**Reception Breaside Standard Writing**

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| **Spelling**    **Spell:**     * **words containing each of the 40+ phonemes already taught**     o    common exception words  o    the days of the week    **Name the letters of the alphabet:**  o    **in order**     1. using letter names to distinguish between alternative spellings of the same sound     Add prefixes and suffixes:    ousing the spelling rule for adding *-*s or *-*es as the plural marker for nouns and the third person singular marker for verbs    ousing the prefix un*-*     1. using *-*ing, *-*ed, *-*er and *-*est where no change is needed in the spelling of root words [for example, helping, helped, helper, quicker, quickest]     Apply simple spelling rules and guidance, as listed in Appendix 1 of the National Curriculum    **Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.** | **Handwriting**     * sit correctly at a table, holding a pencil comfortably and correctly      * **begin to form lower-case letters in the correct direction, starting and finishing in the right place**      * form capital letters * form digits 0-9      * understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.       **Composition**  **Write sentences by:**    o  saying out loud what they are going to  write about  o  composing a sentence orally before writing it  o**sequencing sentences to form short  narratives**     1. **re-reading what they have written to check that it makes sense**     Discuss what they have written with the teacher or other pupils.    Read aloud their writing clearly enough to be heard by their peers and the teacher. | **Vocabulary, grammar and punctuation**    **Word**    Use regular plural noun suffixes -s or -es [e.g. dog, dogs; wish, wishes], understanding the effects of these suffixes on the meaning of the noun.    Add suffixes to verbs where no change is needed in the spelling of root words [e.g. helping, helped, helper].    Know how the prefix un- changes the meaning of verbs and adjectives [e.g. unkind, untie].    **Sentence**  Combine words to make sentences.    Join words and joining clauses using ‘and’.    **Text**  Sequence sentences to form short narratives.    **Punctuation**  Separate words with spaces.    **Begin to punctuate using capital letters, full stops, question marks and exclamation marks to demarcate sentences.**    Use capital letters for names and the personal pronoun I [e.g. of people, places, the days of the week].    **Terminology for pupils**    Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. |

**Year 1 Breaside Standard Writing**

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| **Spelling**  Spell by:  o **segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly**  o **learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones**  o learning to spell common exception words  o learning to spell more words with contracted forms  o learning the possessive apostrophe (singular) [for example, the girl’s book]  o distinguishing between homophones and near-homophones  Use suffixes to spell longer words, including *-*ment, *-*ness, *-*ful, *-*less*, -*y  Apply spelling rules and guidance, as listed in Appendix 1 of the National Curriculum  Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  **Handwriting**  o form lower-case letters of the correct size relative to one another  o 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   1. **write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters**   o use spacing between words that reflects the size of the letters. | **Composition**  **Develop positive attitudes towards and stamina for writing by:**   1. writing narratives about personal experiences and those of others (real and fictional)   o writing about real events  o writing poetry  o **writing for different purposes**  **Consider what they are going to write before beginning by:**  o planning or saying out loud what they are going to write about  o writing down ideas and/or key words, including new vocabulary  o **encapsulating what they want to say, sentence by sentence**  **Make simple additions, revisions and corrections to their own writing by:**  o evaluating their writing with the teacher and other pupils  o 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  o **proof-reading to check for errors in spelling, grammar and punctuation** [for example, ends of sentences punctuated correctly]  Read aloud what they have written with appropriate intonation to make the meaning clear. | **Vocabulary, grammar and punctuation**  **Word**  Form nouns using suffixes such as -ness, -er and by compounding [e.g. whiteboard, superman].  Form adjectives using suffixes such as -ful, -less.  **Use the suffixes -er, -est in adjectives and use -ly in Standard English to turn adjectives into adverbs.**  **Sentence**  **Use subordination (when, if, that, because) and co-ordination (or, and, but).**  Use expanded noun phrases for description and specification [e.g. the man on the moon].  Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.  **Text**  **Choose the correct tense (present and past) consistently throughout writing.**  Use the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting].  Learn how to use some features of written Standard English.  **Punctuation**  Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Use commas to separate items in a list.  Use apostrophes to mark where letters are missing in spelling.  Use apostrophes to mark singular possession in nouns [e.g. the girl’s name].  **Terminology for pupils**  Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma. |

