



# English Subject Statement

*This document supports the school vision  
Caring For Others And Courageously Striving  
For Excellence*

Our English curriculum aims to promote pupils' understanding of, and commitment to, our school values; **compassion, resilience, trust** and support pupils' spiritual, moral, social and cultural development; including their understanding of right and wrong, of equal opportunities for all and of the school learner behaviours – to be **aspirational, community-minded, curious, determined and independent.**

We aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop an enjoyment of books through reading for pleasure.

## Spoken Language

Pupils are given frequent and varied opportunities to speak and listen in a range of contexts. Paired, small group and whole class discussions are part of most lessons and talk for writing forms part of planning, preparation and editing written work.

By the end of Key Stage 2 pupils:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives, including for expressing feelings
- Maintain attention and participate conversations, initiating and responding to comments.
- Use spoken language to develop understanding through predicting, imagining, and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interests of listeners
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

## Reading

### Reading

Reading is taught in small group phonics lessons, whole class and 1:1 reading lessons, as part of English lessons, in learning projects and across the curriculum. Key texts are chosen to appeal to a wide range of children and from different cultures. Children progress through books matched to their knowledge of phonics and reading comprehension to support their developing skills. All classes have a class library with a range of fiction and non-fiction books from which the children can select books to read for pleasure. Each pupil has a reading record in which to maintain a record of all books read with comments. We believe reading to children on a regular basis sets the children a good example, models good reading skills and introduces high quality writing to them. Teaching assistants, teachers, parent volunteers and paired reading provide opportunities for children to read one to one. We expect parents / carers of pupils in all classes to support their children's developing reading skills by reading with them regularly.

### Learning Environment

Each class has a reading corner providing a range of fiction and non-fiction banded books suitable for the age group. Class libraries promote browsing and reading for pleasure. Reading corners are designed to encourage children to read for pleasure and include engaging displays.

### Phonics

Systematic synthetic phonics is taught as the first and foremost strategy for teaching reading. This phonics

strategy is embedded within a language rich environment that gives pupils the best chance of becoming confident readers.

### **Year R**

- Daily phonics programme based on *Letters and Sounds* scheme<sup>1</sup>.
- Children are assessed against phonics phase 2 with elements of phase 1 (oral blending and segmenting including initial sounds) within the 1<sup>st</sup> 3 weeks of starting in YR and make progress from their starting points. Summative assessment takes place every short term and they move onto phonics phase 3 and 4 completing this by the end of the summer term.

### **Key Stage 1**

- During the autumn term, Year 1 pupils revise phonics phase 3 and begin phonics phase 4. Later in the autumn 5a begins, followed by 5b in the spring and 5c in the summer term. Year 2 pupils revise phase 5a, b, c in the autumn term and by the later part of the autumn term, begin phase 6. This is completed during the summer term. Summative assessment takes place at the end of each short term.
- Lesson structure *revisit, teach, practise, apply*
- Lessons enhanced by a multi-sensory approach
- Pupils follow *Letters and Sounds* progression; they may take words home to practise
- Phonics-based reading scheme includes books from Songbirds Phonics, Comics for Phonics, Floppy Phonics Project X, Dandelion Readers and Treetops.
- Supplementary reading scheme books for pupils with SEN include Moondog, Totem and Talisman

### **Expectations**

- YR secure in phase 4 of Letters and Sounds
- Y1 secure in phase 5 of Letters and Sounds and pass phonics check
- Y2 – Y6 meet or exceed age related expectations for reading
- YR – Y6 additional support provided for children not on track for age related expectations

### **Early Reading**

#### **Year R**

- Children take part in daily 1:1 or small group book talk e.g. a picture book or a suitable worded book.
- As they start to read independently, they are provided with books matched to phonics phases.
- They have the opportunity to borrow books of their choice from the class library

#### **Key Stage 1**

- As they start to read independently, they are provided with books matched to phonics phases, and then to colour bands.
- They have the opportunity to borrow books of their choice from the class library
- Children in Year 1 read 1:1 with an adult at least 3 times weekly
- Children in Year 2 read 1:1 with an adult at least once weekly
- Children not meeting age related expectations read 1:1 with an adult daily

#### **Key Stage 2**

- As they start to read independently, they choose from allocated colour banded books and continue to progress through the bands as their fluency, confidence and comprehension skills develop
- They have the opportunity to borrow books of their choice from the class library
- They develop reading comprehension skills using Reading Vipers
- Children not meeting age related expectations are provided with additional support according to their needs including Dyslexia Gold

