

ST MARY'S CATHOLIC  
PRIMARY SCHOOL

PROGRESSION IN  
KNOWLEDGE AND SKILLS

**WRITING**

## **Statement of Intent:**

At St Mary's, we understand how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life. We want to prepare children with the essential writing skills they will need for later life by providing an enriched and engaging English curriculum, where they write with a clear purpose across all subjects.

We intend:

- To create confident writers who develop stamina for writing throughout school and can write at length.
- For all of our children to be independent writers, building on a range of skills as they work through each journey of writing.
- That all of our children are exposed to high quality texts that model excellent writing practises across a broad range of genres.
- For our children to have a secure understanding of the purpose of a text type, the purpose and intended impact of writing skills/tools and the ability to carefully select vocabulary with focus on the desired effect on the readers' thoughts and feelings so that the impact of their writing is positive.
- Ensure that all pupils know how to plan, practise, evaluate their work as well as carry out an effective edit and improvement process using feedback from the teacher.
- That our children are challenged and encouraged to take risks and view mistakes as a positive part of the learning process.
- To celebrate writing at each stage through the learning process to encourage children to take pride in their work.
- To provide a balanced and broad curriculum, which encompasses writing practice and equips children with the skills and knowledge of writing processes including handwriting, spelling, grammar, widening vocabulary and writing for different styles.
- To be inclusive of all children, including SEND by providing the appropriate scaffolding, support and writing tools those children need in their writing process to experience success.
- For all our children to apply the 4 R's (respect, Responsibility, Resilience and Resourcefulness) to all their work.
- That our children have high expectations of themselves where they take pride in all aspects of learning and in everything they produce.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge and Skills</b>							
<b>Vocabulary Knowledge</b>	Know an increasing amount of vocabulary	<ul style="list-style-type: none"> <li>• Know and use as a joining word</li> <li>• That a finger space is needed between each word in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Know what an expanded noun is and how to build one</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between a main and subordinating clause</li> <li>• Know that: when, if, because and although are conjunctions and they extend sentences</li> <li>• Know the difference between a noun and a pronoun</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between a main clause and a subordinate clause</li> <li>• Know what an adverb, proposition and pronoun are</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use a thesaurus</li> <li>• Know what an extended noun phrase is and how to build one</li> <li>• Know a range of modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use a thesaurus quickly and accurately</li> <li>• Know an increasing range of modal verbs and adverbs</li> </ul>
<b>Vocabulary Skills</b>	*offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems as appropriate	<ul style="list-style-type: none"> <li>• leaving spaces between words.</li> <li>• joining words and joining clauses using "and".</li> </ul>	<ul style="list-style-type: none"> <li>• Use expanded noun phrases to describe and specify.</li> </ul>	<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 when, if, because, although.</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. using conjunctions, adverbs and prepositions to</li> </ul>	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of subordinating and coordinating conjunctions, including when, if, because, although.</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>• use a thesaurus to improve vocabulary choices</li> <li>• using expanded noun phrases to convey complicated information concisely.</li> <li>• using modal verbs or adverbs to indicate degrees of possibility.</li> </ul>	<ul style="list-style-type: none"> <li>• use a thesaurus.</li> <li>• using expanded noun phrases to convey complicated information concisely.</li> <li>• using modal verbs or adverbs to indicate degrees of possibility, with increasing accuracy and purpose</li> </ul>

