

Writing Composition	Year Three	Year Four	Year Five	Year Six
<p>Pupils should be taught to <i>plan</i> their writing by...</p>	<ul style="list-style-type: none"> beginning discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar developing discussion skills and different ways of recording ideas 	<ul style="list-style-type: none"> being able to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar being able to discuss ideas and different ways of recording these ideas 	<ul style="list-style-type: none"> developing identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own being able to note and develop initial ideas, drawing on reading and research where necessary when writing narratives, developing ability to consider how authors have developed characters and settings in what they have read, listened to or seen performed 	<ul style="list-style-type: none"> being able to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own consistently being able to note and develop initial ideas, drawing on reading and research where necessary when writing narratives, being able to consider how authors have developed characters and settings in what they have read, listened to or seen performed
<p>Pupils should be taught to <i>draft</i> and write by...</p>	<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures mostly organising paragraphs around a theme in narratives, creating settings, characters and plot 	<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) consistently organising paragraphs around a theme 	<ul style="list-style-type: none"> developing the ability to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to 	<ul style="list-style-type: none"> consistently 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

	<ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices such as headings and subheadings 	<ul style="list-style-type: none"> • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices such as headings and sub-headings 	<p>begin to convey character and advance the action</p> <ul style="list-style-type: none"> • beginning to precis 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 such as headings, bullet points, underlining 	<p>convey character and advance the action</p> <ul style="list-style-type: none"> • precis 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 such as headings, bullet points, underlining
<p>Pupils should be taught to evaluate and edit by...</p>	<ul style="list-style-type: none"> • beginning to assess the effectiveness of their own and others' writing and suggesting improvements • beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<ul style="list-style-type: none"> • accessing 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • proof-reading for spelling and punctuation errors • reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> • accurately proof-reading for spelling and punctuation errors • reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> • proof-reading for spelling and punctuation errors • performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> • proof-reading for spelling and punctuation errors • performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary, Grammar and Punctuation	Year Three	Year Four	Year Five	Year Six
Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although) • beginning to use the present perfect form of verbs in contrast to the past tense • choosing nouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • beginning to use fronted adverbials • learning the grammar for Year 3 in English Appendix 2 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions • accurately using the present perfect form of verbs in contrast to the past tense • choosing nouns and pronouns appropriately for clarity and cohesion and to avoid repetition • consistently using conjunctions, adverbs and prepositions to express time and cause accurately • consistently using fronted adverbials accurately • learning the grammar for Year 4 in English Appendix 2 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing • beginning to use passive verbs to affect the presentation of information in a sentence • beginning to use 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 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • accurately using passive verbs to affect the presentation of information in a sentence • consistently using the perfect form of verbs to mark relationships of time and cause accurately • using expanded noun phrases to convey complicated information concisely • consistently using modal verbs or adverbs to indicate degrees of possibility accurately

			<p>implied (i.e. omitted) relative pronoun</p> <ul style="list-style-type: none"> • learning the grammar for Year 5 in English Appendix 2 	<ul style="list-style-type: none"> • consistently using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun accurately • learning the grammar for Year 6 in English Appendix 2
<p>Pupils should be taught to indicate grammatical and other features by...</p>			<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently 	<ul style="list-style-type: none"> • consistently using commas to clarify meaning or avoid ambiguity in writing accurately • consistently using hyphens to avoid ambiguity • consistently using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently

Handwriting	Year Three and Year Four	Year Five and Year Six
<p>Pupils should be taught to...</p>	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes 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 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes 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