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<sup>1</sup> During this year (2021-22) there will be a rigorous review of teaching in learning in phonics to ensure that the phonics teaching programme used by the school meets current government guidance about best practice <https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes>

## Writing

In writing lessons, we aim to ensure that all pupils appreciate our rich and varied literary heritage and learn to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

### Phonics and Spelling

Systematic synthetic phonics is our first and foremost strategy for teaching writing. Learning phonics is embedded within a language rich environment which gives pupils the best chance of becoming confident writers. From Year 2, pupils follow the National Curriculum (NC) Programme of Study for Spelling.

Year R and KS1 lessons	KS2 lessons
<ul style="list-style-type: none"> <li>Daily phonics lessons</li> <li>Additional support for pupils not on track for ARE</li> <li>Lesson structure <i>revisit, teach, practise, apply</i></li> <li>Lessons enhanced by a multi-sensory approach</li> <li>Pupils follow <i>Letters and Sounds</i> progression; they may take words home to practise</li> </ul>	<ul style="list-style-type: none"> <li>Daily spelling lessons</li> <li>Additional support for pupils not on track for ARE</li> <li>Pupils who have not yet been taught Phase 5 will be taught using <i>Letters and Sounds</i>. Pupils not secure in all phases of <i>Letters and Sounds</i> by lower KS2 learn phonics alongside spelling.</li> </ul>
Year R and KS1 Expectations	KS2 Expectations
<ul style="list-style-type: none"> <li>Year R secure in Phase 4 of <i>Letters and Sounds</i></li> <li>Year 1 secure in Phase 5 of <i>Letters and Sounds</i></li> <li>Year 2 meet age related expectations for spelling from the NC Programme of Study</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in Year 3 – Year 6 meet age related expectations from NC Programme of Study</li> <li>Pupils in Year 6 meet age related expectations in GPS Statutory Assessment Test</li> </ul>
KS1 learning misspelt words	KS2 learning misspelt words
<ul style="list-style-type: none"> <li>Teachers highlight selected misspelt words in pupils' own writing and pupils learn to spell these correctly</li> <li>Common errors sometimes used as focus for lessons</li> </ul>	<ul style="list-style-type: none"> <li>Teachers highlight selected misspelt words in pupils' own writing and pupils learn to spell these correctly</li> </ul>
Year R and KS1 Assessment and tracking	KS2 Assessment and tracking
<ul style="list-style-type: none"> <li>YR pupils assessed termly</li> <li>KS1 pupils progress tracked until secure Phase 5</li> <li>Pupils not Wa Year 1 phonics outcome re-tested at Year 2</li> <li>Year 1 and Year 2 phonics outcome tracked</li> <li>Diagnostic tests used for some pupils with additional needs</li> </ul>	<ul style="list-style-type: none"> <li>Phonics assessed and tracked until the whole cohort is secure at Phase 5 <i>Letters and Sounds</i></li> <li>Diagnostic tests used for some pupils with additional needs</li> </ul>

### English Lessons

All classes have daily English lessons and these almost always include a writing activity (shorter in the earlier phases of a writing learning journey). There are regular opportunities for talk for writing and discussion, drama activities, handwriting practice and spelling investigations. Most writing learning journeys are based on whole class texts; they are planned using the HIAS three-phase planning framework:

1. A rich text stimulus is used to *stimulate and generate*; pupils respond by completing a range of written tasks
2. Skills needed for the final outcome are taught and practised in shorter writing tasks in a phase that involves *capture, sift and sort*
3. Pupils are taught to *create, refine, evaluate* their writing in preparation for publishing; they develop proof reading and editing skills as they refine the final piece

Teachers use strategies from *Big Writing* to raise writing standards; these focus on talk for writing (the importance of talk and oral rehearsal); accurate basic skills (spelling, punctuation, grammar and handwriting); regular and meaningful assessment and target setting; high expectations for all pupils; and giving writing a purpose and making it fun!

Individual *next step* writing targets are identified by teachers to support good progress; a set of end of year assessment grids are used to provide a framework for these and to support moderation activities.

### Handwriting

*Letterjoin* is the key resource for teaching handwriting in all classes.