				express time and cause (and place).	using conjunctions, adverbs and prepositions to express time and cause (and place).		
<b>Grammar Knowledge</b>	*know how to talk in a full sentence	<ul style="list-style-type: none"> <li>• know regular plural noun suffixes (-s, - es).</li> <li>• Know verb suffixes where root word is unchanged (-ing, -ed, -er).</li> <li>• Know un- prefix to change meaning of adjectives/adverbs.</li> <li>• Know 'and' joins sentences</li> <li>• Sequencing sentences to form short narratives.</li> <li>• separation of words with spaces.</li> </ul> <p>*Know sentence demarcation (. ! ?)</p> <ul style="list-style-type: none"> <li>• capital letters for names and pronoun 'I').</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between sentences with different forms: statement, question, exclamation, command.</li> <li>• Know past and present forms</li> <li>• Know a suffix comes before a root word and can change the meaning</li> <li>• Know a variety of end punctuation</li> <li>• Know that commas separate items in a list</li> <li>• Know an apostrophe can be used for omission or possession and where to write it on the line</li> </ul>	<ul style="list-style-type: none"> <li>*know what the present perfect form is</li> <li>*Know increasing range of prefixes</li> <li>*Know word families based on common words (solve, solution, dissolve, insoluble).</li> </ul> <ul style="list-style-type: none"> <li>• Know the correct form of 'a' or 'an'.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between plural and possessive -s.</li> <li>*Know how to build and punctuate a fronted adverbial</li> <li>• Know Standard English verb inflections (I did vs I done).</li> <li>*Know an appropriate range of pronouns</li> </ul>	<ul style="list-style-type: none"> <li>*know the perfect form</li> <li>*know relative clause beginning with who, which, where, when, whose</li> <li>• Know how to convert nouns or adjectives into verbs.</li> </ul> <p>*know a variety of devices to build cohesion, including adverbials of time, place and number.</p>	<ul style="list-style-type: none"> <li>• Recognise formal speech and writing, including subjunctive forms.</li> <li>• Know range of passive verbs</li> <li>• Know what the perfect form of verb is</li> <li>• Know the differences in informal and formal language.</li> <li>• Know a variety Synonyms &amp; Antonyms.</li> </ul>
<b>Grammar Skills</b>	*express ideas and feelings about their experiences using full sentences including use of past, present and future tense and making use of conjunctions, with	<ul style="list-style-type: none"> <li>• how to to combine words to make sentences, including using and.</li> <li>• Use regular plural noun suffixes (-s, - es).</li> <li>• use verb suffixes where root word is unchanged (-ing, -ed, -er).</li> </ul>	<ul style="list-style-type: none"> <li>• Use the present and past tenses correctly and consistently including the progressive form.</li> <li>• subordination</li> </ul>	<ul style="list-style-type: none"> <li>• using the present perfect form of verbs in contrast to the past tense.</li> <li>• Use different form nouns using prefixes (super-, anti-).</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• using fronted adverbials.</li> <li>• Use extended noun phrases, including with prepositions.</li> <li>• Quickly decide on appropriate choice of pronoun or noun to create cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>• using the perfect form of verbs to mark relationships of time and cause.</li> <li>• using relative</li> </ul>	<ul style="list-style-type: none"> <li>• using passive verbs to affect the presentation of information in a sentence.</li> <li>• using the perfect form of verbs to</li> </ul>

	modelling and support from their teacher	un- prefix to change meaning of adjectives/adverbs. •	(using when, if, that, or because) and co-ordination (using or, and, or but). • some features of written Standard English. • suffixes to form new words (-ful, -er, -ness). • sentence demarcation. • commas in lists.  • apostrophes for omission & • singular possession.			clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. • Use converting nouns or adjectives into verbs in writing . • Use verb prefixes accurately . •	mark relationships of time and cause. • Decide when to use differences in informal and formal language. • Make choices about Synonyms & Antonyms to improve writing • Use further cohesive devices such as grammatical connections and adverbials • use of ellipsis
Grammatical terminology	Phoneme grapheme letter word digraph capital letter full stop	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

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<p><b>Knowledge</b> Phonic and whole word spelling</p>	<p>*know letter names, sounds and shapes</p>	<p>• *know 40 phonemes *know the name the letters of the alphabet in order.</p>	<p>• Know how to segment words • Know how to spell some common exception words</p>	<p>• Know what a homophone is</p>	<p>• Know an increasing number of homophones</p>	<p>• Know what a silent letter is and words it is used in • Know Morphology is the study of words and their parts. Morphemes, like prefixes, suffixes and base words, are defined as the smallest meaningful units of meaning. Morphemes are important for phonics in both reading and spelling, as well as in vocabulary and comprehension</p>	<p>• Know an increasing number of silent letters and the words they are used in • Know with increasing depth the morphology and etymology of an increasing number of words</p> <p>Etymology is the study of the origin of words and how the meaning of words has changed over the course of history. ... "Etymology" derives from the Greek word etumos, meaning "true." Etumologia was the study of words' "true meanings."</p>
<p><b>Skills</b> Phonic and whole word spelling</p>	<p>-Write recognizable letters -spell words by identifying sounds in them, identifying sound with a letter or letters -</p>	<p>•read words containing each of the 40+ phonemes taught. • Read common exception words. • Say and identify the days of the week. *using letter names to distinguish between alternative spellings of the same sound.</p>	<p>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. • learning to spell</p>	<p>• spell further homophones. spell words that are often misspelt. (English National Curriculum Appendix 1)</p>	<p>• spell further homophones. spell words that are often misspelt. (English National Curriculum Appendix 1)</p>	<p>• spell some words with 'silent' letters. • 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</p>	<p>• spell some words with 'silent' letters. • continue to distinguish between homophones and other words which are often confused. use increasing understanding of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt</p>

