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Spellings

	Year 3	Year 4	Year 5	Year 6	KS3
	Pupils should be taught to: - Spell further homophones - Spell words that are often misspelt (Appendix 1) - Use further prefixes and suffixes and understand how to add them - Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals - Use the first 2 or 3 letters of a word to check its spelling in a dictionary - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		Pupils should be taught to: - Spell some words with 'silent' letters - Continue to distinguish between homophones and other words which are often confused - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 - Use further prefixes and suffixes and understand the guidance for adding them - 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 - Use a thesaurus		
	- Spell identified commonly misspelt words from the Year 3 and 4 word list. - Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto - Spell correctly word families based on common words, for example – solve, solution, solver - Identify the root in longer words	- Spell words with additional prefixes and suffixes and understand how to add them to root words for example, -ation, ous, ion, ian - Spell identified commonly misspelt words from the Year 3 and 4 word list. -	- Form verbs with prefixes, for example dis- de- mis- over- re - Convert nouns or adjectives into verbs by adding a suffix, for example –ate – ise ify - Spell identified commonly misspelt words from Year 5 and Year 6 word list. - Use a range of spelling strategies. -	- Convert verbs into nouns y adding suffixes, for example –tion, -ure - Spell identified commonly misspelt words from Year 5 and Year 6 word list. - Understand that the spelling of some words needs to be learnt specifically. - Use a range of spelling strategies.	

Writing Composition

	Year 3	Year 4	Year 5	Year 6	KS3
Planning wiring	- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Discuss and record ideas.		- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Note and develop initial ideas, drawing on reading and research where necessary - In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.		Pupils should be taught to: Write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and polished scripts for talks and presentations

	- Look at and discuss models of writing of the text type, purpose and audience to be written noting:
	  • Structure
	  • Grammatical features
	  • Use of vocabulary
		-	- Use the features and structures of text types taught so far
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Drafting writing	- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - Organising paragraphs around a theme - In narratives, creating settings, characters and plot - In non-narrative material, using simple organisational devices (headings & subheadings)	- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Using a wide range of devices to build cohesion within and across paragraphs - Précis longer passages - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Using further organisational and presentational devices to structure text and to guide the reader (bullet points, headings, underlining)	- a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
Editing writing	Evaluate and edit: - Assess the effectiveness of their own and others' writing and suggesting improvements - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Proof read for spelling and punctuation errors	Evaluate and edit: - Assess the effectiveness of their own and others' writing - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Ensure the consistent and correct use of tense throughout a piece of writing - Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - Proof read for spelling and punctuation errors	- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing - plan, draft, edit and proof-read through: - considering how their writing reflects the audiences and purposes for which it was intended
Performing	- 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.	- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

Writing Composition: Grammar and Punctuation

	Year 3	Year 4	Year 5	Year 6	KS3
Word level	- Formation of nouns using a range of prefixes (-super, -anti) - Use of the forms a or an according to whether the next word begins with a consonant or a vowel. - Word families based on common words, showing how words are related in form and meaning. E.g. solve, solution	- The difference between plural and possessive -s - Standard English forms of verbs inflections (we were/we was)	- Converting nouns or adjectives into verbs using suffixes e.g. ate, ise - Verb prefixes dis-, de-, mis-, over-, 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.	Pupils should be taught to: - consolidate and build on their knowledge of grammar and vocabulary through: - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts

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Sentence structure	- Express the time, place and cause using **conjunctions** (e.g. so, when, before, after, while because), **adverbs** (e.g. then, next, soon, therefore) or **prepositions** (e.g. before, after, during, in, between) - Use a range of sentences with more than one clauses by using a wider range of conjunctions e.g. when, if, because although - Write a simple sentence for effect.	- 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 (e.g. Later that dat, I heard bad news) - Use a range of sentences with more than once clause	- Relative clauses beginning with who, which, where, why, whose, that - Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) - Start sentences in different ways - Use figurative language to create effects in writing for example, simile, metaphor, personification -	- Use the passive voice to affect the presentation of information in a sentence - The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as ' I were' or 'Were they to come' in some very formal writing and speech) - Use a range of sentence starters to create specific effects for example: adverbials, conjunctions etc - Use developed noun phrases to add detail to sentences.	- studying the effectiveness and impact of the grammatical features of the texts they read - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.
Text structures	- Introduction to paragraphs as a way to group related material - Headings and subheadings to aid presentation - Use of the present perfect form of verbs instead of simple past (e.g. He has gone out to play contrasted to He went out to play)	- Use paragraphs to organise ideas around a theme - Appropriate choice of pronoun and noun within and across sentences to aid cohesion and to avoid repetition - Begin to open paragraphs with topic sentences	- Devices to build cohesion within a paragraph (e.g. then, after that, this, first) - Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby), numbers (e.g. secondly) and tense choice (e.g. he had seen her before) - Organise writing into paragraphs to show different information or events.	- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word of phase grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis - Layout devices such as headings, sub-headings, columns, bullet points, tables to structure text - Write in paragraphs with a topic sentence that clearly signal a change in subject, time, place and event.	
Punctuation	- Introduction to inverted commas to punctuate direct speech	- Use of inverted commas and other punctuation to indicate direct speech. - Apostrophes to mark plural possession - Use of commas after fronted adverbials.	- Brackets, dashes or commas to indicate parenthesis. - Use of commas to clarify meaning or avoid ambiguity.	- Use of semi-colon, colon and dash to mark the boundary between independent clauses - Use of the colon to introduce a list and use of the semi-colon within lists. - Punctuation of bullet points to list information - How hyphens can be used to avoid ambiguity - Use commas to mark phrases and clauses	

Terminology					
• preposition • subordinate conjunction • coordinating conjunction • word family • prefix • clause • subordinate clause • direct speech • inverted commas • consonant • vowel	• 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	•

Handwriting

	Year 3	Year 4	Year 5	Year 6	KS3
	Pupils should be taught to: - 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		Pupils should be taught to: 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		