

PKAT Progression of Skills & Knowledge Document

Writing Year 1 – Year 6

Key terms which need to be used and understood by the children are in bold.

The genre/text-type listed is the piece of writing that will be used for cross-trust moderation purposes. Please see your school's writing lead for guidance on the additional genre per half-term and where to place the poetry unit.

	Year 1					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	One unit on poetry to be completed by Summer 2 - List poem					
	Genre: narrative (description of setting or character) Purpose & audience: to entertain another class in the year group.	Genre: recount of a first-hand experience Purpose & audience: to inform their parents	Genre: narrative - An alternative opening or ending (not the complete story) Purpose & audience: to entertain a different year group.	Genre: non-chronological report Purpose & audience: to inform the current/next year group about a topic.	Genre: narrative (innovate a traditional tale) Purpose & audience: to entertain a year group in another PKAT school.	Genre: instructions Purpose & audience: To inform a friend/peer
	Plus one other genre	Plus one other genre	Plus one other genre	Plus one other genre	Plus one other genre	Plus one other genre
Punctuation	To know all words contain letters & to learn that all sentences start with capital letters and end with a full stop . To know & understand the word ' punctuation '	To learn that all names start with a capital letter and so does 'I'	To learn that all places start with a capital letter	To learn that all days of the week start with a capital letter	Start to use question marks	Start to use exclamation mark
Word and sentence	Word classes To recognise a noun To recognise a verb To write simple sentences e.g. The dog barks (The dog – noun phrase → <i>determiner with the noun</i>)	To sequence sentences to communicate meaning	Reinforce and embed previous learning	To join 2 simple sentences (2 main clauses) with 'and' e.g. I went to the park and played on the swings.	To begin to use expanded noun phrases e.g. a red apple To recognise & name adjectives as words to describe nouns	Reinforce and embed previous learning

Composition, planning & editing	<p>Model/guided planning as a whole class & small group orally composing sentences before writing</p> <p>Sequencing <i>simple sentences</i> to form short stories</p> <p>Discussing what has been written with an adult or peers</p> <p>To reread what has been written to check it makes sense to a reader and that it meets the purpose of writing (to persuade to inform, to instruct, to entertain, PIIE)</p> <p>Towards the end of the year, children are able to identify full stops and capital letters & correct in editing pen</p>					
Spellings	<p>Can spell MOST words containing the 40+ phonemes already taught, including the 'n' sound spelt n before k; -tch; v sound at the end of words</p> <p>Can apply simple spellings rules to the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck.</p> <p>In addition – teach and secure common exception words for Y1 see appendix 1</p>					
		To introduce past and present tense (links to regular suffixes –ing –ed (no changes to the root word))	To be familiar with compound words e.g. bedroom, farmyard	To consolidate past and present tense suffixes –ing –ed, And introduce -er -est	To introduce prefix –un e.g. unhappy (words that stay the same) I can understand singular and plural form and use them (regular plurals –s –es)	To spell the days of the week
Handwriting	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form lower case letters correctly – using the correct start and end points</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Leave adequate spaces between words</p> <p>Form capital letters correctly – using the correct start and end points</p> <p>To write sentences dictated by the teacher that include words taught so far using capital letter and personal pronoun I</p> <p>Children begin to move to cursive writing, with the lead in stroke</p>					

	Year 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	One unit on poetry to be completed by Summer 2 - Shape poem					
	Genre: narrative (description of setting or character) Purpose & audience: to entertain another class in the year group. Plus one other genre	Genre: recount of a first-hand experience Purpose & audience: to inform their parents Plus one other genre	Genre: narrative - An alternative opening or ending (not the complete story) Purpose & audience: to entertain a different year group. Plus one other genre	Genre: non-chronological report Purpose & audience: to inform the current/next year group about a topic. Plus one other genre	Genre: narrative (innovate a story) Purpose & audience: to entertain a year group in another PKAT school. Plus one other genre	Genre: explanation Purpose & audience: to inform the next year group Plus one other genre
Punctuation	To be secure in full stops, capital letters, question marks, exclamation marks	To introduce commas for list	Apostrophes for omission, showing contraction e.g. don't	Apostrophes for singular possession the girl's chair		
Word & sentence	Secure past and present tense (simple past e.g. run-ran → He ran.) To introduce, recognise and use the term statement To develop use of other coordinating conjunctions to join 2 simple sentences to make a compound sentence (2 main clauses) and, but, or, so Recap nouns & verbs Expanded noun phrases with 1 adjective e.g. a red apple	To introduce, recognise and use the term question To introduce, recognise and use the term command To develop use of 2 adjectives with a comma e.g. a delicious, red apple (experiment with order of adjectives) To introduce a dependent clause (subordinate clause) using subordinating conjunctions 'because' and make sure these are dependent on the main clause (they don't make sense on their own)	To introduce, recognise and use the term exclamation e.g. What a lovely day! What a delicious smell! What an awful noise? To develop a dependent clause, adding (subordinate clause) using subordinating conjunctions 'when, if, that' and make sure these are dependent on the main clause (they don't make sense on their own)	To introduce present and past progressive (as a way of an action continuing & not being over) e.g. he is sitting, he was sitting	Reinforce and embed previous learning	