			common exception words. distinguishing between homophones and near- homophones.			listed in English National Curriculum Appendix 1.	specifically, as listed in English National Curriculum Appendix 1.
Knowledge other word building skills	*know that marks on a page convey meaning that others can decode	<ul style="list-style-type: none"> <li>• know spelling rules for making plurals</li> <li>• *know a range of suffixes to add to a root word, ing, est, er, ed,</li> </ul>	<ul style="list-style-type: none"> <li>• Know what an apostrophe is and where it fits on a line</li> <li>• *know an apostrophe can be used to show possession</li> </ul>	<ul style="list-style-type: none"> <li>• Know an increasing range of prefixes (see Read, Write , Spell book)</li> <li>• Know what a plural is and the ways to show it in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Know further prefixes and suffixes (see Read, Write Spell book)</li> <li>• Know how to use a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Know an increasing range of prefixes and suffixes (see Read, Write , Spell book)</li> <li>• Know how to use a dictionary and thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>• Know an increasing range of prefixes and suffixes (see Read, Write , Spell book)</li> <li>• Know how to use a dictionary and thesaurus quickly and accurately</li> </ul>
Skills Other word building spelling	Write a simple phrase or sentence that can be read by others	<ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words.</li> <li>apply simple spelling rules</li> </ul>	<ul style="list-style-type: none"> <li>• learning the possessive apostrophe (singular).</li> <li>• learning to spell more words with contracted forms.</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</li> <li>apply spelling rules and guidelines from English National Curriculum Appendix 1.</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them.</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> <li>use the first 2 or 3 letters of a word to check spelling and definition in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them.</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> <li>use the first 2 or 3 letters of a word to check spelling and definition in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them.</li> <li>• use dictionaries to check the spelling and meaning of words.</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them.</li> <li>• use dictionaries to check the spelling and meaning of words.</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</li> </ul>
Knowledge Transcription	*Know that some words make questions and other words can give the answer	*Know the corresponding grapheme for the phonemes known	*Know when to use a capital letter and end punctuation to create a sentence	*know how to build a sentence and check it is correct	*know punctuation and spellings to write a variety of sentences	*know punctuation and spellings to write a variety of sentences	*know punctuation and spellings to write a variety of sentences

Skills Transcription	Listen attentively and respond with relevant questions, when , comments and actions when being read to and during whole class discussions.	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Skills Handwriting	write recognizable letters, most of which are correctly formed	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• form capital letters.</li> <li>• form digits 0-9.</li> </ul> understand which letters belong to which handwriting ‘families’ and to practise these.	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another.</li> <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> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>• use spacing between words that reflects the size of the letters.</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> increase the legibility, consistency and quality of their handwriting.	<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> increase the legibility, consistency and quality of their handwriting.	<ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>
Contexts for writing Skills		• writing simple recounts about personal experiences and real events	• writing narratives about personal experiences and those of others	discussing writing similar to that which they are planning to write in order to understand	discussing writing similar to that which they are planning to write in order to understand and learn	Identifying the audience for and purpose of writing, selecting the appropriate	Identifying the audience for and purpose of writing, selecting the appropriate

