

		Year 2 Pupils should be taught to:	Years 3 & 4 Pupils should be taught to:	Years 5 & 6 Pupils should be taught to:
Transcription - Spelling	Revision	<p><b>Revise</b> Phase 5 &amp; <b>consolidate</b> Phase 6</p> <p><b>Revise</b> – see half termly spelling overviews</p> <p><b>Reinforce</b> accurate spelling of Y1 common exception words.</p>	<p>Although the teaching of phonics is not a statutory requirement at Key Stage 2, in Year 3, children who need extra support are given intervention.</p> <p><b>Year 3 revise</b> - see half termly spelling overviews</p> <p><b>Reinforce</b> accurate spelling of Year 2 common exception words in writing.</p> <p><b>Reinforce</b> phonic work when teaching spelling, referring to phonemes children have previously learnt.</p> <p><b>Year 4</b> will <b>consolidate</b> skills taught by Y3.</p> <p>Continue to <b>reinforce</b> common homophones from Year 2 in writing.</p>	<p><b>Year 5 - Revise</b> – see half termly spelling overviews</p> <p><b>Reinforce</b> accurate spelling of Year 3 &amp; 4 common exception words.</p> <p><b>Year 6 – Consolidate</b> skills taught in Year 5</p> <p><b>Revise</b> – see half termly spelling overviews</p>
	Phonic Links	<p><b>...spell by:</b></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, &amp; learn some words with each spelling...</li> </ul> <p><b>From Appendix 1:</b></p> <p>⇒ The /dʒ/ sound spelt as <b>ge</b> and <b>dge</b> at the end of words &amp; sometimes spelt as <b>g</b> elsewhere in words <b>before e, i and y</b> (badge, age, giant)</p> <p>⇒ The /s/ sound spelt <b>c</b> before <b>e, i and y</b> (ice, rice)</p> <p>⇒ The /n/ sound spelt <b>kn</b> &amp; (less often) <b>gn</b> at the beginning of words (gnat, knock)</p> <p>⇒ The /i:/ sound spelt <b>-ey</b> (key, monkey)</p> <p>⇒ The /ʌ/ sound spelt <b>o</b> (mother, other)</p> <p>⇒ The /r/ sound spelt <b>wr</b> at the beginning of words (write, wrap)</p>	<p><b>From Appendix 1:</b></p> <p>⇒ The /ɪ/ sound spelt <b>y</b> elsewhere than at the end of words (myth, gym, pyramid etc)</p> <p>⇒ Words with endings sounding like /ʒə/ (<b>-sure</b>) or /tʃə/ (<b>-ture</b>) (treasure, texture)</p> <p>⇒ Words with the /eɪ/ sound spelt <b>ei, eigh, or ey</b> (vein, weigh, they)</p> <p>⇒ The /ʌ/ sound spelt <b>ou</b> (young, touch)</p>	<p><b>From Appendix 1:</b></p> <p>⇒ Words containing the letter-string <b>ough</b> (ought, rough, through, thorough)</p> <p>⇒ Words with the /i:/ sound spelt <b>ei</b> after <b>c</b> (receive, caffeine)</p>