Composition, planning, editing	<p>To model planning writing using the planning strip (see appendix of writing handbook) thinking about purpose (PIIE – persuade, inform, instruct, entertain) and effect on the reader</p> <p>To plan and say out loud what we're going to write about (sentence by sentence)</p> <p>To use adjectives to describe settings and characters</p>	To plan writing together (shared planning)	<p>To plan a piece of writing (working towards independence)</p> <p>Introduce the idea of word choice and choosing a better word to match the audience / purpose (to have an impact on the reader)</p>	To plan a piece of writing independently.	Reinforce and embed previous learning
Editing	<p>Teacher to model & support editing of writing, rereading to: see if it makes sense; see if it fits with the audience & purpose; to check whether verbs indicate correct time → editing as necessary</p> <p>Teacher models how to use 'co-constructing toolkit', modelling how to check if vocabulary and authorial techniques have been included (by ticking them off)</p> <p>Teacher to model editing linked to grammar taught by introducing CUPS as an acronym to help them understand editing (see appendix at end) Capitals, Understanding, Punctuation, Spelling, → children begin to edit own writing and peer edit</p>				
	<p>Go over previous sounds and plug gaps</p> <p>The /dʒ/ sound spelt as g, ge and dge at the end of word;</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and gn</p>				

Spellings	<p>The /r/ sound spelt wr The /l/ or /əl/ sound spelt –le or –al</p> <p>Words ending –il</p> <p>The /aɪ/ sound spelt –y at the end of words</p> <p>the /ɔ:/ sound spelt a before l and ll</p> <p>he /i:/ sound spelt –ey The /ɒ/ sound spelt a after w and qu</p> <p>Can segment words and represent phonemes with graphemes,</p> <p>Words ending in -tion spelling any correctly.</p> <p>Can learn new ways of spelling phonemes where one or more spellings are already known and learn some words with each spelling</p> <p>Drop e when adding suffixes –ing –ed –er –est –y with a consonant before it</p> <p>Double the consonant for short vowel sound when adding –ing –est –er –y</p> <p>teach homophones e.g. their, they're, there; to/two/too; be/bee; see/sea; here/hear</p> <p>Contractions including it is ➔ it's <i>(make sure this is a clear distinction before teaching the possessive its)</i></p> <p>Introduce new suffixes –meant – ness – ful –less – ly</p> <p>Change y ➔ i for plurals & when adding –es, –ed, -er, -est</p> <p>In addition – teach and secure common exception words for Y2 see appendix 2</p>
Handwriting	<p>Form lower-case letters of the correct size relative to one another</p> <p>Use spacing between words that reflects the size of the letters</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>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 un joined.</p>

	Year 3					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	One unit on poetry to be completed by Summer 2 - Rhyming					
	Genre: narrative (description of setting or character) Purpose & audience: to entertain another class in the year group.	Genre: recount of a first-hand experience Purpose & audience: to inform their parents	Genre: narrative - An alternative opening or ending (not the complete story) Purpose & audience: to entertain a different year group.	Genre: non-chronological report Purpose & audience: to inform the current/next year group about a topic.	Genre: narrative (innovate a story containing dialogue) Purpose & audience: to entertain a year group in another PKAT school.	Genre: explanation Purpose & audience: to inform the next year group
	Plus one other genre	Plus one other genre	Plus one other genre	Plus one other genre	Plus one other genre	Plus one other genre
Punctuation	Consolidate and continue to monitor: use of ./CL/!/?(including when there are 2 adjectives together to add extra detail to a noun phrase e.g. the large, hairy dog)	Revise apostrophes <ul style="list-style-type: none"> for contractions, for singular possession. 	Reinforce and embed previous learning	Punctuate direct speech with inverted commas (or speech marks)	Reinforce and embed previous learning	