		<ul style="list-style-type: none"> <li>• retell well know stories</li> <li>• writing simple poetry</li> </ul>	<p>(real and fictional).</p> <ul style="list-style-type: none"> <li>• writing about real events.</li> <li>• writing poetry.</li> </ul> <p>writing for different purposes.</p>	<p>and learn from its structure, vocabulary and grammar.</p>	<p>from its structure, vocabulary and grammar.</p>	<p>form and using other similar writing as models for their own.</p> <p>In writing narratives, considering how authors have developed character and settings in what pupils have read, listened to or seen performed.</p>	<p>form and using other similar writing as models for their own.</p> <p>In writing narratives, considering how authors have developed character and settings in what pupils have read, listened to or seen performed.</p>
<b>Planning writing Skills</b>	<p>participate in small group and 1:1 discussion offering their own ideas using recently introduced vocabulary</p>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about.</li> <li>• composing a sentence orally before writing it.</li> </ul>	<p>planning or saying out loud what they are going to write about.</p>	<ul style="list-style-type: none"> <li>• discussing and recording ideas.</li> </ul> <p>composing and rehearsing sentences orally (including dialogue), progressively building a</p> <p>varied and rich vocabulary and an increasing range of sentence structures.</p>	<ul style="list-style-type: none"> <li>• discussing and recording ideas.</li> </ul> <p>composing and rehearsing sentences orally (including dialogue), progressively building a</p> <p>varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>noting and developing initial ideas, drawing on reading and research where necessary.</p>	<p>Choosing appropriate planning formats noting and developing initial ideas, drawing on reading and research where necessary.</p>
<b>Drafting writing Skills</b>		<ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives.</li> </ul> <p>re-reading what they have written to check that it makes sense.</p>	<ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary.</li> <li>• encapsulating what they want to say, sentence by sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• organising paragraphs around a theme.</li> <li>• in narratives, creating settings, characters and plot.</li> </ul> <p>in non-narrative material, using simple organisational devices (headings &amp; subheadings).</p>	<ul style="list-style-type: none"> <li>• organising paragraphs around a theme.</li> <li>• in narratives, creating settings, characters and plot.</li> </ul> <p>in non-narrative material, using simple organisational devices (headings &amp; subheadings).</p>	<ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• in narratives, describing settings, characters and atmosphere and</li> </ul>	<ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• in narratives, describing settings, characters and atmosphere and</li> </ul>

						<p>integrating dialogue to convey character and advance the action.</p> <ul style="list-style-type: none"> <li>• using a wide range of devices to build cohesion within and across paragraphs. using further organisational and presentational devices to structure text and to guide the reader.</li> </ul>	<p>integrating dialogue to convey character and advance the action.</p> <ul style="list-style-type: none"> <li>• précising longer passages.</li> <li>• using a wide range of devices to build cohesion within and across paragraphs. using further organisational and presentational devices to structure text and to guide the reader.</li> </ul>
Editing writing Skills		<ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils.</li> <li>• rereading 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> <li>proofreading to check for errors in</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>• proofread for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>proofread for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing.</li> <li>• proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning.</li> <li>• ensuring the consistent and correct use of tense throughout a</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing.</li> <li>• proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning.</li> <li>• ensuring the consistent and correct use of tense throughout a</li> </ul>

			spelling, grammar and punctuation.			<p>piece of writing.</p> <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> <li>proofread for spelling and punctuation errors.</li> </ul>	<p>piece of writing.</p> <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> <li>proofread for spelling and punctuation errors.</li> </ul>
<b>Performing writing</b>	read aloud simple sentences and books that are consistent with their phonic knowledge	read their writing aloud clearly enough to be heard by their peers and the teacher.	read aloud what they have written with appropriate intonation to make the meaning clear.	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

## EYFS Knowledge Checklist

Text structure	Sentence construction	Word structure/ Language	Punctuation	Terminology
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<p><b><u>Introduce:</u></b></p> <p>Whole class or group retelling of a story.</p> <p>Understanding of 7-part story structure.</p> <p>Retell simple 7-part story.</p> <p>Non-fiction.</p> <p>Factual writing closely linked to a story.</p> <p>Simple factual sentences based around a theme:  Names  Labels  Captions  Lists  Diagrams  Messages  Instructions  Recount</p>	<p><b>Introduce:</b></p> <p>Simple phrases</p> <p>Simple sentences.</p> <p>Simple conjunctions  and  but</p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using conjunctions (coordinating conjunctions)  and / but</p> <p>-‘ly’ openers  Luckily / Unfortunately,  Repetition for rhythm:  e.g.  He walked and he walked</p> <p><b>Repetition in description</b> e.g.  a lean cat, a mean cat</p>	<p><b>Introduce:</b></p> <p>Determiners  the / a  my  your  an  this  that  his  her  their  some  all</p> <p>Prepositions:  up  down  in  into  out  to  onto</p> <p><b>Adjectives</b> e.g. old, little, big, small, quiet</p> <p><b>Adverbs</b> e.g. luckily, unfortunately, fortunately</p> <p><b>Similes – using ‘like’</b></p>	<p><b>Introduce:</b></p> <p>Letter formation</p> <p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p> <p> <b>Finger spaces</b></p> <p> <b>Full stops</b></p> <p><b>Cc</b> <b>CAPITAL letters</b></p> <p> <b>Letter formation</b></p> <p><b>Aa</b> <b>On the line</b></p>	<p><b>Introduce:</b></p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p> <p> <b>Think it</b></p> <p> <b>Say it</b></p> <p> <b>Fred it</b></p> <p> <b>Write it</b></p> <p> <b>Read it</b></p>
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# Year 1 Knowledge Checklist

