



Writing—Reception

Intent

The Hero's Curriculum is specifically planned and designed in order to produce quality writing from its learners. Adventures allow staff to define and build purposeful writing opportunities for knowledge and application of previously learnt and new grammar, punctuation and spelling skills.

Implementation

Linked closely with the whole school reading process, writing sessions deepen language understanding, grammar knowledge and authorial choice which provides pupils with the skills to write within a range of genres. Connected, contextual adventures allow for 1 – 2 pieces of extended writing to be completed to a high standard per adventure. Professional development of staff is continually audited to ensure accuracy in grammar, punctuation, spelling and the teaching of writing.

Impact

Success within writing at Heath Hayes evidences purposeful pieces of writing with engaged learners reading these aloud. The impact of combining text exposure and accuracy in grammar knowledge ensures children are provided with a writing toolkit to draw upon. Learners can apply their understanding of writing to write for a range of audiences and purposes.

Writing—Reception

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
Writing	<ul style="list-style-type: none"> • Write recognizable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> • Orally retell short narratives (real or fictional) • Write short sentences: <ul style="list-style-type: none"> - with words with known sound-letter correspondences - with capital letters - with full stops • Lowercase and capital letters formed correctly • Spells some words identifying the sounds and then writing the sound with letter/s • Uses finger spaces between words 	<p>Use adjectives.</p> <p>Use: proper nouns, common nouns.</p> <p>Order ideas within a piece of writing.</p> <p>Use 'and' to join ideas.</p>

Writing—Year 1

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To plan writing and to write with purpose.	<p>Write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Discuss what they have written with the teacher or other pupils. 	<ul style="list-style-type: none"> Write short narratives including retelling stories. 	<p>Write short narratives, including retelling and recounting.</p> <p>Writing for different purposes.</p> <p>Plan ideas and sentences verbally.</p>
To use imaginative description.			<p>Use adjectives.</p> <p>Use: proper nouns, common nouns, pronouns, adjectives, and verbs.</p> <p>Use: noun phrases to describe and specify, and adverbial phrases for (where).</p>
To use and to write sentences appropriately.	<ul style="list-style-type: none"> Joining words and joining clauses using and. 	<ul style="list-style-type: none"> Joins main clauses using and. Begin to use present and past tense correctly. 	<p>Use sentences of different forms: questions and exclamations .</p> <p>Use present and past tense correctly.</p> <p>Understand the difference between clauses and phrases.</p> <p>Understand what a main clause is, and how this turns into a simple sentence.</p> <p>Use coordinating conjunctions (and/but/or) to join two main clauses (compound sentence) .</p> <p>Use Standard English verbally.</p> <p>Ensure sentences engage the reader, and fit within the purpose.</p>
To spell correctly.	<p>To spell:</p> <ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught. Common exception words. The days of the week. <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> Naming the letters of the alphabet in order. Using letter names to distinguish between alternative spellings of the same sound. <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> 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]. <ul style="list-style-type: none"> Apply simple spelling rules and guidance, as listed in English Appendix 1. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> Spells words containing each of the 40+ phonemes already taught. Spells common exception words. Uses suffixes (-s/-es/-ed-/ing) 	<p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Spell common exception words.</p> <p>Spell days of the week.</p> <p>Use letter names for alternative spellings of same sound.</p> <p>Uses suffixes (-s/-es/-ed-/ing)</p> <p>Spell words or simple sentences including: from memory when dictated by an adult.</p> <p>Write simple sentences including GPC and common exception words dictated by an adult.</p>

Writing—Year 1

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To punctuate accurately.	<ul style="list-style-type: none"> 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. Use the grammatical terminology in English Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> 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'. 	<p>Begin to punctuate sentences using a capital letter and full stop.</p> <p>Use question marks or exclamation marks in sentences if appropriate.</p> <p>Use capital letters for proper nouns and the personal pronoun 'I'.</p>
To present neatly.	<ul style="list-style-type: none"> 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' (i.e. letters that are formed in similar ways) and to practise these. Leaving spaces between words. 	<ul style="list-style-type: none"> Forms lowercase letters and capital letters correctly by starting and finishing at the right place. Uses finger spaces between words. 	<p>Form lowercase and capital letters correctly.</p> <p>Hold pencil correctly and sit at a table correctly.</p> <p>Use finger spaces between words</p>
To analyse writing.	<ul style="list-style-type: none"> Re-reading what they have written to check that it makes sense. 		<p>Re-read what they have written to check it makes sense.</p>