		Year 2 Pupils should be taught to:	Years 3 & 4 Pupils should be taught to:	Years 5 & 6 Pupils should be taught to:
Transcription - Spelling	Phonics Links (continued)	<ul style="list-style-type: none"> <li>⇒ The /l/ or /əl/ sound spelt <b>-le</b> at the end of words (table, apple)</li> <li>⇒ The /l/ or /əl/ sound spelt <b>-el</b> at the end of words (camel, tinsel)</li> <li>⇒ The /l/ or /əl/ sound spelt <b>-al</b> at the end of words (material, metal)</li> <li>⇒ Words ending <b>-il</b> (pencil, stencil)</li> <li>⇒ The /aɪ/ sound spelt <b>-y</b> at the end of words (fly, July)</li> <li>⇒ The /ɔ:/ sound spelt <b>a before l and ll</b> (ball, talk)</li> <li>⇒ The /ɒ/ sound spelt <b>a after w and qu</b> (want, squash)</li> <li>⇒ The /ɜ:/ sound spelt <b>or after w</b> (word, worm)</li> <li>⇒ The /ɜ:/ sound spelt <b>ar after w</b> (war, warm)</li> <li>⇒ The /z/ sound spelt <b>s</b> (treasure, usual)</li> </ul>		
	Prefixes & Suffixes	<ul style="list-style-type: none"> <li>• add suffixes to spell longer words, including <b>-ment, -ness, -ful, -less, -ly</b></li> </ul> <p>From Appendix 1:</p> <ul style="list-style-type: none"> <li>⇒ Adding <b>-ing, -ed, -er, -est</b> and <b>-y</b> to words of <b>one syllable</b> ending in a single consonant letter after a single vowel letter (runner, patted)</li> <li>⇒ Adding <b>-ed, -ing, -er</b> and <b>-est</b> to a root word <b>ending in -y</b> with a consonant before it (replying, copied)</li> <li>⇒ Adding the endings <b>-ing, -ed, -er, -est</b> and <b>-y</b> to words <b>ending in -e</b> with a consonant before it (nicer, shiny)</li> <li>⇒ Adding <b>-es</b> to nouns and verbs <b>ending in -y</b> (flies, tries)</li> <li>⇒ The suffixes <b>-ment, -ness, -ful, -less</b> and <b>-ly</b></li> <li>⇒ Words ending in <b>-tion</b> (fiction, station)</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> </ul> <p>From Appendix 1:</p> <ul style="list-style-type: none"> <li>⇒ Add <b>suffixes beginning with vowel letters</b> to words of <b>more than one syllable</b> (gardener, beginning, forgotten)</li> <li>⇒ <b>dis- &amp; mis-</b> prefixes (negative meanings)</li> <li>⇒ <b>in-</b> prefix (meaning 'not' or 'in/into') becoming <b>il-, im-, in-</b> prefixes</li> <li>⇒ <b>re-</b> prefix (meaning 'again' or 'back')</li> <li>⇒ <b>sub-, inter-, super-</b> prefixes (positional – meaning 'below', 'between/among', and 'above')</li> <li>⇒ <b>anti-</b> prefix (meaning 'against')</li> <li>⇒ <b>auto-</b> prefix (meaning 'self' or 'own')</li> <li>⇒ <b>-ation</b> suffix (changing verbs to nouns)</li> <li>⇒ <b>-ly</b> suffix (changing adjectives to adverbs)</li> <li>⇒ <b>-ous</b> suffix</li> <li>⇒ Endings which sound like /ʃən/ making <b>-tion, -sion, -ssion, -cian</b></li> <li>⇒ Endings which sound like /zən/ end in <b>-sion</b> (division, invasion)</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> </ul> <p>Appendix 1:</p> <ul style="list-style-type: none"> <li>⇒ Adding <b>suffixes beginning with vowel letters</b> to words ending in <b>-fer</b></li> <li>⇒ Endings which sound like /ʃəl/ spelt <b>-cial, -ial</b></li> <li>⇒ Words ending in <b>-ant, -ance/-ancy, -ent, -ence/-ency</b></li> <li>⇒ Words ending in <b>-able</b> and <b>-ible</b>, and <b>-ably</b> and <b>-ibly</b></li> <li>⇒ Endings which sound like /ʃəs/ spelt <b>-cious</b> or <b>-tious</b> (conscious, ambitious)</li> </ul>