Sentence construction	Word structure/ Language	Punctuation	Terminology	Punctuation ladder																				
<p><b>Consolidate EYFS list</b></p> <p><b>Introduce:</b></p> <p><b>Types of sentences:</b>  <i>Statements</i>  <i>Questions</i>  <i>Exclamations</i>  <i>Please be aware that according to DfE rules, for the purposes of the grammar test, exclamation sentences have to begin with 'What' or 'How'!</i></p> <p><b>Simple conjunctions:</b>  <i>and</i>  <i>or</i>  <i>but</i>  <i>so</i>  <i>because</i>  <i>so that</i>  <i>then</i>  <i>that</i>  <i>while</i>  <i>when</i>  <i>where</i>  <i>Also as openers:</i>  <i>While...</i>  <i>When...</i>  <i>Where...</i></p> <p><b>-'ly' openers:</b>  <i>Fortunately,...Unfortunately,</i>  <i>Sadly...</i></p> <p><b>Simple sentences e.g.</b>  <i>I went to the park.</i>  <i>The castle is haunted.</i></p> <p><b>Embellished simple sentences</b></p>	<p><b>Consolidate EYFS list</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions:</b>  <i>inside</i>  <i>outside</i>  <i>towards</i>  <i>across</i>  <i>under</i></p> <p><b>Determiners:</b>  <i>the a my your an this</i>  <i>that his her their some</i>  <i>all lots of many more</i>  <i>those these</i></p> <p><b>Adjectives to describe:</b>  <i>e.g. The old house...</i>  <i>The huge elephant...</i></p> <p><b>Alliteration</b>  <i>e.g. dangerous dragon</i>  <i>slimy snake</i></p> <p><b>Similes using 'as'</b>  <i>e.g. as tall as a house</i>  <i>as red as a radish</i></p> <p><b>Precise, clear language to give information e.g.</b>  <i>First, switch on the red</i>  <i>Next, wait for the green</i>  <i>light to flash...</i></p> <p><b>Regular plural noun suffixes -s or -es</b>  <i>(e.g. dog, dogs; wish, wishes)</i></p>	<p><b>Consolidate EYFS list</b></p> <p><b>Introduce:</b></p> <p><b>Capital Letters:</b>  <i>Capital letter for names</i>  <i>Capital letter for the personal pronoun I</i>  <i>Full stops</i>  <i>Question marks</i>  <i>Exclamation marks</i>  <i>Speech bubble</i>  <i>Bullet points</i></p>	<p><b>Consolidate:</b>  <i>Finger spaces</i>  <i>Letter</i>  <i>Word</i>  <i>Sentence</i>  <i>Full stops</i>  <i>Capital letter</i>  <i>Simile – 'like'</i></p> <p><b>Introduce:</b>  <i>Punctuation</i>  <i>Question mark</i>  <i>Exclamation mark</i>  <i>Speech bubble</i>  <i>Bullet points</i>  <i>Singular/ plural</i>  <i>Adjective</i></p>	<p>Used by children and staff to assess extended pieces of writing.</p> <p style="text-align: center; font-size: 1.2em;"><b>Year 1</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; color: white; background-color: #FF0000; padding: 2px;">Writing Check list A</p> </div> <p style="text-align: center; color: red; font-weight: bold;">Think it Say it FRED it Write it Read it</p> <p style="text-align: center; color: red; font-weight: bold;">CAPITAL letters</p> <p style="text-align: center; color: red; font-weight: bold;">Finger spaces</p> <p style="text-align: center; color: red; font-weight: bold;">On the line</p> <p style="text-align: center; color: red; font-weight: bold;">Formed well</p> <p style="text-align: center; color: red; font-weight: bold;">. full stops</p> <p style="text-align: center; color: red; font-weight: bold;">?