Word & sentence level	<p>Recap nouns, adjectives, verbs → expect children to be writing expanded noun phrases</p> <p>Revisit different types of sentences: statement, question, exclamation, command</p> <p>Introduce and name a main clause (a part of a sentence that has its own subject and verb and makes sense on its own)</p> <p>Recap simple sentences & know they can be used for dramatic effect.</p> <p>Recap coordinating conjunctions</p> <p>Consolidate subordinating conjunctions (when, if, because, although) (using A WHITEBUS as an acronym to prompt – see below)</p> <p>Teach the term main clause & subordinate clause</p> <p>Teach adverbs to describe action (essentially ly words) (model starting sentence using an adverb e.g. Hungrily, she tore open the packaging.)</p>	<p>Introduce prepositions</p> <p>Recap past and present tense & make sure children can use the correct tense</p> <p>Use root words to understand and clarify new words</p> <p>Adverbs of time (then, next, soon, later, yesterday)</p>	<p>Continue to develop use of subordinating conjunctions: when, before, after, while and continue to write complex sentences</p> <p>Introduce pronouns for clarity & cohesion</p>	<p>Present perfect e.g. he has gone out to play (in contrast to the past tense)</p>	<p>Reinforce and embed previous learning</p>
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Composition	<p>Explore WAGOLs of appropriate texts, spend time identifying features & use these to plan similar pieces of writing (look at structure, vocabulary, grammar)</p> <p>Collaborative planning with teacher modelling composing and rehearsing sentences orally building varied rich vocabulary linked to audience and purpose. Start adding to the 'co-constructing toolkit' on the working wall</p> <p>Use planning strip (see appendix in writing handbook) to help organise paragraphs around a theme</p> <p>Use synonyms for 'said', 'happy', 'sad'</p> <p>Once planning is in place, demonstrate & teach moving from plan to writing so plan is translated into a paragraphs</p> <p>Creating characters in narrative</p>	<p>Begin to use paragraphs to group ideas: introduce TiPToP as an aid memoire – change of topic, person, time, place → start a new paragraph (see appendix)</p> <p>Link to use of headings & subheadings for non-fiction writing</p>	<p>Discuss better choice of words e.g. intensity of adjective and the impact it will have on the reader e.g. angry/ferocious & choice of verbs e.g. went vs. tiptoed, raced</p> <p>Creating setting and plot in narrative</p> <p>Compose and rehearse sentences orally (including dialogue) in order to write a piece of text</p> <p>To add extra detail to a noun phrase e.g. the large, hairy dog <i>with the red collar</i> chased the ball (still a simple sentence) across the park (adds a prepositional phrase) Play about with the order – which sounds better?</p>
Editing	<p>Teacher to model editing linked to grammar taught</p> <p>Using 'co-constructing toolkit' focus on audience and purpose – what effect do we want to have on the writer? Which techniques can we use? → Read their own writing aloud, checking it makes sense & meets the purpose for writing</p> <p>Use CUPS acronym to help them understand editing → Capitals Understanding Punctuation Spelling → Peer/self-editing</p> <p>Introduce <u>ARMS</u> as a way of supporting revising process:</p> <p>Add sentences / words Remove – unnecessary words/sentences Move – move words/sentences Substitute bland words for more precise, powerful words (see below)</p> <p>Evaluate for effectiveness own & others' writing</p>		
Spellings	<p>Homophones - Spell a range of simple homophones and explain how the spelling is different e.g. Where/ wear</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> <p>Teach how to use the first two or three letters of a word to check spelling in a dictionary.</p> <p>Use further prefixes and suffixes and understand how to add them –un, -inter, -dis, -super, -mis, -anti, -in, -auto, -il, -ation, -im, -ly, -ir, -le, -re, -ally, -sub</p> <p>Spell words that are often misspelt using learnt spelling strategies and rules (e.g. skip - skipping)</p> <p>Explore & discuss word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Write from memory sentences dictated by teacher that includes words and punctuation taught so far (to include range from the following: prefixes, conjunctions, adverbs, prepositions, direct speech)</p>		
Handwriting	<p>Use the diagonal and horizontal strokes that are needed to join letters</p> <p>Understand which letters, when adjacent to one another, are best left un-joined. (a f, a z, g, j, q, s, x, y)</p> <p>Increase the legibility, consistency and quality of handwriting by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p> <p>Increase the legibility, consistency and quality of handwriting; ensuring that the down strokes of letters are parallel and equidistant</p>		