		Year 2	Years 3 & 4	Years 5 & 6
		Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
Transcription - Spelling	Common Exception/ Commonly misspelt	<ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed in English Appendix 1</li> <li>learning to spell common exception words <i>(Also mentioned in Appendix 1)</i></li> </ul>	<ul style="list-style-type: none"> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	Loanwords/ Foreign Origin		<b>From Appendix 1:</b> ⇒ Words with the /k/ sound spelt <b>ch</b> (Greek in origin) (scheme, chorus) ⇒ Words with the /ʃ/ sound spelt <b>ch</b> (mostly French in origin) (chef, brochure) ⇒ Words ending with the /g/ sound spelt <b>-gue</b> & the /k/ sound spelt <b>-que</b> (French in origin) (league, antique) ⇒ Words with the /s/ sound spelt <b>sc</b> (Latin in origin) (science, discipline)	
	Silent Letters			<ul style="list-style-type: none"> <li>spell some words with 'silent' letters [e.g. knight, psalm, solemn] <i>(Also in Appendix 1)</i></li> </ul>
	Homophones & Near Homophones	<ul style="list-style-type: none"> <li>learning new ways of spelling phonemes for which one or more spellings are already known, &amp; learn some words with each spelling, <u>including a few common homophones</u></li> <li>distinguishing between homophones &amp; near-homophones <i>(Also mentioned in Appendix 1)</i></li> </ul>	<ul style="list-style-type: none"> <li>spell further homophones <i>(Also mentioned in Appendix 1)</i></li> </ul>	<ul style="list-style-type: none"> <li>continue to distinguish between homophones and other words which are often confused. <i>(Also mentioned in Appendix 1)</i></li> </ul>
	Dictionary & Thesaurus Skills		<ul style="list-style-type: none"> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both in a dictionary</li> </ul>
				<ul style="list-style-type: none"> <li>use a thesaurus.</li> </ul>
	Adding Punctuation	<ul style="list-style-type: none"> <li>learning to spell more words with contracted forms. <i>(Also mentioned in Appendix 1)</i></li> </ul>		
		<ul style="list-style-type: none"> <li>learning the possessive apostrophe (singular) [e.g. the girl's book] <i>(Also mentioned in Appendix 1)</i></li> </ul>	<ul style="list-style-type: none"> <li>place the possessive apostrophe accurately in words with regular plurals [e.g. girls', boys'] &amp; in words with irregular plurals [e.g. children's] <i>(Also in Appendix 1)</i></li> </ul>	
				<b>From Appendix 1:</b> ⇒ Use of the hyphen (co-ordinate, re-enter)
Dictation	<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher, that include words &amp; punctuation taught so far.</li> </ul>		

		Year 2 Pupils should be taught to:	Years 3 & 4 Pupils should be taught to:	Years 5 & 6 Pupils should be taught to:
Transcription - Handwriting	Formation	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>write capital letters and digits of the correct size, orientation &amp; relationship to one another and to lower case letters</li> </ul>		
	Cursive Script	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>Year 3 &amp; 4 – <b>reinforce</b> accurate joining patterns from Year 2.</p>	<p>... write legibly &amp; with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices &amp; deciding whether or not to join specific letters</li> </ul>
	Legibility	<ul style="list-style-type: none"> <li>use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>increase the legibility, consistency and quality of their handwriting [e.g, by ensuring that the downstrokes of letters are parallel &amp; equidistant; that lines of writing are spaced sufficiently so that the ascenders &amp; descenders of letters do not touch].</li> </ul>	
	Writer's Choice		Pen licences issued for all children in Year 3.	<ul style="list-style-type: none"> <li>choosing the writing implement that is best suited for a task.</li> </ul>

## KS2 Writing Composition Progression

It's important to know where children have come from and where they are heading.

		Year 2 Pupils should be taught to:	Years 3 & 4 Pupils should be taught to:	Years 5 & 6 Pupils should be taught to:	
Composition	Revision	Build upon the short narratives, extending to writing more at length. Collect vocabulary from reading to be used in writing.	Continue to encourage oral rehearsal of ideas before writing. Encourage more independence in writing in Year 3. Children can still have the support of the teacher but need to progress to showing more independence in their ideas, vocabulary choices and sentence construction. Draw more upon reading to inform writing, using texts taught in class as models. Collect vocabulary from reading to be used in writing. <b>Reinforce</b> the need to proof-read to check tenses and punctuation taught in Year 2.	Continue to develop vocabulary, moving to more complex choices. <b>Reinforce</b> the need to proof-read to check tenses and punctuation taught in Year 3 & 4. <b>Reinforce</b> accurate paragraphing.	
	Genres	<p>...develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences &amp; those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul>	<b>KS2 - No specific writing genres mentioned but objectives refer to narrative and non-narrative.</b>		
	Planning	<p>...consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul>	<p>...plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to what they are planning to write in order to understand &amp; learn from its structure, vocabulary &amp; grammar</li> </ul>	<p>...plan their writing by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form &amp; using similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters &amp; settings in what pupils have read, listened to/ seen performed</li> </ul>	
		<ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	