Spelling Appendix —Year 1

Rules	Guidance	Example Words
f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	Sounds are usually spelt like this if they come straight after a single vowel letter in short words.	off, well, miss, buzz, back
n/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder
/tch/ sound	Usually spelt as 'tch' if it comes straight after a single vowel letter. Expectations: rich, which, much, such	catch, fetch, kitchen
/v/ sound at the end of words.	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after.	have, live, give
Adding s and es to words (plural of nouns)	If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /iz/ and forms an extra syllable, it is spelt as -es.	cats, dogs, rocks
Adding the endings -ing, -ed and -er to verbs where there is no change to root word	-ing and -er always add an extra syllable to the word. -ed sometimes does.	hunting, hunted, hunter, buzzing, buzzed, buzzer
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs, if the adjective ends in two consonant letters (same or different), the ending is simply added on.	grander, grandest, fresher, freshest
Vowel digraphs and trigraphs ai oi ay oy a-e e-e i-e o-e u-e ar ee ea er ir ur oo oa oe ou ow ue ew ie igh or ore aw au air ear, are	The digraphs ai and oi are used for those sounds at the end of words and at the end of syllables. Ay and oy are used for those sounds at the end of words and at the end of syllables. Very few words end with oo. The digraph oa is very rare at the end of an English word. The only common word ending in ou is you. Both the oo and yoo sounds can be spelt as u-e, ue and ew.	rain, wait, coin, point, day, play, boy, annoy, made, came, these, theme, complete, five, ride, home, hope, June, rule, car, see, meat, each, head, bread, her, term, better, girl, bird, turn, hurt, food, toe, goes out, sound, brown, down, blue, rescue, grew, flew, lie, cried, chief, bright, born, horse, more, yawn, crawl, August, air, fair, bear, wear, bare
New consonant spellings ph	The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	dolphin, alphabet, phonics, elephant
New consonant spellings wh		when, where, which
Using k for the k sound	The k sound is spelt as k rather than c before e, l and y.	Kent, sketch, kit, skin
Adding the prefix 'un'	The prefix 'un' is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	Football, playground, farmyard, bedroom
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far	The, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one,, once, ask, friend, school, put, push, pull, full, house, our

Writing—Year 2

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To plan writing and to write with purpose.	<ul style="list-style-type: none"> ●Writing narratives about personal experiences and those of others (real and fictional). ●Writing about real events. ●Writing poetry. ●Writing for different purposes. ●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. 	<ul style="list-style-type: none"> ●Write simple, coherent narratives about personal experiences and those of others (real or fictional). ●Write about real events, recording these simply and clearly. 	<p>Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Writing for different purposes, including poetry.</p> <p>Plan by verbalizing ideas and writing notes, include key words and new vocabulary.</p> <p>Plan by verbalising linking sentences.</p>
To use imaginative description.	<ul style="list-style-type: none"> ●Expanded noun phrases to describe and specify [for example, the blue butterfly]. ●Use and understand the grammatical terminology in English Appendix 2 in discussing their writing (<p>Use well-chosen adjectives.</p> <p>Use: proper nouns, common nouns, pronouns, adjectives, verbs and adverbs.</p> <p>Use: expanded noun phrases to describe and specify, and adverbial phrases for (where and when).</p>
To use and to write sentences appropriately.	<ul style="list-style-type: none"> ●Sentences with different forms: statement, question, exclamation, command. ●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 (compound, complex, main clause) ●Some features of written Standard English. 	<ul style="list-style-type: none"> ●Use present and past tense mostly correctly and consistently. ●Using conjunctions to join clauses. ●Coordinating conjunctions (and/so/but). ●Some subordinating conjunctions (because/when/if/then). 	<p>Use sentences of different forms: statement, question, exclamations and commands.</p> <p>Use present and past tense correctly, including the progressive form.</p> <p>Understand the difference between clauses and phrases.</p> <p>Understand what a main clause is, and how this turns into a simple sentence.</p> <p>Use coordinating conjunctions (and/or/but) to join two main clauses (compound sentence) .</p> <p>Use subordinating conjunctions (because/when/if/then) to join a main clause and subordinate clause. (complex sentence).</p> <p>Use Standard English both verbally and written (where appropriate).</p> <p>Ensure sentences include a variation of grammatical devices to: engage the reader, and fit within the purpose.</p>
To present neatly.	<ul style="list-style-type: none"> ●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. 	<ul style="list-style-type: none"> ●Form 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. 	<p>Form lower case, capital letters and digits correctly, including size and orientation.</p> <p>Begin to join letters as appropriate.</p> <p>Use spaces between words.</p>
To spell correctly.	<ul style="list-style-type: none"> ●Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. ●Learning new ways of spelling phonemes for which one 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. ●Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. ●Apply spelling rules and guidance, as listed in English Appendix 1. ●Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> ●Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. ●Spell many common exception words. 	<p>Understand phoneme, grapheme correspondence to spell words that are phonetically-plausible.</p> <p>Understand phonemes have alternative graphemes, to spell correctly, including a few homophones.</p> <p>Spell common exception words.</p> <p>Spell words with contracted forms.</p> <p>Distinguish between homophones and near-homophones.</p> <p>Add suffixes, including—ment, ful, ness, less, ly.</p> <p>Write simple sentences including: GPC, common exception words, and punctuation dictated by an adult.</p>