</p> <p style="text-align: center; color: red; font-weight: bold;">!</p> <p style="text-align: center; color: red; font-weight: bold;">and</p> <p style="text-align: center; color: red; font-weight: bold;">I</p> <p style="text-align: right; color: red; font-weight: bold;">visual list for children</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"></td> <td style="padding: 0 10px;">Finger spaces</td> <td style="text-align: center;"></td> <td style="padding: 0 10px;">Think it</td> </tr> <tr> <td style="text-align: center;"></td> <td style="padding: 0 10px;">Full stops</td> <td style="text-align: center;"></td> <td style="padding: 0 10px;">Say it</td> </tr> <tr> <td style="text-align: center; font-weight: bold; font-size: 1.2em;">Cc</td> <td style="padding: 0 10px;">CAPITAL letters</td> <td style="text-align: center;"></td> <td style="padding: 0 10px;">Fred it</td> </tr> <tr> <td style="text-align: center; font-weight: bold; font-size: 1.2em;">a</td> <td style="padding: 0 10px;">Letter formation</td> <td style="text-align: center;"></td> <td style="padding: 0 10px;">Write it</td> </tr> <tr> <td style="text-align: center; font-weight: bold; font-size: 1.2em;">Aa</td> <td style="padding: 0 10px;">On the line</td> <td style="text-align: center;"></td> <td style="padding: 0 10px;">Read it</td> </tr> </table>		Finger spaces		Think it		Full stops		Say it	Cc	CAPITAL letters		Fred it	a	Letter formation		Write it	Aa	On the line		Read it
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<p><b>using adjectives e.g.</b>  <i>The giant had an enormous beard.  Red squirrels enjoy eating delicious nuts.</i></p> <p><b>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g.</b>  <i>The children played on the swings <b>and</b> slid down the slide.  Spiders can be small <b>or</b> they can be large.  Charlie hid <b>but</b> Sally found him.  It was raining <b>so</b> they put on their coats.</i></p> <p><b>Complex sentences: Use of 'who' (relative clause) e.g.</b>  <i>Once upon a time there was a little old woman <b>who</b> lived in a forest.  There are many children <b>who</b> like to eat ice cream.</i></p> <p><b>BOYS sentences</b></p> <p><b>Many Questions sentences</b></p>	<p><b>Suffixes that can be added to verbs (e.g. helping, helped, helper)</b></p> <p><i>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</i></p>			
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# Year 2 Knowledge Checklist

