words that are often misspelt - see English appendix 1 and below	
Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	
Use the first 2 or 3 letters of a word to check its spelling in a dictionary	Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	
	Spell some words with 'silent' letters [for example, knight, psalm, solemn]
	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1
	Use a thesaurus
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 their handwriting, [e.g. by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	Write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task
Composition	
Plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas	Plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed • characters and settings in what pupils have read, listened to or seen performed

| Draft and write by:	Draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader e.g, headings, bullet points, underlining]
Evaluate and edit by:	Evaluate and edit by:
- assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	- assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
Proofread for spelling and punctuation errors	Proofread for spelling and punctuation errors
Read their 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	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing Genres			
3	**4**	**5**	**6**
To Entertain Narrative , includes dialogue Myths and legends	**To Entertain** Narrative , includes dialogue Myths and legends	**To Entertain** Extended Narrative Description Poetry Traditional Tales	**To Entertain** Extended Narrative Narrative extracts Description Diary Poetry Traditional Tales
To Inform Biography Reports Explanation	**To Inform** Biography Reports Explanation	**To Inform** Chronological reports (incl. recount) Explanation	**To Inform** Non-Chronological reports Reports Newspaper Explanation
To persuade Advert Letter Poster	**To persuade** Advert Letter Poster	**To persuade** Advertising Speech Campaign	**To persuade** Persuasion (biased argument)
To Discuss	**To Discuss**	**To Discuss** Newspaper	**To Discuss** Balanced Argument Newspaper Review

Vocabulary, Grammar and Punctuation	
Develop their understanding of the concepts set out in English appendix 2 by: • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in [NC English appendix 2] (see Appendix 1 below) •	Develop their understanding of the concepts set out in English appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • learning the grammar for years 5 and 6 in NC English appendix 2 (see Appendix 1 below)
Indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech	Indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently
Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading	Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

Appendix 1 – Grammar progression – all year groups to revsiti learning from previous years in addition to the new learning as set out below.

Vocabulary, Grammar and Punctuation

Word Structure

Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun

Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]

Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]

Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.)

Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs

Formation of nouns using a range of prefixes [for example super–, anti–, auto–]

Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]

Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

The grammatical difference between plural and possessive –s

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)

Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]

Verb prefixes (e.g. dis–, de–, mis–, over– and re–)

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

How words are related by meaning as synonyms and antonyms [for example, big, large, little].

Sentence Structure

How words can combine to make sentences

Joining words and joining clauses using and

Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]

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)

Fronted adverbials [for example, Later that day, I heard the bad news.]

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]

Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, 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

Text Structure

Sequencing sentences to form short narratives

Correct choice and consistent use of present tense and past tense throughout writing

Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]

Introduction to paragraphs as a way to group related material

Headings and sub-headings to aid presentation

Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

Use of paragraphs to organise ideas around a theme

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)

Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Layout devices, such as headings, sub-headings, columns, bullets, or tables, to

Punctuation

Separation of words with spaces

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences

Capital letters for names and for the personal pronoun I

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Commas to separate items in a list

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Introduction to inverted commas to punctuate direct speech

Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]

Apostrophes to mark plural possession [for example, the girl's name, the girls' names]

Use of commas after fronted adverbials

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]

Use of the colon to introduce a list and use of semi-colons within lists

Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

Curriculum 14

https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

Terminology for Pupils

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

determiner, pronoun, possessive pronoun, adverbial

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

All terms in bold should be understood with the meanings set out in the glossary.

Key:

	Year 1
	Year 2
	Year 3
	Year 4
	Year 5
	Year 6

Appendix 2 - Knowledge and Vocabulary

Writing – KS1	
Key Knowledge	**Key Vocabulary**
Year 1	
Spelling • The /f/, /l/, /s/, /z/ and /k/ sounds • The /k/ sound spelled 'k' before e, I and y. The /nk/ sound found at the end of words usually comes after a vowel. • The -tch • Some words end with an /e/ sound spelled 'y'. • Adding s and es to words (plurals) • Adding the suffixes – ing and –ed to verbs. • Adding –er, –est and un- to words. • Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. • The /ai/ and /oi/ digraphs. • The ay and oy digraphs. • The long vowel sound /a/ spelled with the split digraph a-e • The long vowel sound /e/ spelled with the split digraph e-e. • The long vowel sound /i/ spelled with a split digraph i-e. • The long vowel sound /o/ spelled with the split digraph o_e. • The long vowel /oo/ and /yoo/ sounds spelled as u-e. • The /ar/ consonant digraph. • Long vowel sound /e/ spelled ee. • The long vowel sound /e/ spelled ea.. • The short vowel sound /e/ spelled ea. • The vowel digraph er. • The vowel digraph er. • The digraphs ir and ur. • The long vowel sound /oo/ as in Zoo • The short vowel sound 'oo' as in foot. • The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words. • The 'ou' digraph. • The 'ow' digraph. • The 'oo' and 'yoo' sounds can be spelled as u-e, ue and ew. • The digraph 'ie' making the /aɪ / sound as in pie. • The digraph 'ie' making the /ee/ sound. • The long vowel sound /i/ spelled 'igh.' • The /or/ sound. • The /or/ sound spelled with the digraph aw or au. • The trigraphs 'air' and 'ear'. • The /er/ sound spelled with 'ear' or 'are' • Words with 'ph' or 'wh' spellings	