Writing—Year 2

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To punctuate accurately.	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ● 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). ● Learning the possessive apostrophe (singular) [for example, the girl's book]. 	<ul style="list-style-type: none"> ● Demarcate most sentences in their writing with capital letters and full stops, commas in a list and use question marks correctly when required. 	<p>Use CL, full stops, commas in a list , exclamation marks and question marks.</p> <p>Use apostrophes for contracted forms.</p>
To analyse writing.	<p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> ● Evaluating their writing with the teacher and other pupils. ● Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. ● Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. ● Read aloud what they have written with appropriate intonation to make the meaning clear. 		<p>Proof read to check for errors in spellings, punctuation and grammar.</p> <p>Read aloud and re-read to check writing makes sense, including tenses are consistent.</p> <p>Evaluate the effectiveness of writing.</p> <p>Edit by making revisions, additions and corrections.</p>

Spelling Appendix —Year 2

Rules	Guidance	Example Words
'ge' and 'dge' at the end of words	The letter j is never used for the ("dge") sound at the end of English words. At the end of a word, straight after any 'short vowel' sounds, the 'j' sound is spelt -dge (e.g. badge, edge, bridge, dodge and fudge). After all other sounds, whether vowels or consonants, the /dge/ sound is spelt as -ge at the end of a word. In other positions in words, the /dge/ sound is often (but not always) spelt as g before e, i, and y. The /dge/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy
/s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
/n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
'wr' at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
'-le' at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, lit-tle, middle
'-el' at the end of words	The -el spelling is much less common. Than -le. The -el spelling is used after m, n, r, s, v, w.	camel, tunnel, squirrel, tinsel, travel, towel
'-al' at the end of words	Not many nouns end in -al, but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il		pencil, fossil, nostril
-y' at the end of words	The most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding '-es' to nouns and verbs ending in consonant-letter-y	The y is changed to i before -es is added.	flies, tries, replies, cop-ies, babies, carries
Adding -ed, -ing, -er and -est to root words ending in consonant-letter-y	The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	copied, copier, happier, happiest, cried, replied ... but copying, crying, re-plying
Adding the endings -ing, -ed, -er, -est and -y to words ending in vowel-letter-consonant-letter-e	The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added.	hiking, hiked,
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the vowel 'short'. Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	patting, patted, hum-ming, hummed, dropping, dropped, sadder, sad-dest, fatter, fattest, runner, runny
The sound spelt 'a' before l and ll	The sound ("or") is usually spelt as a before l and ll.	all, ball, call, walk, talk, always
The sound spelt -ey	The plural of these words is formed by the addition of -s (donkeys, monkeys etc.).	key, donkey, monkey, chimney, valley
The sound spelt a after w and qu	a is the most common spelling for the sound after w and qu.	want, watch, wander, quantity, squash
The sound spelt or after w	Very few words spell the sound spelt or after w ("burn") this way.	word, work, worm, world, worth
The suffixes -ment, -ness, -ful and -less	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in a consonant letter followed by y – see above.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly

Spelling Appendix —Year 2

Rules	Guidance	Example Words
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. it's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)	Megan's, Ravi's, the girl's, the child's, the man's.	
Words ending in –tion		station, fiction, motion, national, section
Homophones and near-homophones	It is important to know the difference in meaning between homophones. To / too / two and there / their / they're most important.	These are the homophones that Y2 are accountable for: there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used

Writing—Year 3

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To plan writing and to write with purpose.	<ul style="list-style-type: none"> Discussing and recording ideas. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) In narratives, creating settings, characters and plot. 	<ul style="list-style-type: none"> Write for a range of purposes including creating settings and characters in narratives. 	<p>Write for a range of purposes including creating settings and characters in narratives.</p> <p>Compose sentences orally, discuss and record ideas.</p>
To use imaginative description.	<ul style="list-style-type: none"> Using fronted adverbials. 	<ul style="list-style-type: none"> Using fronted adverbials (where, when, how). Use adverbs Use prepositions. 	<p>Use fronted adverbials (when, where, how) .</p> <p>Use adverbs .</p> <p>Use prepositions.</p> <p>Use alliteration.</p>
To organise writing	<ul style="list-style-type: none"> In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. 	<ul style="list-style-type: none"> Use headings and sub-headings in non-narrative writing. 	<p>Use headings and subheadings in non-narrative writing.</p>
To paragraphs	<ul style="list-style-type: none"> Organising paragraphs around a theme. 	<ul style="list-style-type: none"> Organise paragraphs around a theme. 	<p>Organise paragraphs around a theme.</p> <p>Use captions.</p>
To use and to write sentences appropriately.	<ul style="list-style-type: none"> 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. Learning the grammar for years 3 and 4 in English Appendix 2 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] 	<ul style="list-style-type: none"> Use coordinating conjunctions (and/but/or/so/yet). Use subordinating conjunctions (when/if/because/then). Variety of simple, compound and complex sentences. 	<p>Use coordinating conjunctions (and/but/or/so/yet).</p> <p>Use subordinating conjunctions (when/if/because/then).</p> <p>Variety of simple, compound and complex sentences.</p> <p>Use tenses accurately including present perfect form verbs in contrast to past tense.</p> <p>Using pronouns to avoid repetition.</p> <p>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].</p>
To spell correctly.	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1). 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 two or three 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. 	<ul style="list-style-type: none"> Spell homophones correctly. Spell words from the year 3 and 4 spelling list correctly. 	<p>Use prefixes and suffixes.</p> <p>Spell words which are often misspelt.</p> <p>Spell homophones correctly.</p> <p>Spell words from the year 3 and 4 spelling list correctly.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>

Writing—Year 3

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To punctuate accurately.	<ul style="list-style-type: none"> 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. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> Use commas after fronted adverbials Indicate possession using apostrophes with irregular plurals (e.g. children's) Punctuate direct speech 	<p>Use commas after fronted adverbials.</p> <p>Indicate possession using apostrophes with irregular plurals (e.g. children's).</p> <p>Punctuate direct speech.</p>
To analyse writing.	<ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 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. Proof-read for spelling and punctuation errors. 		<p>Analyse writing which is similar to which they are planning to write to understand vocabulary, structure and grammar.</p> <p>Assess the effectiveness of their own and other's writing.</p> <p>Proof-read for spelling and punctuation errors.</p>
To present neatly.	<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 unjoined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> Increase legibility, consistency and quality of handwriting. 	<p>Use diagonal and horizontal strokes to join and leave letters best left unjoined.</p> <p>Increase legibility, consistency and quality of handwriting.</p>
To present writing.	<ul style="list-style-type: none"> Read 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. 		<p>Read aloud own writing controlling, volume, tone and intonation so meaning is clear.</p>