Sentence construction	Word structure/ Language	Punctuation	Terminology	Punctuation ladder
<p><b>Consolidate Year 1 list:</b></p> <p><b>Introduce:</b></p> <p><b>Types of sentences:</b>  <i>Statements</i>  <i>Questions</i>  <i>Exclamations</i>  <i>Commands</i></p> <p><b>-‘ly’ openers</b>  <i>e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using: adjectives</b> e.g. The boys peeped inside the dark cave.</p> <p><b>adverbs</b> e.g. Tom ran quickly down the hill.</p> <p><b>Secure use of compound sentences (Coordination)</b> using connectives: and/ or / but / so (coordinating conjunctions)</p> <p><b>Additional subordinating conjunctions:</b>  <i>what/while/when/where/ because/then/so that/ if/to/until</i>            e.g. <b>While</b> the animals were munching breakfast, two visitors arrived  <i>During the Autumn, when</i> the weather is cold, the leaves fall off the trees.</p>	<p><b>Consolidate Year 1 list:</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions:</b>  <i>behind above along</i>  <i>before between after</i></p> <p><b>Alliteration</b> e.g. <i>wicked witch</i>  <i>slimy slugs</i></p> <p><b>Similes</b> using...like... e.g.  <i>... like sizzling sausages</i>  <i>...hot like a fire</i></p> <p><b>Two adjectives to describe the noun</b>            e.g.  <i>The scary, old woman...</i>  <i>Squirrels have long, bushy</i>  <i>Tails</i>            .</p> <p><b>Adverbs for description</b> e.g.  <i>Snow fell gently and</i>  <i>covered the cottage in the wood.</i></p> <p><b>Adverbs for information</b> e.g.  <i>Lift the pot carefully onto the tray. The</i>  <i>river quickly flooded</i>  <i>the town.</i></p> <p><b>Generalisers for information</b>, e.g.  <i>Most dogs....</i>  <i>Some cats....</i></p> <p>Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful,</p>	<p><b>Consolidate Year 1 list:</b></p> <p><b>Introduce:</b></p> <p><b>Demarcate sentences:</b>  <i>Capital letters</i>  <i>Full stops</i>  <i>Question marks</i>  <i>Exclamation marks</i></p> <p><b>Commas to separate items in a list</b></p> <p><b>Speech bubbles for direct speech</b></p> <p><b>Implicitly understand how to change from indirect speech to direct speech</b></p> <p><b>Apostrophes to mark contracted forms in spelling</b>  <i>e.g. don’t, can’t</i></p> <p><b>Apostrophes to mark singular possession</b> e.g. <i>the cat’s name</i></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b>  <i>Finger spaces</i>  <b>Letter</b>  <b>Word</b>  <b>Sentence</b>  <b>Full stops</b>  <b>Capital letter</b>  <b>Question mark</b>  <b>Exclamation mark</b>  <i>Speech bubble</i>  <b>Singular/ plural</b>  <b>Adjective</b>  <b>Verb</b>  <b>Conjunction</b>  <b>Alliteration</b>  <b>Simile – ‘as’/ ‘like’</b></p> <p><b>Introduce:</b></p> <p><b>Commas</b> for description</p> <p><b>‘Speech marks’</b></p> <p><b>Suffix</b></p> <p><b>Verb / adverb</b></p> <p><b>Statement</b></p> <p><b>question</b></p> <p><b>exclamation</b></p> <p><b>Command (Bossy verbs)</b></p> <p><b>Tense</b> (past, present,</p>	<p>Year2</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Writing Check list B</p>  <p style="text-align: center;">CAPITAL letters</p> <p style="text-align: center;">Full stops</p> <p style="text-align: center;">.</p> <p style="text-align: center;">!</p> <p style="text-align: center;">?</p> <p style="text-align: center;">Commas in a list ... and</p> <p style="text-align: center;">Apostrophe for possession The dog's ball</p> <p style="text-align: center;">Subordinating conjunction When if that because</p> <p style="text-align: center;">Coordinating conjunction Or And but</p> <p style="text-align: center;">Extended noun phrases red flower</p> <p style="text-align: center;">Tense Past present</p> <p style="text-align: center;">Paragraphs</p> <p style="text-align: center;">Vocabulary choice</p> <p style="text-align: center;">Types of sentences Statement Command Question Exclamation</p> <p style="text-align: center;">Check your spelling!</p> </div> <p>Used by children and staff to assess extended pieces of writing. Ladders are labelled A, B, C etc to allow children to work on ladders that meet their needs if they are working below age related expectation.</p>