Vocabulary, Grammar and Punctuation	
Word Structure • Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun • **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. helping, *helped, helper*) • How the **prefix** un– changes the meaning of **verbs** and **adjectives** [negation, for example, unkind, *or undoing: untie the boat*] **Sentence Structure** • How **words** can combine to make **sentences** • Joining **words** and joining **clauses** using 'and' **Text Structure** • Sequencing **sentences** to form short narratives **Punctuation** • Separation of **words** with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** • Capital letters for names and for the personal **pronoun** I	letter capital letter word singular plural, sentence punctuation full stop question mark

Writing – KS1	
Key Knowledge	**Key Vocabulary**
Year 2	
Spelling All the Word List words and Common exception words fro Year 2 • The /j/ sound spelled –dge at the end of words. . • The /j/ sound spelled –ge at the end of words. The /j/ sound spelled with a g. • The /s/ sound spelled c before e, i and y. • The /n/ sound spelled kn and gn at the beginning of words. • The /r/ sound spelled 'wr' at the beginning of words. • The /l/ or /ul/ sound spelled '-le' at the end of words. • The /l/ or /ul/ sound spelled '-el' at the end of words. • The /l/ or /ul/ sound spelled '-al' at the end of words. • Words ending in '-il.' • The long vowel 'i' spelled with a y at the end of words. • Adding '-es' to nouns and verbs ending in 'y.' • Adding '-ed' to words ending in y. The y is changed to an i. • Adding '-er' to words ending in y. The y is changed to an i. • Adding 'ing' to words ending in 'e' with a consonant before it. • Adding 'er' to words ending in 'e' with a consonant before it. • Adding '-ing' to words of one syllable. • Adding '–ed'' to words of one syllable. • The 'or' sound spelled 'a' before ll and ll • The short vowel sound 'o.' • Challenge Words • The /ee/ sound spelled '–ey' • Words with the spelling 'a' after w and qu. • The /er/ and /or/ sound spelled with or or ar. • The /z/ sound spelled s. • The suffixes '-ment' and '-ness' • The suffixes '-ful' and '-less' • Homohpnes or near homophones. • Words ending in '-tion.' • Contractions • The possessive apostrophe (singular)	

Vocabulary, Grammar and Punctuation	
Word Structure • Formation of **nouns** using **suffixes** such as –ness, –er and by compounding [for example, whiteboard, superman] • Formation of **adjectives** using **suffixes** such as –*ful, –less* (A fuller list of **suffixes** can be found in the spelling appendix.) • Use of the **suffixes** –er, –est in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs** **Sentence Structure** • **Subordination** (using when, if, that, or because) and **co-ordination** (using or, and, or but) • Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*] • How the grammatical patterns in a **sentence** indicate its function as a statement, question, exclamation or command **Text Structure** • Correct choice and consistent use of **present tense** and **past tense** throughout writing • Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, she *is drumming, he was shouting*] **Punctuation** • Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** • Commas to separate items in a list • **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]	noun noun phrase statement question exclamation command compound suffix adjective adverb verb, tense (past, present) apostrophe comma

Writing – KS2	
Key Knowledge	**Key Vocabulary**
<u>Year 3</u>	
<u>*Spelling*</u> • *Words from the Statutory Spelling List* • *The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.* • *The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.* • *Spelling Rule: The /i/ sound spelled with a 'y.'* • *Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'* • *Words with endings that sound like /ch/ is often spelled –'ture' unless the root word ends in (t)ch.* • *Words with the prefix 're-' 're-' means 'again' or 'back.'* • *The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.* • *The prefix 'mis-' This is another prefix with negative meanings.* • *Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.* • *Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.* • *The long vowel /a/ sound spelled 'ai'* • *The long /a/ vowel sound spelled 'ei.'* • *The long /a/ vowel sound spelled 'ey.'* • *Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb.* • *Adding the suffix –ly. Words which do not follow the rules.* • *Homophones – words which have the same pronunciation but different meanings and/or spellings.* • *The /l/ sound spelled '-al' at the end of words.* • *The /l/ sound spelled '-le' at the end of words.* • *Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'* • *Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'* • *Words ending in '-er' when the root word ends in (t)ch.* • *Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.* • *Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.* • *Words with the /s/ sound spelled 'sc' which is Latin in its origin.* • *The suffix '-sion' pronounced /ʒən/*	

Vocabulary, Grammar and Punctuation	
Word Structure • Formation of **nouns** using a range of **prefixes** [for example super–, anti–, auto–] • Use of the **forms** a or an according to whether the next word begins with a **consonant** or a **vowel** [for example, *a rock, an open box*] • **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*] **Sentence Structure** • Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*] **Text Structure** • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play contrasted with He went out to play*] **Punctuation** • Introduction to inverted commas to **punctuate** direct speech	preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')