	Year 4					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	One unit on poetry to be completed by Summer 2 - Magic box Kit Wright					
	Genre: narrative (description of setting or character) Purpose & audience: to entertain another class in the year group.	Genre: recount of a first-hand experience Purpose & audience: to inform their parents	Genre: narrative - An alternative opening or ending (not the complete story) Purpose & audience: to entertain a different year group.	Genre: non-chronological report Purpose & audience: to inform the current/next year group about a topic.	Genre: narrative (innovate a story containing dialogue) Purpose & audience: to entertain a year group in another PKAT school.	Genre: explanation Purpose & audience: to inform the next year group
	Plus one other genre	Plus one other genre	Plus one other genre	Plus one other genre	Plus one other genre	Plus one other genre
Punctuation	Consolidate and continue to monitor/reinforce: . / CL / ? / 1! As well as commas for lists, apostrophes for contractions, apostrophes for singular possession and for plurals, inverted speech marks, Determiners To introduce and use correct determiners for 'a' and 'an'. For example: a rock, an open box.	Introduce use of a comma after fronted adverbials . e.g Later that day, the hairy dog chased the cat. Revisit areas of difficulty e.g. apostrophes for possession singular and continue to provide opportunities to practise	Introduce apostrophes for possession of plural nouns (possessive) Use and punctuate direct speech in sentences with more than one piece of dialogue for the speaker (using new speaker, new line) To introduce other speech punctuation - mainly the commas before inverted commas e.g. The conductor shouted, "Sit down!" "Hello," whispered Mr Smith.	Reinforce and embed previous learning		

Word & sentence level	<p>Identify & use the terms: noun, adjective, verb, adverb, preposition, conjunction – make sure children understand and write in the correct tense</p> <p>Consolidate extending sentences with more than one clause by using a wider range of conjunctions, including: whereas, since, after, as, until, even though, (recap A Whitebus as an aide memoire for remembering – see below)</p> <p>Expect use of expanded noun phrases and develop to include prepositional phrase e.g. The strict teacher in front of the class</p>	<p>Ensure use of standard English – correct noun/pronoun & verb agreement e.g. I was, we were</p> <p>Introduce fronted adverbials (of time, place, manner) e.g. Later that day, I heard the bad news. Silently, the boy swam across the river.</p> <p>Use of prepositional phrases alongside expanded noun phrases in simple sentences e.g. On the right of the room, stood a tall man in a red, football shirt.</p>	<p>Consolidate the terminology: main and subordinate clauses and link to sentences with conjunctions</p> <p>Linked to this introduce terminology causal conjunction – because, since, so that</p> <p>Revisit the present perfect form of a wide range of verbs in contrast to the past tense, with suggestions for alternatives, e.g. I haven't yet visited the capital city. I've lived in this small village all my life.</p>	<p>Direct & indirect speech</p> <p>Introduce possessive pronouns (ours, yours)</p>	<p>Reinforce and embed previous learning</p>
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Composition	<p>Plan writing by discussing examples of texts appropriate to Y4 & similar to that which they are planning to write. Identify features of its: structure, vocabulary & grammar</p> <p>Use planning strip to plan, draft and write, composing and rehearsing sentences orally which include dialogue</p> <p>Progressively improve by building a varied and rich vocabulary and include a range of sentence structures (simple, compound, complex, questions, exclamations)</p> <p>Plan, draft and write paragraphs around a theme, developing an idea or concept throughout (use the acronym TiPToP to support)</p> <p>Draft and write narratives, creating more detailed: settings; characters; a detailed plot in chronological order of main events</p>	Draft and write non-fiction material, using a range of organisational devices: bullet points, tables, captions, headings and sub-headings	Reinforce and embed previous learning
Evaluation	<p>Evaluate and edit by assessing the effectiveness of own writing; suggest improvements (Use CUPS & ARMS)</p> <p>Evaluate and edit by assessing the effectiveness of others' writing; suggest improvements.</p> <p>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>		
Spellings	<p>Spell further homophones, identifying the different spellings: there, their, they're; here, hear</p> <p>Place the possessive apostrophe accurately and in words with: regular plurals (for example, girls', boys') irregular plurals (for example, children's)</p> <p>Use a widening range of prefixes and suffixes for the same sound and understand how to add them 'sion' 'tion' our' 'or' 'ous' 'sure' 'ture' 'cher' 'ion' 'ian'</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Spell words that are often misspelt and explain the reasons why this happens e.g. happy, happier (rule, drop y, replace with 'i', add 'er')</p> <p>Use the knowledge of alphabetical order to check the spelling of a word in a dictionary.</p> <p>Spell words that are often misspelt and explain the reasons why this happens (See the 3/4 common exception words)</p>		
Handwriting	<p>Use the diagonal and horizontal strokes that are needed to join letters</p> <p>Understand which letters, when adjacent to one another, are best left un- joined: e.g. af, y (at end of word) az</p> <p>Increase the legibility, consistency and quality of handwriting by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p> <p>Increase the legibility, consistency and quality of handwriting - ensuring that the down strokes of letters are parallel and equidistant</p>		