Spelling Appendix —Year 3

Rules	Guidance	Example Words
Recap from Y2: Adding –ed, –ing, –er and –est to root words ending in consonant-letter–y	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	copied, copier, happier, happiest, cried, replied ...but copying, crying, re-plying
Recap from Y2: homophones		to / too / two ... there / their / they're
The sound spelt 'ou'		young, touch, double, trouble, country
Beginning to understand the term 'root word' Adding prefixes to 'root words'. Especially antonyms: happy / unhappy appear / disappear	Most prefixes are added to the beginning of root words without any changes in spelling, but see in– below. Like un–, the prefixes dis– and mis– have negative meanings. The prefix in– can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with l, in– becomes il Before a root word starting with m or p, in– becomes im–. Before a root word starting with r, in– becomes ir–.	dis–, mis–, in– disappoint, disagree, disobey misbehave, mislead, misspell (mis + spell) inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible
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 before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation
The suffix –ation	The suffix –ation is added to verbs to form nouns.	information, adoration, sensation, preparation, admiration
The suffix –ly	The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The –ly suffix starts with a consonant letter, so it is added straight on to most root words unless they end with y. If the root word ends with y, the y is changed to i. Exceptions: (year 4) 1. If the root word ends with –le, the –le is changed to –ly. 2. If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly. 3. The words truly, duly, wholly.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
The sound spelt 'sure'		measure, treasure, pleasure, enclosure
'q' is written as 'qu' and does not stand alone		quick, queen, quarrel
The 'sion' ending		division, invasion, confusion, decision, collision, television
The sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
The sound spelt sc (Latin in origin)		science, scene, discipline, fascinate, crescent
The sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
To use the apostrophe to spell shortened versions of words	Apostrophes are used where two words have been joined and some letters missed out so that a contraction is formed.	do not—don't does not—don't
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children's).	girls', boys', babies', children's, men's, mice's
Homophones or near-homophones		accept/except affect/effect ball/bawl berry/bury brake/break fair/fare grate/great groan/grown here/hear

Writing—Year 4

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To plan writing and to write with purpose.	<ul style="list-style-type: none"> Discussing and recording ideas. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) In narratives, creating settings, characters and plot. 	<ul style="list-style-type: none"> Write for a range of purposes including creating settings, characters and plots in narratives. 	<p>Write for a range of purposes including creating settings, characters and plots in narratives.</p> <p>Compose sentences orally, discuss and record ideas.</p>
To use imaginative description.	<ul style="list-style-type: none"> Using fronted adverbials. 	<ul style="list-style-type: none"> Using fronted adverbials (where, when, how). Use a variety of adverbs . Expanded noun phrases. 	<p>Use similes.</p> <p>Use alliteration effectively.</p> <p>Using fronted adverbials (where, when, how).</p> <p>Use a variety of adverbs.</p> <p>Expanded noun phrases.</p>
To organise writing	<ul style="list-style-type: none"> In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. 	<ul style="list-style-type: none"> Use headings and sub-headings in non-narrative writing. 	<p>Use headings and subheadings in non-narrative writing.</p>
To paragraphs	<ul style="list-style-type: none"> Organising paragraphs around a theme. 	<ul style="list-style-type: none"> Organise paragraphs around a theme. Sequence paragraphs. 	<p>Organise paragraphs around a theme.</p> <p>Sequence paragraphs.</p>
To use and to write sentences appropriately.	<ul style="list-style-type: none"> 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. Learning the grammar for years 3 and 4 in English Appendix 2 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] 	<ul style="list-style-type: none"> Use coordinating conjunctions (and/but/or/so/yet/for/nor). Use a variety of subordinating conjunctions. Variety of simple, compound and complex sentences. Use tenses accurately. 	<p>Use coordinating conjunctions (and/but/or/so/yet/for/nor).</p> <p>Use a variety of subordinating conjunctions.</p> <p>Variety of simple, compound and complex sentences.</p> <p>Use tenses accurately including :</p> <ul style="list-style-type: none"> -Present perfect: She has arrived. -Past perfect: By the time we arrived at the party, it had ended. -Future perfect: By the time we arrive, the party will have ended. <p>Standard English forms for verb inflections instead of spoken forms (e.g. we were instead of we was).</p> <p>Use pronouns within and across sentences to aid cohesion.</p>
To spell correctly.	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1). 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 two or three 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. 	<ul style="list-style-type: none"> Spell homophones and near homophones correctly. Spell words from the year 3 and 4 spelling list correctly. 	<p>Use prefixes and suffixes.</p> <p>Spell words which are often misspelt.</p> <p>Spell homophones correctly.</p> <p>Spell words from the year 3 and 4 spelling list correctly.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>