		Year 2 Pupils should be taught to:	Years 3 & 4 Pupils should be taught to:	Years 5 & 6 Pupils should be taught to:
Composition	Writing & Drafting	Vocabulary & Sentence Structure	<p>...draft and write by:</p> <ul style="list-style-type: none"> <li>composing &amp; rehearsing sentences orally (including dialogue), progressively building a varied &amp; rich vocabulary &amp; an increasing range of sentence structures (Appendix 2)</li> </ul>	<p>...draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>
		Paragraphing & Cohesion	<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> </ul> <p><b>From Appendix 2 – Year 3:</b> ⇒ Introduction to paragraphs as a way to group related material</p> <p><b>From Appendix 2 – Year 4:</b> ⇒ Use of paragraphs to organise ideas around a theme</p>	<ul style="list-style-type: none"> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b>From Appendix 2 – Year 5:</b> ⇒ Devices to build cohesion within a paragraph ⇒ Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p><b>From Appendix 2 – Year 6</b> ⇒ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis ⇒ Layout devices [e.g, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
				<ul style="list-style-type: none"> <li>precising longer passages</li> </ul>
		Organisation	<ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>From Appendix 2 – Year 3</b> ⇒ Headings and sub-headings to aid presentation</p>	<ul style="list-style-type: none"> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>
		Narrative	<ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> </ul>	<ul style="list-style-type: none"> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>

		Year 2 Pupils should be taught to:	Years 3 & 4 Pupils should be taught to:	Years 5 & 6 Pupils should be taught to:	
Composition	Evaluating & Editing	Evaluating	<p>...make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> </ul>	<p>...evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others writing and suggesting improvements</li> </ul>	<p>...evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own &amp; others' writing</li> </ul>
		Making Amendments		<ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<ul style="list-style-type: none"> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>
		Checking	<ul style="list-style-type: none"> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>
					<ul style="list-style-type: none"> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>
	Proof-reading	<ul style="list-style-type: none"> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>proof-read for spelling and punctuation errors</li> </ul>		
Performing/reading aloud	<ul style="list-style-type: none"> <li>read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>perform their own compositions, using appropriate intonation, volume, &amp; movement so that meaning is clear.</li> </ul>		