Reception	Year 1	Year 2	Key Stage 2
<ul style="list-style-type: none"> <li>Correct formation of all lower case letters taught</li> <li>Phrases used to aid memory of letter formation</li> </ul>	<ul style="list-style-type: none"> <li>Focus on correct formation of lower case and capitals</li> <li>Letters taught in families</li> </ul>	<ul style="list-style-type: none"> <li><i>Letterjoin</i> cursive script taught</li> <li>All pupils use joined script in independent</li> </ul>	<ul style="list-style-type: none"> <li><i>Letterjoin</i> cursive script used for writing in all subjects</li> <li>Pencil grip corrected if</li> </ul>

<ul style="list-style-type: none"> <li>Capitals taught towards end of Year R</li> <li>Correct pencil grip taught</li> </ul>	<ul style="list-style-type: none"> <li>Pupils taught joined script</li> <li>Some pupils use joined script in independent writing</li> <li>Focus on correct pencil grip</li> </ul>	<p>writing</p> <ul style="list-style-type: none"> <li>Pencil grip corrected if necessary</li> <li>1:1 or small group handwriting interventions if necessary</li> </ul>	<p>necessary</p> <ul style="list-style-type: none"> <li>1: 1 or small group handwriting interventions if necessary</li> </ul>
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## Grammar

Year R	Year 1 – Year 6
<ul style="list-style-type: none"> <li>Children are taught age appropriate grammar and punctuation skills using kinaesthetic approaches</li> <li>Children are taught capitals for names, finger spaces between words before moving onto capitals for sentence starts, proper nouns and full stops at the end of simple sentences, for those at this point in their writing.</li> <li>Grammar and punctuation is modelled in adult writing.</li> </ul>	<ul style="list-style-type: none"> <li>Grammar is taught as part English lessons to support the writing task to follow, or to narrow the gap identified through marking or assessment.</li> <li>Discrete grammar lessons are taught as whole lessons several times a short term to cover new concepts and embed learning</li> <li>Grammar and punctuation is modelled in whole-class and adult- led group writing.</li> </ul>

## Learning Environment

All classrooms include samples of the relevant *Letterjoin* script alphabet (these may be displayed or provided as independent learner resources), an English display board and examples of pupils' writing. Pupils in Year R – Year 2 may use classroom phonics displays to support their spelling. Pupils in Year 1 – Year 6 are provided with dictionaries and thesauruses, common exception word lists, grapheme/phoneme correspondence mats, resources to support punctuation and other tools to support their independent writing.

Adults model the handwriting they expect pupils to use and displays often include labels and information using *Letterjoin* script.

## Homework

Pupils in Year 1 – Year 6 are set a weekly writing homework task; this provides an opportunity for them to practice their next step writing target and for parents to support the development of their writing skills.

## Writing beyond the classroom and across the curriculum

Most geography, history, science and R.E. lessons include a writing activity and in KS2 there are regular opportunities for sustained writing across the curriculum. To support and promote high quality writing, certificates for *Writer of the Week* are presented during the Spring Term and there is at least one author visit each year. All children take part in an annual whole school *Writing Week* planned as an *Everybody Writes* project. The four key principles of which are:

- Taking writing beyond the classroom: into the playground, community and world of work
- Giving children hands-on experiences to write about
- Finding real audiences for children's writing
- Exploring writing across the curriculum

# English Programme of Study

## Reading

EYFS	Word reading: decoding	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	
YEAR 1 YEAR 2		<p>Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	
YEAR 3 YEAR 4		<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	
YEAR 5 YEAR 6		<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>	
YEAR 1 YEAR 2		Comprehension: range of reading	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>
YEAR 3 YEAR 4			<p>Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes</p>
YEAR 5 YEAR 6	<p>Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books</p>		

YEAR 1 YEAR 2	Familiarity of texts	Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases <a href="#">Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry</a>
YEAR 3 YEAR 4		Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in a wide range of writing <a href="#">Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing</a>
YEAR 5 YEAR 6		Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing
YEAR 1 YEAR 2	Poetry and Performance	Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart <a href="#">Develop pleasure in reading, motivation to read, vocabulary and understanding by: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</a>
YEAR 3 YEAR 4		Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry
YEAR 5 YEAR 6		Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
YEAR 1 YEAR 2	Word meanings	Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known <a href="#">Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary</a>
YEAR 3 YEAR 4		Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read
YEAR 1 YEAR 2	Understanding	Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading <a href="#">Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related</a>
YEAR 3 YEAR 4		Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these
YEAR 5 YEAR 6		Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Understand what they read by: asking questions to improve their understanding Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