Writing—Year 4

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To punctuate accurately.	<ul style="list-style-type: none"> 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. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> Punctuate direct & indirect speech Indicate possession using apostrophes with irregular plurals (e.g. children's) and regular plurals (e.g. boys'). 	<p>Use commas after fronted adverbials.</p> <p>Punctuate direct & indirect speech.</p> <p>Indicate possession using apostrophes with irregular plurals (e.g. children's) and regular plurals (e.g. boys').</p>
To analyse writing.	<ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 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. Proof-read for spelling and punctuation errors. 		<p>Analyse writing which is similar to which they are planning to write to understand vocabulary, structure and grammar and apply this to their own writing.</p> <p>Proposing changes to grammar and vocabulary to improve consistency and quality of writing.</p> <p>Assess the effectiveness of their own and other's writing.</p> <p>Proof-read for spelling and punctuation errors.</p>
To present neatly.	<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 unjoined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> Increase legibility, consistency and quality of handwriting including identifying which letters are best left unjoined. 	<p>Use diagonal and horizontal strokes to join and leave letters best left unjoined.</p> <p>Increase legibility, consistency and quality of handwriting.</p> <p>Letters are equivalent in size and line spacing is sufficient so that ascenders and descenders do not touch.</p>
To present writing.	<ul style="list-style-type: none"> Read 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. 		<p>Read aloud own writing controlling, volume, tone and intonation so meaning is clear.</p>

Spelling Appendix —Year 4

Rules	Guidance	Example Words
The sound spelt 'y' elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
Revision of the understanding of the term 'root words'. Adding prefixes to 'root words'.	re- means 'again' or 'back'. sub- means 'under'. inter- means 'between' or 'among'. super- means 'above'. anti- means 'against'. auto- means 'self' or 'own'	re-: redo, refresh, return, reappear, redecorate sub-: subdivide, subheading, submarine, submerge inter-: interact, intercity, international, interrelated (inter + related) super-: supermarket, superman, superstar anti-: antiseptic, anti-clockwise, antidote auto-: automatic, autograph
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The -ly suffix starts with a consonant letter, so it is added straight on to most root words unless they end with y. If the root word ends with y, the y is changed to i. Exceptions: 1. If the root word ends with -le, the -le is changed to -ly. 2. If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly. 3. The words truly, duly, wholly.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly), happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically
The sound spelt 'ture'	This sound is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending, e.g. teacher, catcher, richer, stretcher.	creature, furniture, picture, nature, adventure
The suffix -ous	'ous' at the end of a word often means 'full of'. 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. -our is changed to -or before -ous is added. A final 'e' must be kept if the sound of 'g' is to be kept.	poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous
Endings which are spelt -tion, -sion, -ssion, -cian	Strictly speaking, the endings are -ion and -ian. Clues about whether to put t, s, ss or c before these endings often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t (invent) or te (hesitate). -ssion is used if the root word ends in ss or -mit. -sion is used if the root word ends in d or se. Exceptions: attend - attention, intend - intention -cian is used if the root word ends in c or cs.	invention, injection, action, hesitation, completion, expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician
The sound spelt ch		scheme, chorus, chemist, echo, character
The sound spelt -gue		league, tongue, antique, unique
To spell irregular tense changes	Reinforce the past / present concept in writing.	go/ went can / could Meet / met Creep / crept Speak / spoke Is / was Are / were
Homophones or near-homophones		heel/heal/he'll knot/not mail/male main/mane meat/meet medal/meddle missed/mist peace/ piece plain/plane rain/rein/reign scene/seen weather/whether whose/who's