		Year 2 Pupils should be taught to:	Years 3 & 4 Pupils should be taught to:	Years 5 & 6 Pupils should be taught to:
Vocabulary, Grammar & Punctuation	Knowledge	<p>...learn how to use...</p> <ul style="list-style-type: none"> <li>the grammar for year 2 in English Appendix 2</li> </ul> <p>Revise terminology &amp; punctuation from Yr1.</p>	<p>...develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>Year 3 - Revise the following:</p> <ul style="list-style-type: none"> <li>Year 2 tenses, punctuation &amp; terminology</li> </ul> <p>Year 4 – Revise Year 3 specific objectives, including terminology</p>	<p>...develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>learning the grammar for years 5 &amp; 6 in Appendix 2</li> </ul> <p>Year 5 - Revise the following:</p> <ul style="list-style-type: none"> <li>Year 3 – forming nouns using prefixes</li> <li>Year 4 – plural possessive &amp; fronted adverbials</li> <li>Sub-ordinating conjunctions</li> </ul> <p>Year 6 – Revision involves re-capping Yr 3-5</p> <ul style="list-style-type: none"> <li>Year 4 – Standard English</li> <li>Year 5 – relative clauses, parenthesis &amp; modal verbs</li> </ul>
	Word	<p>From Appendix 2 – Year 2</p> <p>⇒ Formation of nouns using suffixes such as <b>–ness</b>, <b>–er</b> and by compounding [e.g. <i>whiteboard</i>, <i>superman</i>]</p> <p>⇒ Formation of adjectives using suffixes such as <b>–ful</b>, <b>–less</b> (See Spelling for more suffixes)</p> <p>⇒ Use of the suffixes <b>–er</b>, <b>–est</b> in adjectives and the use of <b>–ly</b> in Standard English to turn adjectives into adverbs</p>	<p>From Appendix 2 – Year 3</p> <p>⇒ Formation of nouns using a range of prefixes [e.g. <i>super–</i>, <i>anti–</i>, <i>auto–</i>] (See Spelling for relevant prefixes)</p> <p>⇒ Use of the forms <b>a</b> or <b>an</b> according to whether the next word begins with a consonant or a vowel</p> <p>⇒ Word families based on common words, showing how words are related in form and meaning [e.g. <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p> <p>From Appendix 2 - Year 4</p> <p>⇒ The grammatical difference between plural and possessive <b>–s</b> (See Spelling – linked to adding possessive apostrophe)</p>	<p>From Appendix 2 – Year 5</p> <p>⇒ Converting nouns or adjectives into verbs using suffixes [e.g. <i>–ate</i>; <i>–ise</i>; <i>–ify</i>]</p> <p>⇒ Verb prefixes [e.g. <i>dis–</i>, <i>de–</i>, <i>mis–</i>, <i>over–</i> and <i>re–</i>]</p> <p>From Appendix 2 – Year 6</p> <p>⇒ How words are related by meaning as synonyms and antonyms [e.g. <i>big</i>, <i>large</i>, <i>little</i>].</p>
	Terminology	<ul style="list-style-type: none"> <li>use &amp; understand the grammatical terminology in Appendix 2 in discussing their writing.</li> </ul> <p>From Appendix 2 – Year 2</p> <p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma</p>	<ul style="list-style-type: none"> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul> <p>From Appendix 2 – Year 3</p> <p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)</p> <p>From Appendix 2 – Year 4</p> <p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>From Appendix 2 – Year 5</p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>From Appendix 2 – Year 6</p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>



		Year 2 Pupils should be taught to:	Years 3 & 4 Pupils should be taught to:	Years 5 & 6 Pupils should be taught to:	
Vocabulary, Grammar & Punctuation	Sentence	Modal Verbs		<ul style="list-style-type: none"> <li>using modal verbs or adverbs to indicate degrees of possibility <i>(Also mentioned in Appendix 2 – Year 5)</i></li> </ul>	
		Passive Voice		<ul style="list-style-type: none"> <li>using passive verbs to affect the presentation of information in a sentence <i>(Also mentioned in Appendix 2 – Year 6)</i></li> </ul>	
		Extending Sentences	<ul style="list-style-type: none"> <li>subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) <i>(Also in Appendix 2)</i></li> </ul>	<p>...develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></li> </ul>	<ul style="list-style-type: none"> <li>using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun <i>(Also mentioned in Appendix 2 – Year 5)</i></li> </ul>
				<ul style="list-style-type: none"> <li>using conjunctions, adverbs and prepositions to express time &amp; cause <i>(Also in Appendix 2 – Year 3)</i></li> </ul>	
				<ul style="list-style-type: none"> <li>using fronted adverbials <i>(Also in Appendix 2 – Year 4)</i></li> </ul>	
		Sentence Types	<ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command <i>(Also mentioned in Appendix 2)</i></li> </ul>		
		Verb Tenses	<ul style="list-style-type: none"> <li>the present and past tenses correctly and consistently including the progressive form</li> </ul> <p><b>From Appendix 2:</b></p> <p>⇒ Correct choice &amp; consistent use of present tense &amp; past tense throughout writing</p> <p>⇒ Use of the progressive form of verbs in the present &amp; past tense to mark actions in progress [e.g. <i>she is drumming</i>]</p>	<ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> </ul> <p><b>From Appendix 2 – Year 3</b></p> <p>⇒ Use of the present perfect form of verbs instead of the simple past</p>	<ul style="list-style-type: none"> <li>using the perfect form of verbs to mark relationships of time and cause</li> </ul>
Noun Phrases	<p>...learn how to use:</p> <ul style="list-style-type: none"> <li>expanded noun phrases to describe and specify [for example, <i>the blue butterfly</i>] <i>(Also mentioned in Appendix 2)</i></li> </ul>	<p><b>From Appendix 2 – Year 4</b></p> <p>⇒ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the strict maths teacher with curly hair</i>)</p>	<ul style="list-style-type: none"> <li>using expanded noun phrases to convey complicated information concisely</li> </ul>		