	Year 5					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	One unit on poetry to be completed by Summer 2 - Narrative poem					
	Genre: narrative (description of setting or character) Purpose & audience: to entertain another class in the year group.	Genre: recount of a first-hand experience Purpose & audience: to inform their parents	Genre: narrative - An alternative opening or ending (not the complete story) Purpose & audience: to entertain a different year group.	Genre: non-chronological report Purpose & audience: to inform the current/next year group about a topic.	Genre: narrative (innovate a story containing dialogue) Purpose & audience: to entertain a year group in another PKAT school.	Genre: persuasive writing- Purpose & audience: to persuade an audience of your choosing.
	Plus one other genre	Plus one other genre	Plus one other genre	Plus one other genre	Plus one other genre	Plus one other genre
Punctuation	Consolidate and continue to monitor/reinforce: use of ./CL/!/?. As well as: commas for lists, apostrophes for contractions, apostrophes for singular possession and for plurals, inverted speech marks. (Limit children to using speech to 3-4 exchanges of dialogue which must be purposeful to move the action along e.g. "Come on! Let's go!") Teach commas within sentences to mark subordinate clauses ; to clarify meaning and avoid ambiguity	Use colons to introduce a list	Use punctuation to indicate parenthesis brackets, commas, dashes	Reinforce and embed previous learning		

Word & sentence level	<p>Consolidate noun, adjective, verb, adverb, preposition, conjunction – make sure children understand and write in the correct tense</p> <p>Consolidate extending sentences using a range of conjunctions (recap A WhiteBUS as an aide memoire for remembering subordinating conjunctions)</p> <p>Expect use of expanded noun phrases to convey complicated information precisely</p> <p>Recap nouns & pronouns to aid cohesion</p>	<p>Introduce relative clauses beginning with relative pronouns: who, which, where, when, whose, that, with (or an omitted relative pronoun)</p> <p>Introduce modal verbs e.g. might, should, will, must</p>	<p>Indicating degrees of possibility using adverbs e.g. perhaps, surely</p>	<p>Use the perfect form of verbs to mark relationships of time and cause. Present Perfect: I have finished my homework already. Past Perfect: He had watched TV for an hour before dinner. Future Perfect: Nancy will have finished by the time her parents return</p>	<p>Reinforce and embed previous learning</p>
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Composition, planning & drafting	<p>Identify the audience for and purpose of a piece of writing</p> <p>Use other similar writing as models; plan writing accordingly.</p> <p>Consider how authors have developed characters and settings in texts read, listened to/seen performed</p> <p>Use knowledge gained to write narrative plots – such as next chapters.</p> <p>Select appropriate grammar and vocabulary when drafting and writing; understand how such choices can change meaning</p> <p>Describe settings and characters</p> <p>Integrate dialogue when drafting and writing narrative</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary plan writing accordingly</p> <p>Create simple précis of longer passages of text when drafting and writing.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs when drafting and writing. Adverbials of time, place, number tense choices using connectives to join sentences (secondly, furthermore, then, after that, this, firstly etc)</p> <p>Use further organisational and presentational devices to structure text when drafting and writing</p>	<p>Use a wide range of devices to build cohesion within and across paragraphs, making links between different paragraphs (e.g. as previously mentioned), when drafting and writing. Cohesive devices include: determiners, pronouns, conjunctions, adverbials</p>	<p>Reinforce and embed previous learning</p>
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Evaluation	<p>Evaluate and edit by assessing the effectiveness of own and others' writing – does it meet the purpose? Will the audience be interested?</p> <p>Use A.R.M.S. & C.U.P.S to facilitate revisions to improve</p> <p>Evaluate and edit by proposing changes to vocabulary, (use a thesaurus to suggest suitable synonyms for commonly used words)</p> <p>Propose changes to grammar and punctuation to enhance effects</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural</p> <p>Proof read for spelling and punctuation errors</p>
Spellings	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Y5/6</p> <p>Use dictionaries to check the spelling and meaning of words and identify word class in context (nouns, verbs, adjectives).</p> <p>Use the first three or four letters of a word to check spelling and meaning, or both of these, in a dictionary</p> <p>Use further prefixes and suffixes and understand the guidance for adding them .E.g. words ending in -ant, -ably, -able -ation, -ance, -ancy</p> <p>Spell some words with 'silent' letters. E.G ph (as is telephone), l (as in talk) w (as in wreck), k (as in knight) h (as in white),</p> <p>Continue to distinguish between homophones and other words which are often confused e.g. aloud/ allowed, heard/herd, affect/effect, draft/draught, altar/alter, principal/principle, bridal/ bridle, stationary/stationery, cereal/ serial, steal/steel, farther/father, who's/whose, guessed/guest</p> <p>Ongoing prefixes & suffixes → use further prefixes & suffixes and understand the guidance for adding them .E.g. words ending in -cious, -tious, -tient, -tiant, -cial, -tial,</p>
Handwriting	<p>Write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and decide whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task (biro pen for editing purposes, coloured pencils/ highlighters for identifying different features)</p>