Writing—Year 5

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To plan writing and to write with purpose.	<ul style="list-style-type: none"> In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. 	<ul style="list-style-type: none"> In narratives, describe settings and characters and begin to create atmosphere. 	<p>In narratives, describe settings and characters and begin to create atmosphere.</p>
To use imaginative description.	<ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary to change and enhance meaning (powerful language, adverbs, fronted adverbials, similes, metaphors). 	<p>Select powerful vocabulary.</p> <p>Use similes and metaphors.</p> <p>Using fronted adverbials (where, when, how).</p> <p>Use a variety of adverbs.</p>
To organise writing	<ul style="list-style-type: none"> Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Using expanded noun phrases to convey complicated information concisely. 	<ul style="list-style-type: none"> In non-narrative writing use organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. 	<p>In non-narrative writing use organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Use expanded noun phrases to convey complicated information.</p>
To paragraphs	<ul style="list-style-type: none"> Adverbials to link ideas across paragraphs. Using a wide range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> Adverbials to link ideas across paragraphs. 	<p>Adverbials to link ideas across paragraphs.</p>
To use and to write sentences appropriately.	<ul style="list-style-type: none"> Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural.. 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 modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. 	<ul style="list-style-type: none"> Ensuring the consistent and correct use of tense throughout a piece of writing. Use modal verbs to indicate degrees of possibility. Use a variety of coordinating and subordinating conjunctions. Variety of simple, compound and complex sentences. 	<p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Use modal verbs to indicate degrees of possibility.</p> <p>Use a variety of coordinating and subordinating conjunctions.</p> <p>Variety of simple, compound and complex sentences.</p> <p>Ensuring correct subject and verb agreement when using singular and plural.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>
To spell correctly.	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]. 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 English Appendix 1. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. 	<ul style="list-style-type: none"> Spell some words from the year 5 and 6 spelling list correctly. Use a dictionary to spell more ambiguous language. 	<p>Spell some words from the year 5 and 6 spelling list correctly.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p> <p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with ‘silent’ letters [for example, knight, psalm, solemn].</p> <p>Continue to distinguish between homophones and other words which are often confused.</p>

Writing—Year 5

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To punctuate accurately.	<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 semi-colons, 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"> Use punctuation to avoid ambiguity (commas and hyphens). Using brackets, dashes or commas to indicate parenthesis. Using a colon to introduce a list. Use semi-colons to join independent clauses. 	<p style="color: purple;">Use punctuation to avoid ambiguity (commas and hyphens).</p> <p style="color: purple;">Using brackets, dashes or commas to indicate parenthesis.</p> <p style="color: purple;">Using a colon to introduce a list.</p> <p style="color: purple;">Punctuating bullet points consistently.</p> <p style="color: purple;">Use semi-colons to join independent clauses (replacing the coordinating conjunction).</p>
To analyse writing.	<ul style="list-style-type: none"> 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. Précising longer passages. Distinguishing between the language of speech and writing and choosing the appropriate register. Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proof-read for spelling and punctuation errors. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 		<p style="color: purple;">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.</p> <p style="color: purple;">In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p style="color: purple;">Précising longer passages (summarising).</p> <p style="color: purple;">Assessing the effectiveness of their own and others' writing.</p> <p style="color: purple;">Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>
To present neatly.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Mostly maintain legibly joined handwriting. 	<p style="color: purple;">Mostly maintain legibly joined handwriting.</p> <p style="color: purple;">Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>
To present writing.	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 		<p style="color: purple;">Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>

Spelling Appendix —Year 5

Rules	Guidance	Example Words
Sound endings which are spelt like –cious or –tious	Not many common words end like this. If the root word ends in –ce, the sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious	vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious
Endings which are spelt –cial or –tial	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	official, special, artificial, partial, confidential, essential
Words ending in: –ant, –ance/–ancy, –ent, –ence/–ency	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c, soft g and qu, or if there is a related word with a clear /ɛ/ sound in the right position.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
The sound spelt ei after c		deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ‘ough’	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough, cough though, although, dough, through, thorough, borough, plough
Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that ‘ch’ now represents in the Scottish word loch.	doubt, island, lamb, solemn, thistle, knight
i before e, except after c rule	Most words use ie Ie is the only word ending Ei is the word beginning C is usually followed by ei The long a sound usually indicates the ei spelling.	lie, die, chief, fierce, quiet, fiery, obedient vein, reign, veil, weigh science, glacier, ancient vein, rein, weigh, eight weird, protein, either, neither, height
‘al’ at the end of a word	This normally means ‘to do with’ Musical—to do with music	musical, criminal, historical
Homophones and other words that are often confused	In these pairs of words, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. aisle: a gangway between seats (in a church, train, plane) isle: an island aloud: out loud allowed: permitted affect: usually a verb (e.g. The weather may affect our plans.) effect: usually a noun (e.g. It may have an effect on our plans.). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business.). altar: a table-like piece of furniture in a church alter: to change ascent: the act of ascending (going up) assent: to agree/agreement (verb and noun) bridal: to do with a bride at a wedding bridle: reins etc. for controlling a horse cereal: made from grain (e.g. breakfast cereal) serial: adjective from the noun series – a succession of things one after the other compliment: to make nice remarks about someone (verb) or the remark that is made (noun) complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit) descent: the act of descending (going down) dissent: to disagree/disagreement (verb and noun) desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal disinterested: not having a personal stake in the matter (a World Cup referee must be disinterested – i.e. must not be from one of the countries playing in the match) uninterested: not interested, bored (a referee should be inter-ested, not uninterested, in football) draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air	