YEAR 1 YEAR 2		Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions
YEAR 3 YEAR 4		Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
YEAR 5 YEAR 6		Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
YEAR 1 YEAR 2	Prediction	Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far
YEAR 3 YEAR 4		Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied
YEAR 5 YEAR 6		Understand what they read by: predicting what might happen from details stated and implied
YEAR 1 YEAR 2	Authorial Intent	Develop pleasure in reading, motivation to read; vocabulary and understanding by: discussing their favourite words and phrases
YEAR 3 YEAR 4		Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning
YEAR 5 YEAR 6		Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Understand what they read by: identifying how language, structure and presentation contribute to meaning
YEAR 1 YEAR 2	Non - fiction	Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non - fiction books that are structured in different ways
YEAR 3 YEAR 4		Retrieve and record information from non -fiction
YEAR 5 YEAR 6		Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction
YEAR 1 YEAR 2	Discussing reading	Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
YEAR 3 YEAR 4		Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
YEAR 5 YEAR 6		Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views

# Writing

## EYFS

Children use their phonics knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spoken correctly and others are phonetically plausible

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Transcription</b>	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far	Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far			
<b>Handwriting</b>	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 from 0-9. Understand which letters belong to which handwriting families and to practise these.	Form lower-case letters of the correct size relative to one another. Start using some 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 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.	Use the diagonal and horizontal strokes needed to join letters and understand which letters do not need to be joined. Increase the legibility, consistency and quality of their handwriting.		Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choose the writing implement that is best suited to the task.	
<b>Contexts for Writing</b>		Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write poetry. Write for different purposes.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.		Identify the audience for and purpose of the writing, select the appropriate form and use other similar writing as models for their own. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.	
<b>Planning and Drafting Writing</b>	Write sentences by saying out loud what they are going to write about. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read what they have written to	Plan or say out loud what they are going to write about. Write down ideas and/or key words including vocabulary. Encapsulate what they want to say sentence by sentence. Consider what they are going to write	Discuss and record ideas. Compose and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme. In narratives, creating settings, characters and plot in non-narrative material,		Note and develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance action. Precise longer paragraphs.	

	check that it makes sense	before beginning by writing down ideas and/or key words including new vocabulary	using simple organisational devices (headings and subheadings)	Use a wide range of devices to build cohesion within and across paragraphs Use further organisation and presentational devices to structure text and to guide the reader
<b>Editing Writing</b>	Discuss what they have written with the teacher and other pupils	Evaluate their writing with the teacher and other pupils Re-read 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 read to check for errors in spelling, grammar and punctuation	Assess the effectiveness of their own and other's 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	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
<b>Performing Writing</b>	Read their writing aloud clear enough to be heard by their peers and teachers	Read aloud what they have written with appropriate intonation to make the meaning clear	Read their own writing aloud, to a group or whole class, use appropriate intonation and control 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
<b>Vocabulary</b>	Leave spaces between words	Learn how to use expanded noun phrases to describe and specify, e.g. the blue butterfly	Form nouns using prefixes (super-, anti-) Word families n=based on common words (solve, solution, dissolve, insoluble)	Use a thesaurus Use expanded noun phrases to convey information concisely Convert nouns or adjectives into verbs using suffixes: e.g. -ate, -ise, -ify Verb prefixes: e.g. dis-, de-, mis-, over-, re-
<b>Grammar</b>	Join words and join clauses using 'and'	Use subordination <i>when, if, that, or because, coordination or, and, but</i> , statements, questions, exclamations, commands Present and past tenses including the progressive form Some features of written Standard English	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use the present perfect form of verbs in contrast to the past tense Use the correct form of 'a' or 'an'	Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun Use modal verbs or adverbs to indicate degrees of possibility Use the perfect form of verbs to mark relationships of time and cause Devices to build cohesion, including adverbials of time, place and number
<b>Punctuation</b>	Capital letters, full stops, question marks and exclamation marks to demarcate sentences	Capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate item in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Inverted commas to punctuate direct speech Use 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 commas to clarify meaning or avoid ambiguity Use semi-colons, colons and dashes to mark independent clauses Use colons to introduce a list and semi-colons in lists Punctuation of bullet points to list information Hyphens used to avoid ambiguity