	Year 6					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	One unit on poetry to be completed by Summer 2 - War poetry					
	Genre: narrative (description of setting or character) Purpose & audience: to entertain another class in the year group.	Genre: recount of a first-hand experience Purpose & audience: to inform their parents	Genre: narrative - An alternative opening or ending (not the complete story) Purpose & audience: to entertain a different year group.	Genre: non-chronological report Purpose & audience: to inform the current/next year group about a topic.	Genre: narrative (innovate a story containing dialogue) Purpose & audience: to entertain a year group in another PKAT school.	Genre: persuasive writing- Purpose & audience: to persuade an audience of your choosing.
	Plus one other genre	Plus one other genre	Plus one other genre	Plus one other genre	Plus one other genre	Plus one other genre
Punctuation	Consolidate use of CL/.!/? As well as: commas for lists, apostrophes for contraction & possession Recap use of inverted commas, use of commas to mark clauses to avoid ambiguity, use of brackets, commas and dashes for parenthesis To introduce and teach ellipsis	Use semi-colons within lists, Use bullet points to list information Use semi-colons to mark boundaries between independent clauses e.g. It's raining; I'm fed up.	Use hyphens to avoid ambiguity e.g. man eating shark vs man-eating shark or recover vs re-cover Consolidate use of semi-colons , & introduce colons or dashes to mark boundaries between independent clauses (Some; others)	Reinforce and embed previous learning		





Word and sentence	<p>Expect use of expanded noun phrases to convey complicated information concisely.</p> <p>Use of adverbial phrase at the beginning along with adjectives and a prepositional phrase (e.g. almost all healthy, adult foxes in this area)</p> <p>Expect children to drop in relative clauses (e.g. The lady, who was surely going to spend a fortune, ...)</p> <p>Expect children to be able to use modal verbs or adverbs to indicate degrees of possibility including: can, should, could, may, will, might, would, must, shall, ought</p>	<p>Introduce subject & object and teach active and passive verbs → use passive verbs to affect the presentation of information in a sentence. The subject is having the action done to it, e.g. waves were created by the wind; the cake was eaten by Aneesah; animals are hunted by predators.</p> <p>Usually use the verb form had been or was, e.g. was stolen, was captured</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. E.g. Had I known...If we had...I wish...He ran as though.</p> <p>Propose, recommend, suggest, required improvements e.g. If I were the prime minister...</p> <p>Using the rules of 'me' and 'I' for formal writing</p> <p>Use the perfect form of verbs which can appear in any one of three perfect tenses: present perfect, past perfect, and future perfect.</p> <p>Verbs in the perfect form use a form of "have" or "had" + the past participle. (It is the form of the helping verb that indicates the tense.)</p> <p>Present Perfect: I have finished my homework already.</p> <p>Past Perfect: He had watched TV for an hour before dinner.</p> <p>Future Perfect: Nancy will have finished by the time her parents return.</p>	Reinforce and embed previous learning
Composition	<p>Identify the audience for and purpose of a piece of writing → select the appropriate form for a piece of writing</p> <p>Use other similar writing as models when planning a piece of writing</p> <p>Note and develop a range of ideas, drawing on reading and research from a variety of different sources where necessary, when planning a piece of writing.</p> <p>Plan writing narratives, using WAGOLLS, considering how authors have: developed characters; have developed settings in texts; suggest related alternative narrative plots, such as chapters/sequels/flashbacks. Draft and write by selecting appropriate: grammar & vocabulary</p> <p>Use 'co-constructing toolkit' and/or planning strip to: describe settings, describe characters, describe atmosphere integrate dialogue to convey character & integrate dialogue to advance the action when drafting and writing narratives.</p> <p>Create simple précising of longer passages of text into more concise passages when drafting and writing</p> <p>Use a wide range of devices to build cohesion within and across paragraphs, making links between different paragraphs (e.g. as previously mentioned), when drafting and writing. Cohesive devices include: determiners, pronouns, conjunctions, adverbials.</p> <p>Use further organisational and presentational devices to structure text and guide the reader when drafting and writing.</p>			Reinforce and embed previous learning