		Year 2 Pupils should be taught to:	Years 3 & 4 Pupils should be taught to:	Years 5 & 6 Pupils should be taught to:	
Vocabulary, Grammar & Punctuation	Text	Cohesion	<ul style="list-style-type: none"> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <i>(Also in Appendix 2 – Year 4)</i></li> </ul>		
		Formality	<p>...learn how to use...</p> <ul style="list-style-type: none"> <li>some features of written Standard English</li> </ul>	<p>From Appendix 2 – Year 4</p> <p>⇒ Standard English forms for verb inflections instead of local spoken forms [e.g, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>...develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms <i>(Also in Appendix 2 – Year 6)</i></li> </ul>
	Punctuation	<p>...develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>learning how to use both familiar &amp; new punctuation correctly including full stops, capital letters, exclamation &amp; question marks... <i>(Also mentioned in Appendix 2)</i></li> </ul>			
		<ul style="list-style-type: none"> <li>(See above) – ‘...commas for lists...’ <i>(Also mentioned in Appendix 2)</i></li> </ul>		<p>...indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials <i>(Also mentioned in Appendix 2 – Year 4)</i></li> </ul>	<p>...indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing <i>(Also mentioned in Appendix 2 – Year 5)</i></li> </ul>
					<ul style="list-style-type: none"> <li>using hyphens to avoid ambiguity <i>(Also in Appendix 2 – Year 6)</i></li> </ul>
					<ul style="list-style-type: none"> <li>using brackets, dashes or commas to indicate parenthesis <i>(Also in Appendix 2 – Year 5)</i></li> </ul>
					<ul style="list-style-type: none"> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses <i>(Also in Appendix 2 – Year 6)</i></li> </ul>
					<ul style="list-style-type: none"> <li>using a colon to introduce a list <i>(Also in Appendix 2 – Year 6)</i></li> </ul>
					<ul style="list-style-type: none"> <li>punctuating bullet points consistently <i>(Also in Appendix 2 – Year 6)</i></li> </ul>
		<ul style="list-style-type: none"> <li>(See above) – ‘... apostrophes for contracted forms and the possessive (singular)’ <i>(Also mentioned in Appendix 2)</i></li> </ul>		<ul style="list-style-type: none"> <li>indicating possession by using the possessive apostrophe with plural nouns <i>(Also mentioned in Appendix 2 – Year 4)</i></li> </ul>	
		<ul style="list-style-type: none"> <li>using and punctuating direct speech</li> </ul> <p>From Appendix 2 – Year 3</p> <p>⇒ Introduction to inverted commas to punctuate direct speech</p> <p>From Appendix 2 – year 4</p> <p>⇒ Use of inverted commas &amp; other punctuation to indicate direct speech</p>			

There are no specific spelling and handwriting objectives listed in the KS3 National Curriculum. However, in the 'Composition' section, there is mention of the following:

**Pupils should be taught to plan, draft, edit and proof-read through:**

- paying attention to accurate grammar, punctuation & spelling; applying the spelling patterns & rules in Appendix 1 in key stage 1 & 2 programmes of study.