Writing – KS2	
Key Knowledge	**Key Vocabulary**
Year 4	

<u>**Spelling**</u> All words from the Year 3 and 4 word list can be spelt • homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. • The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' • Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' • The prefix 'sub-' which means under or below. • The prefix 'inter-' means between, amongst or during. • The suffix '-ation' is added to verbs to form nouns. • The suffix '-ation' is added to verbs to form nouns. • Adding –ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '–le' become '–ly.' • Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.' • Word with the 'sh' sound spelled ch. These words are French in origin. • Adding the suffix '–ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.' • Adding the suffix –ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though. • The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. • The 'ee' sound spelled with an 'i.' • The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e. • The 'au' digraph • The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.' • The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' • The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' • Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring. • The /s/ sound spelled c before 'i' and 'e'. • Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family' • Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family' • Prefixes – 'super-' 'anti' and 'auto.' • The prefix bi- meaning two. • Plural possessive apostrophes.	

Vocabulary, Grammar and Punctuation	Determiner
Word Structure	Pronoun
• The grammatical difference between **plural** and **possessive** *-s*	possessive
• 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*)	pronoun adverbial
Sentence Structure	
• 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*)	
• **Fronted adverbials [**for example, *Later that*	
Text Structure	
• Use of paragraphs to organise ideas around a theme	
• Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition	
• Devices to build **cohesion** within and avoid repetition	
Punctuation	
• Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The *conductor shouted,* "*Sit down!*"]	
• **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]	
• Use of commas after **fronted adverbials**	

Writing – KS2	
Key Knowledge	**Key Vocabulary**
Year 5	

Spelling

- Start to learn all the Year 5 and 6 Word list words
- Words ending in '-ious.'
- Words ending in '-cious.' If the root word ends in –ce the sound is usually spelled '-cious.'
- Ending '-cial' and '-tial.'
- Words ending in '-ant.' '-ant' is used if there is an 'a' or 'ay' sound in the right place.
- Words ending in '-ance.' '-ance' is used if there is an 'a' or 'ay' sound in the right place.
- Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.
- Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'
- Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it.   'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably
- Words ending in '-able.' If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept otherwise they would be said with their hard sounds as in cap and gap.
- Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
- Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn't doubled.
- Words with 'silent' letters at the start.
- Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- Words spelled with 'ie' after c.
- Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.
- Words containing the letter string 'ough' where the sound is /aw/.
- Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.
- Adverbs of possibility. These words show the possibility that something has of occurring.
- Homophones or near homophones.
- Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.

Vocabulary, Grammar and Punctuation	
Word Structure • Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, _–ate; –ise; –ify_] • **Verb prefixes** (e.g. _dis–, de–, mis–, over– and re–_) **Sentence Structure** • **Relative clauses** beginning with _who, which, where, when, whose, that,_ or an omitted relative pronoun • Indicating degrees of possibility using **adverbs** [for example, _perhaps, surely_] or **modal verbs** [for example, _might, should, will, must_] **Text Structure** • Devices to build **cohesion** within a paragraph (e.g. then, after that, this, firstly) • Linking ideas across paragraphs using **adverbials** of time [for example, _later_], place [for example, _nearby_] and number [for example, _secondly_] or tense choices **Punctuation** • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity

Writing – KS2	
Key Knowledge	**Key Vocabulary**
Year 6	

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<u>Spelling</u>
- All year 5 and 6 word list words to be spet correctly
- Words with the short vowel sound /i/ spelled y
- Words with the long vowel sound /i/ spelled with a y.
- Adding the prefix '-over' to verbs.
- Convert nouns or verbs into adjectives using suffix '-ful.'
- Words which can be nouns and verbs.
- Words with an /o/ sound spelled 'ou' or 'ow.'
- Words with a 'soft c' spelled /ce/.
- Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite
- Words with the /f/ sound spelled ph.
- Words with origins in other countries
- Words with unstressed vowel sounds.
- Words with endings /shuhl/ after a vowel letter.
- Words with the common letter string 'acc' at the beginning of words.
- Words ending in '-ably.' / '-ible'
- Adding the suffix '-ibly' to create an adverb.
- Changing '-ent' to '–ence.'
- -er, -or, -ar at the end of words.
- Adverbs synonymous with determination.
- Adjectives to describe settings / characters
- Vocabulary to describe feelings.

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Vocabulary, Grammar and Punctuation

Word Structure
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
- How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

Sentence Structure
- Use of the **passive** to affect the presentation of information in a **sentence** [for example, I *broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].
- The difference between structures typical of informal speech and those appropriate for formal speech and writing [for example, 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

Text Structure
- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast*, or *as a consequence*], and **ellipsis**
- Layout devices: headings, sub-headings, columns, bullets, or tables

Punctuation
- of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up]*
- Use of the colon to introduce a list and use of semi-colons within lists
- **Punctuation** of bullet points to list information
- How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

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subject
object
active
passive
synonym
antonym
ellipsis
hyphen
colon
semi-colon
bullet points

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