Evaluating	<p>Does writing meet the requirements for purpose and audience? (Ensure children know audience & purpose through use of 'co-constructing toolkit')</p> <p>Use A.R.M.S & C.U.P.S to support revision & editing → assess the effectiveness of own and others' writing; compare and contrast between them when evaluating and editing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning when evaluating and editing.</p> <p>Distinguish between the language of speech and writing, choosing the appropriate register, when evaluating and editing.</p> <p>Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>
Spelling	<p>Use a full range of further prefixes and suffixes and understand the guidance for adding them</p> <p>E.g. words ending in cian, ciate, cial, cient ance ibly, ible ery, ory, ary sure, sion, sion, ssion le, el, al ent, ence, ency er, or, ar</p> <p>Spell words with a wide range of 'silent' letters. E.g b (doubt) n (solemn) s (island) t (thistle) m (lamb)</p> <p>Continue to distinguish between homophones and other words which are often confused, giving examples of the words used in different contexts. (nouns end –ce and verbs end –se). advice/advise lead/ lead device/devise morning/mourning licence/license past/past/passed practice/practise precede/proceed aisle/isle descent/dissent ascent/assent</p> <p>desert/desert/dessert compliment/complement profit/prophet prophecy/prophesy</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed for Year 6 in English (see appendix 3). E.g foreign, yacht, neighbour</p> <p>Use dictionaries to check the spelling and meaning of words, identifying derivative forms and explaining etymology of words.</p> <p>Use the knowledge of alphabetical order to check spelling and meaning, or both, of words in a dictionary.</p> <p>Use a thesaurus to find alternative synonyms and antonyms for common words which change the mood of sentences.</p>
Handwriting	<p>Write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task (biro pen for editing purposes, coloured pencils/ highlighters for identifying different features)</p>

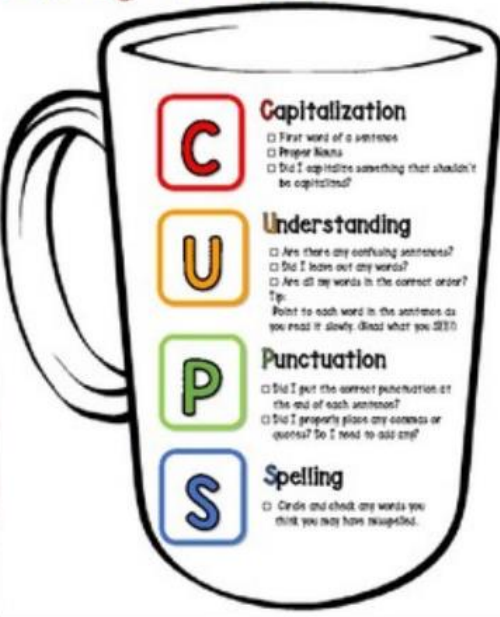
Acronyms/methods referred to above:

Name: _____ Date: _____

Strong writers read their writing, and fix mistakes that they see. Use CUPS to help yourself edit your writing. Look for the following things when you edit your writing.

 <p>Check here if you completed this step in your writing: _____</p>	<ul style="list-style-type: none"> All of my sentences start with a CAPITAL letter. All of my proper nouns start with a CAPITAL letter. The word "I" is always capitalized. I don't have any capital letters where they don't need to be. (My writinG does NOT look like This).
 <p>Check here if you completed this step in your writing: _____</p>	<ul style="list-style-type: none"> All of my sentences have a noun and a verb. If somebody else reads my story, they will understand it.
 <p>Check here if you completed this step in your writing: _____</p>	<ul style="list-style-type: none"> All of my sentences end with a punctuation mark. My excited sentences end with an exclamation point. My questions end with a question mark. <p style="text-align: center;">! . ?</p>
 <p>Check here if you completed this step in your writing: _____</p>	<ul style="list-style-type: none"> Do my words look right? Do my words sound right? Did I mix up my b and d?