The following areas from the **Composition** section of the KS2 National Curriculum are linked with relevant KS3 objectives. The sections in white on the left-hand side are there to categorise objectives:

		Years 5 & 6 Pupils should be taught to:	KS3 Pupils should be taught to:
Composition	Genres	KS2 - No specific writing genres mentioned but objectives refer to narrative and non-narrative.	<b>KS3 - write accurately, fluently, effectively &amp; at length for pleasure and information through:</b> <ul style="list-style-type: none"> <li>• writing for a wide range of purposes &amp; audiences, including:                             <ul style="list-style-type: none"> <li>→ well-structured formal expository &amp; narrative essays</li> <li>→ stories, scripts, poetry &amp; other imaginative writing</li> <li>→ notes &amp; polished scripts for talks &amp; presentations</li> <li>→ a range of other narrative &amp; non-narrative texts, including arguments, &amp; personal &amp; formal letters</li> </ul> </li> </ul>
	Planning	<b>...plan their writing by:</b> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form &amp; using similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters &amp; settings in what pupils have read, listened to/ seen performed</li> </ul>	<b>...plan, draft, edit and proof-read through:</b> <ul style="list-style-type: none"> <li>• considering how their writing reflects the audiences and purposes for which it was intended</li> <li>• drawing on knowledge of literary &amp; rhetorical devices from their reading and listening to enhance the impact of their writing</li> </ul>
Composition	Drafting & Writing	<b>Vocabulary &amp; Sentence Structure</b>	<b>...draft and write by:</b> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>
		<b>Paragraphing &amp; Cohesion</b>	<ul style="list-style-type: none"> <li>• précising longer passages</li> </ul>
Composition	Evaluating & Editing	<b>Making Amendments</b>	<ul style="list-style-type: none"> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>
		<b>Proof-reading</b>	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>• proof-read for spelling and punctuation errors</li> </ul>

The following areas from the **Vocabulary, Grammar & Punctuation** section of the KS2 National Curriculum are linked with relevant KS3 objectives:

		Years 5 & 6 Pupils should be taught to:	KS3 Pupils should be taught to:
<b>Vocabulary, Grammar &amp; Punctuation</b>	Knowledge	...develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>learning the grammar for years 5 &amp; 6 in Appendix 2</li> </ul>	... consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> <li>extending &amp; applying the grammatical knowledge set out in Appendix 2 in key stage 1 &amp; 2 programmes of study to analyse more challenging texts</li> </ul>
	Terminology	<ul style="list-style-type: none"> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>discussing reading, writing &amp; spoken language with precise &amp; confident use of linguistic &amp; literary terminology.</li> </ul>
	Drawing Upon Reading		<ul style="list-style-type: none"> <li>studying the effectiveness and impact of the grammatical features of the texts they read</li> <li>drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> </ul>
	Text Formality	...develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms <i>(Also in Appendix 2 – Year 6)</i></li> </ul>	<ul style="list-style-type: none"> <li>knowing &amp; understanding the differences between spoken &amp; written language, including differences associated with formal &amp; informal registers, &amp; between Standard English/other varieties of English</li> <li>using Standard English confidently in their own writing and speech</li> </ul>

**Effective Transition**

Guiding children through the writing process – generating ideas, planning, writing, editing & re-drafting – will support children when they transition to KS3. Summarising activities will be useful as children in KS3 will be required to summarise learning material.

The ‘Drawing Upon Reading’ section (shown above in the ‘Vocabulary, Grammar and Punctuation’ section) applies to KS3 objectives but can be linked to the following objectives from the KS2 **Composition** objectives:

**Pupils should be taught to plan their writing by:**

- identifying the audience for and purpose of the writing, selecting the appropriate form & using similar writing as models for their own
- in writing narratives, considering how authors have developed characters & settings in what pupils have read, listened to/ seen performed

Encouraging children to learn from texts read and to apply structures to their own writing is a transferable skill that will continue to be taught in KS3.

Exposing children to a range of texts and providing them with opportunities to write for a range of purposes, both formally and informally, will give them a broad reading diet and skills needed to be successful in KS3.