**Year 2  Breaside Standard  Writing**

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| **Spelling**    Use prefixes and suffixes and understand how to add them (National Curriculum English Appendix 1).    Spell some common homophones.    Begin to place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s].    Use the first two or three letters of a word to check its spelling in a dictionary.    **Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.**    **Handwriting**    Use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.    Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | **Composition**    Plan their writing by:    discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  odiscussing and recording ideas    Draft and write by:         composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures – see Appendix 2 of the National Curriculum  **organising paragraphs around a theme**  o**n narratives, creating settings, characters and plot**    **in non-narrative material, using simple organisational devices [for example, headings and sub-headings]**    Evaluate and edit by:    assessing the effectiveness of their own and others’ writing and suggesting improvements         proposing changes to grammar and vocabulary to improve effect for the reader    **Begin to proof-read for spelling and punctuation errors.**    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. | **Vocabulary, grammar and punctuation**    **Word**    Form nouns using a range of prefixes [e.g. anti-, auto-].    **Use *a* or *an* according to whether the next work begins with a consonant or vowel.**    Identify and use word families based on common words, showing how words are related in form and meaning, [e.g. solve, solution, solver, dissolve, insoluble]      **Sentence**    **Express time, place and cause using conjunctions**[e.g. when,before, after, while, so, because]; **adverbs** [e.g. then, next, soon, therefore]; or **prepositions** [e.g. before, after, during, in, because of]    **Extend sentences with more than one clause by using a wider range of conjunctions**, including when, if, because, although    **Text**    Start to use paragraphs to group related material.    Use headings and sub-headings to aid presentation.    Begin to use tense accurately in writing    **Punctuation**    **Begin to use inverted commas to punctuate direct speech**. |

**Year 3 Breaside Standard   Writing**

*Focus on consolidation and fluency of writing*

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| **Spelling**    Use further prefixes and suffixes and understand how to add them (English Appendix 1).    Spell further homophones.    Spell words that are often misspelt (National Curriculum Appendix 1).    Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s].    Use the first two or three letters of a word to check its spelling in a dictionary.    **Write from memory more complex sentences, dictated by the teacher, that include words and punctuation taught so far.**      **Handwriting**    Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.    Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | **Composition**    Plan their writing by:     1. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar   o    discussing and recording ideas    Draft and write by:     1. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence     structures – see Appendix 2 of the National Curriculum  o    **organising paragraphs around a theme**  o**in narratives, creating settings, characters    and plot**     1. in non-narrative material, using  organisational devices [for example, headings and sub-headings]     Evaluate and edit by:     1. assessing the effectiveness of their own and others’ writing and suggesting improvements      1. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences     **Proof-read for spelling and punctuation errors.**    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.  **Apply learned knowledge to a range of non fiction genre, as well as narrative writing.** | **Vocabulary, grammar and punctuation**    **Word**    Recognise the grammatical difference between plural and possessive *-s*.    **Use Standard English forms for verb inflections instead of local spoken form**[e.g.*we were*instead of*we was*]  **Sentence**    Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases [e.g. *the teacher* expanded to *the strict maths teacher with curly hair*]    **Use fronted adverbials**[e.g.*Later that day, I heard the bad**news*.]  **Text**    Use paragraphs to organise ideas around a theme.    Use appropriate pronoun and nouns within and across sentences to aid cohesion and avoid repetition.  **Use the present perfect form of verbs instead of the simple past** [e.g. He has gone out to play vs He went out to play].  **Consolidate use of tenses taught**  **Punctuation**    **Use inverted commas and other punctuation to indicate direct speech.**    Use apostrophe to mark plural possession    Use commas after fronted adverbials.  **Begin to use advanced punctuation including semi colons**  **Terminology for pupils**    Determiner, pronoun, possessive pronoun, adverbial, |

**Year 4 Breaside Standard   Writing**

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| **Year 4 Writing** | | |
| **Spelling**    Use further prefixes and suffixes and understand the guidance for adding them.    Spell some words with ‘silent’ letters [for example, knight, psalm, solemn].    Continue to distinguish between homophones and other words which are often confused.    Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in National Curriculum Appendix 1.    Use dictionaries to check the spelling and meaning of words.    Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.    Use a thesaurus.    **Handwriting**    Write legibly, fluently and with increasing speed by:     * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters      * choosing the writing implement that is best suited for a task. | **Composition**      **Plan their writing by:**     1. **identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar**     **writing as models for their own**     1. noting and developing initial ideas, drawing on reading and research where necessary      1. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed     Draft and write by:    oselecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning    oin narratives, **describing settings, characters and** **atmosphere and integrating dialogue**to convey characterand advance the action  oprécising longer passages     1. **using a wide range of devices to build cohesion within and across paragraphs**      1. **using further organisational and presentational devices to structure text and to guide the reader**[for example,headings, bullet points, underlining]     Evaluate and edit by:  oassessing the effectiveness of their own and  others’ writing     1. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning     o**ensuring the consistent and correct use of tense throughout a piece of writing**     1. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register     **Proof-read for spelling and punctuation errors.**    Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | **Vocabulary, grammar and punctuation**    **Word**    **Convert nouns or adjectives into verbs using suffixes**[e.g.*-ate, -**ise, -ify*]    Use verb prefixes [e.g. dis-, de-, mis-, over-, re-]    **Sentence**    Use relative clauses beginning with *who, which, where, when,* *whose, that*or an omitted relative pronoun.    Indicate degrees of possibility using adverbs [e.g. *perhaps, surely*] or modal verbs [e.g. *might, should, will, must*].    **Text**    Use devices to build cohesion within a paragraph [e.g. *then,* *after, that, this, firstly*].    Link ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choice [e.g. he had seen her before].    **Punctuation**    Use brackets, dashes and commas to indicate parenthesis.    **Use commas to clarify meaning and avoid ambiguity.**      **Terminology for pupils**    Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |

**Year 5 Breaside Standard   Writing**

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| **Year 5 Writing** | | |
| **Spelling**    Use further prefixes and suffixes and understand the guidance for adding them.    Spell some words with ‘silent’ letters [for example, knight, psalm, solemn].    Continue to distinguish between homophones and other words which are often confused.    Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in National Curriculum Appendix 1.    **Use dictionaries to check the spelling and meaning of words.**    Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.    Use a thesaurus.      **Handwriting**      Write legibly, fluently and with increasing speed by:     * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters      * choosing the writing implement that is best suited for a task. | **Composition**      Plan their writing by:       1. **identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own**     onoting and developing initial ideas, drawing on reading and research where necessary     1. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed     Draft and write by:       1. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning      1. in narratives, **describing settings, characters and atmosphere** **and integrating dialogue**to convey character and advance the     action  oprécising longer passages    ousing a wide range of devices to build cohesion within and across paragraphs     1. **using further organisational and presentational devices to structure text and to guide the reader**[for example, headings,bullet points, underlining]     Evaluate and edit by:    oassessing the effectiveness of their own and others’ writing     1. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning      1. ensuring the consistent and correct use of tense throughout a piece of writing      1. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register     **Proof-read for spelling and punctuation errors.**    Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | **Vocabulary, grammar and punctuation**    **Word**    **Recognise the difference between vocabulary of informal speech and that appropriate for formal speech; and use this appropriately.**    Explore how words are related by meaning as synonyms and antonyms.    **Sentence**      **Use passive voice to affect presentation in a sentence**, [e.g. I broke thewindow in the greenhouse vs The window in the green house was broken (by me).    Recognise and use structures typical of informal speech and structures appropriate for formal speech and writing, [e.g. use of question tags: *He’s* *your friend, isn’t he?*, or use of subjunctive forms such as*If I were*or*Were they*].    Use expanded noun phrases to convey complicated information concisely.    Use the perfect form of verbs to mark relationships of time and cause.    **Text**    Link ideas across paragraphs using a wider range of cohesive devices, including repetition of a word or phrase, grammatical connections [e.g. adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.    Use layout devices to structure texts [e.g. headings, sub-headings, columns, bullets, or tables].    **Punctuation**    Use semi-colon, colon and dash to mark the boundary between independent clauses [e.g. *It’s raining; I’m fed up*].    Use colon to introduce a list and semi-colon within lists.    Punctuate bullet points correctly.    Use hyphens to avoid ambiguity [e.g. *man eating shark* vs man-eating shark].      **Terminology for pupils**    Subject, object, active, passive, synonym, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points. |

**Year 6 Breaside Standard Writing**

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| **Year 6 Writing** | | |
| **Spelling**    - Can spell words with complex suffix formations (especially, responsible, probably).    - Knows the spelling of some words needs to be learnt specifically.    - Uses a variety of strategies for spelling that can be applied to previously unseen words.    - Can spell high frequency words with unstressed vowels ( definitely, interesting, business)    - Uses prefixes and suffixes accurately.    A child is applying the spelling patterns and rules learnt in KS1 & KS2    **Handwriting**      A child is applying the spelling patterns and rules learnt in KS1 & KS2 | **Composition**      - Identifies the audience for and purpose of, the writing. - Plans writing by developing initial ideas, drawing on reading and research if needed.    - Writes clearly and appropriately for the audience and purpose.    - Writes using a variety of sentence lengths, structures and subjects and select the most appropriate type for the task.    - Uses a wide range of devices to build cohesion within paragraphs.    - Uses expanded phrases and clauses to add detail and precision.     - Can make changes to vocabulary and punctuation to enhance effects and clarify meaning.    - Can establish and maintain a straightforward viewpoint.    - Sequences ideas with direction and control.    - Uses figurative language to develop descriptions.    By the end of year 6 a child should be increasingly able to write accurately, fluently, effectively and at length for pleasure. This will include non-fiction texts, stories and other imaginative writing.   A child should understand how to organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.  They should plan, draft, edit and proof-read through considering how their writing reflects the audience and purpose for which it was intended. | **Vocabulary, grammar and punctuation**    - Moves between levels of formality through selecting vocabulary precisely. Understands the different situations for using Standard and other varieties of English. –    - Selects the appropriate vocabulary to change and enhance meaning. –    - Applies the full range of punctuation taught at key stage 2 including brackets, colons, semi-colons and dashes.   - Uses the subjunctive form when writing in a formal style.  - Understands the use of the passive to affect the presentation of information in a sentence. |