Editing Checklist



C Capitalization

- ☐ First word of a sentence
- ☐ Proper Nouns
- ☐ Did I capitalize something that shouldn't be capitalized?

U Understanding

- ☐ Are there any confusing sentences?
- ☐ Did I leave out any words?
- ☐ Are all my words in the correct order?



P Punctuation

- ☐ Did I put the correct punctuation at the end of each sentence?
- ☐ Did I properly place any commas or quotes? Do I need to add any?

S Spelling

- ☐ Circle and check any words you think you may have misspelled.

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REVISE	EDIT
 <p>ARMS</p>	
<p>A Add sentences and words</p>	<p>C Capitalization: sentences, names, places, months, titles, I</p>
<p>R Remove unneeded words or sentences</p>	<p>U Usage: match nouns and verbs correctly</p>
<p>M Move a sentence or word placement</p>	<p>P Punctuation: . ? ! , " "</p>
<p>S Substitute rice cake words or sentences for salsa words</p>	<p>S Spelling: Check all words, use resources</p>

TiPToP

Start a new paragraph when there is a change in:



TIME → 

PLACE → 

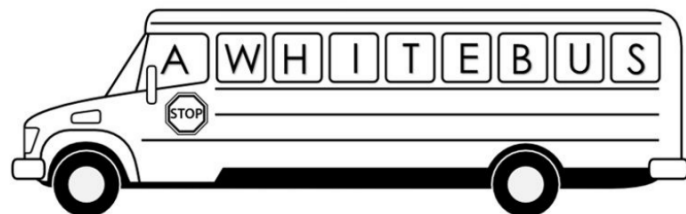
TOPIC →

PERSON/SPEAKER → 



Paragraphs	
START A NEW PARAGRAPH WHEN...	
Time	You move to a new period in time AFTER THE PARTY / THAT EVENING
Person	You move to a different place THE ROAD WAS ICY / IN THE DISCO
Topic	You move to a new topic or point ANOTHER REASON FOR MY VIEW IS...
Place	You bring in a new person or change from one person to another (especially in conversations) I HEARD A VOICE IN THE DISTANCE

Subordinating Conjunctions



A	WH	I	T	E	B	U	S
although as after	wherever whenever when whereas whether which	if in case in order that	though till that	even though even if	because before	until unless	since

Year 1 common exception words

a	I	school
are	is	she
ask	love	so
be	me	some
by	my	the
come	no	there
do	of	they
friend	once	to
full	one	today
go	our	was
has	pull	we
he	push	were
here	put	where
his	said	you
house	says	your

Year 2 common exception words

door	cold	father	would
floor	gold	class	who
poor	hold	grass	whole
because	told	pass	any
find	every	plant	many
kind	everybody	path	clothes
mind	even	bath	busy
behind	great	hour	people
child	break	move	water
children	steak	prove	again
wild	pretty	improve	half
climb	beautiful	sure	money
most	after	sugar	Mr
only	fast	eye	Mrs
both	last	could	parents
old	past	should	Christmas

Appendix 3 – Year 5/6 Word List

accommodate

accompany

according

achieve

aggressive

amateur

ancient

apparent

appreciate

attached

available

average

awkward

bargain

bruise

category

cemetery

committee

communicate

community

competition

conscience

conscious

controversy

convenience

correspond

criticise

curiosity

definite

desperate

determined

develop

dictionary

disastrous

embarrass

environment

equip

equipped

equipment

especially

exaggerate

excellent

existence

explanation

familiar

foreign

forty

frequently

government

guarantee

harass

hindrance

identity

immediate

immediately

individual

interfere

interrupt

language

leisure

lightning

marvellous

mischievous

muscle

necessary

neighbour

nuisance

occupy

occur

opportunity

parliament

persuade

physical

prejudice

privilege

profession

programme

pronunciation

queue

recognise

recommend

relevant

restaurant

rhyme

rhythm

sacrifice

secretary

shoulder

signature

sincere

sincerely

soldier

stomach

sufficient

suggest

symbol

system

temperature

thorough

twelfth

variety

vegetable

vehicle

yacht