Writing—Year 6

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To plan writing and to write with purpose.	<ul style="list-style-type: none"> In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. 	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). Integrate dialogue in narratives to convey character and advance the action . 	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
To use imaginative description.	<ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 	<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere. 	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (powerful vocabulary, adverbs, adverbial phrases, similes, metaphors and personification).
To organise writing	<ul style="list-style-type: none"> Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Using expanded noun phrases to convey complicated information concisely. 	<ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). 	<p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <p>Using expanded noun phrases to convey complicated information concisely.</p>
To paragraphs	<ul style="list-style-type: none"> Adverbials to link ideas across paragraphs. Using a wide range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. 	<p>Adverbials to link ideas across paragraphs.</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p>
To use and to write sentences appropriately.	<ul style="list-style-type: none"> Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural.. 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 modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. 	<ul style="list-style-type: none"> Use verb tenses consistently and correctly throughout their writing. 	<p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Use modal verbs to indicate degrees of possibility.</p> <p>Use a variety of coordinating and subordinating conjunctions.</p> <p>Variety of simple, compound and complex sentences.</p> <p>Ensuring correct subject and verb agreement when using singular and plural.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p>
To spell correctly.	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]. 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 English Appendix 1. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. 	<ul style="list-style-type: none"> Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. 	<p>Spell most words from the year 5 and 6 spelling list correctly. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p> <p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with ‘silent’ letters [for example, knight, psalm, solemn].</p> <p>Continue to distinguish between homophones and other words which are often confused.</p>

Writing—Year 6

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To punctuate accurately.	<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 semi-colons, 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"> Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech). 	<p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Using a colon to introduce a list.</p> <p>Punctuating bullet points consistently.</p>
To analyse writing.	<ul style="list-style-type: none"> 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. Précising longer passages. Distinguishing between the language of speech and writing and choosing the appropriate register. Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proof-read for spelling and punctuation errors. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 		<p>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.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Précising longer passages (summarising).</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Proof-read for spelling and punctuation errors.</p>
To present neatly.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Maintain legibility in joined handwriting when writing at speed . 	<p>Mostly maintain legibly joined handwriting at speed.</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>
To present writing.	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 		<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>

Spelling Appendix —Year 4

Rules	Guidance	Example Words
Words ending in –able and –ible	<p>The –able ending is far more common than the –ible ending.</p> <p>As with –ant and –ance/–ancy, the –able ending is used if there is a relat-ed word ending in –ation.</p> <p>If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending.</p> <p>The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule.</p> <p>The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).</p>	<p>adorable (adoration), applicable (application), considerable (consideration), tolerable (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible, horrible, terrible, visible, incredi-ble, sensible</p>
Adding suffixes beginning with vowel letters to words ending in –fer	<p>The r is doubled if the –fer is still stressed when the ending is added.</p> <p>The r is not doubled if the –fer is no longer stressed.</p>	referring, referred, referral, preferring, preferred, transferring
Use of the hyphen	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.	co-ordinate, re-enter, co-operate, co-own
Homophones and other words that are often confused	<p>advice/advise</p> <p>device/devise</p> <p>licence/license</p> <p>practice/practise</p> <p>prophecy/prophesy</p> <p>eligible: suitable to be chosen or elected</p> <p>illegible: not legible (i.e. unreadable)</p> <p>eliminate: get rid of/exclude</p> <p>illuminate: light up</p> <p>farther: further</p> <p>father: a male parent</p> <p>guessed: past tense of the verb guess</p> <p>guest: visitor</p> <p>heard: past tense of the verb hear</p> <p>herd: a group of animals</p> <p>led: past tense of the verb lead</p> <p>lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)</p> <p>morning: before noon</p> <p>mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me)</p> <p>passed: past tense of the verb ‘pass’ (e.g. I passed him in the road)</p> <p>precede: go in front of or before</p> <p>proceed: go on</p> <p>principal: adjective – most important (e.g. principal balle-rina) noun – important person (e.g. principal of a college)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who’s: contraction of who is or who has</p> <p>whose: belonging to someone (e.g. Whose jacket is that?)</p>	