<p><b>Use long and short sentences:</b>  <i>Long sentences to add description or information. Use short sentences for emphasis.</i></p> <p><b>Expanded noun phrases</b>  <i>e.g. lots of people, plenty of food</i></p> <p><b>List of 3 for description</b>  <i>e.g. He wore old shoes, a dark cloak and a red hat.</i>  <i>African elephants have long trunks, curly tusks and large ears.</i></p> <p><b>2A Sentence, SIMILE Sentence</b>  <b>Ad, same ad Sentence, double ly Sentence, All the W's Sentence, List Sentence, SHORT Sentence (for effect)</b></p>	<p>–less  (A fuller list of <b>suffixes</b> can be found in the spelling appendix.)</p> <p>Use of the <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b></p> <p>The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts.</p> <p>Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past</b> tense to mark actions in progress e.g. <i>she is drumming, he was shouting.</i></p>		<p>future)</p> <p><b>Adjective / noun</b></p> <p><b>Noun phrases</b>  <i>Generalisers</i></p> <p><b>Subordinating conjunctions</b></p>	
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# Year 3 Knowledge Checklist

Sentence construction	Word structure/ Language	Punctuation	Terminology	Punctuation ladder
<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b></p> <p><b>Vary long and short sentences:</b>  <b>Long sentences</b> to add description or information.</p> <p><b>Short sentences</b> for emphasis and making key points e.g.  <i>Sam was really unhappy.</i>  <i>Visit the farm now.</i></p> <p><b>Embellished simple sentences:</b>  <b>Adverb starters to add detail</b> e.g.  <i>Carefully, she crawled along the floor of the cave....</i>  <i>Amazingly, small insects can....</i></p> <p><b>Adverbial phrases</b> used as a 'where', 'when' or 'how' opener</p> <p><b>(fronted adverbials)</b>  <b>A few days ago</b>, we discovered a hidden box.  <b>At the back of the eye</b>, is the retina.  <b>In a strange way</b>, he looked at me.</p> <p><b>Prepositional phrases to place the action:</b>  <i>on the mat; behind the tree, in the air</i></p> <p><b>Compound sentences (Coordination)</b>  using conjunctions:  and/ or / but / so / for /nor /  (coordinating conjunctions)</p> <p><b>Develop complex sentences</b></p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions</b>  <i>Next to by the side of</i>  <i>in front of during</i>  <i>through throughout</i>  <i>because of</i></p> <p><b>Powerful verbs</b>  e.g. <i>stare, tremble, slither</i></p> <p><b>Boastful Language</b>  e.g. <i>magnificent, unbelievable, exciting!</i></p> <p><b>More specific / technical vocabulary to add detail</b> e.g.  <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i>  <i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p><b>Nouns formed from prefixes</b>  e.g. <i>auto...</i>  <i>super...anti...</i>  <b>Word Families</b>  based on common words  e.g. <i>teacher –teach,</i>  <i>beauty – beautiful</i></p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b></p> <p><b>Secure use of inverted commas for direct speech</b></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b>  <i>Finger spaces</i>  <b>Letter</b>  <b>Word</b>  <b>Sentence</b>  <b>Statement</b>  <b>question</b>  <b>exclamation</b>  <b>Command</b>  <b>Full stops</b>  <b>Capital letter</b>  <b>Question mark</b>  <b>Exclamation mark</b>  <i>Speech bubble</i>  <b>'Speech marks'</b>  <i>Bullet points</i>  <b>Apostrophe</b>  <b>(contractions only)</b>  <b>Commas for sentence of 3 - description</b>  <b>Singular/ plural</b>  <b>Suffix</b>  <b>Adjective / noun / Noun phrases</b>  <b>Verb / adverb</b>  <i>Bossy verbs</i>  <b>Tense (past, present, future)</b>  <i>Connective</i>  <i>Generalisers</i>  <i>Alliteration</i>  <i>Simile – 'as' / 'like'</i></p> <p><b>Introduce:</b></p> <p><b>Word family</b>  <b>Conjunction</b>  <b>Coordinating conjunction</b></p>	<p>Year3</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">  </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;"> <b>CAPITAL letters</b> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;"> <b>, ... ? ! ,</b> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;"> <b>Inverted commas "Speech"</b> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;"> <b>Subordinating conjunction</b>  <b>When</b>  <b>If before</b>  <b>after while</b>  <b>that because</b> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;"> <b>Coordinating conjunction</b>  <b>FANBOYS</b>  <b>.and .but .or .so</b> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;"> <b>Subordinating clauses</b> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;"> <b>Prepositions</b>  <b>Before after during</b>  <b>because of</b> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;"> <b>Vocabulary for effect</b> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;"> <b>Paragraphing to group ideas</b> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;"> <b>Heading</b>  <b>Subheading</b> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;"> <b>Present perfect</b>  <b>He has gone/He went</b> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;"> <b>Check your spelling!</b> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;"> <b>Check your tense</b> </div> <p>Used by children and staff to assess extended pieces of writing. Ladders are labelled A, B, C etc to allow children to work on ladders that meet their needs if they are working below age related expectation.</p>

<p><b>(Subordination)</b> with range of subordinating conjunctions</p> <p>-‘ing’ clauses as openers e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p><b>With support use relative clauses using:</b> <b>who/whom/which/whose/that</b> e.g. <i>The girl, <b>whom</b> I remember, had long black hair.</i> <i>The boy, <b>whose</b> name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, <b>which</b> was finished in 1864, is a popular tourist attraction.</i></p> <p><b>Sentence of three for description</b> e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p><b>Pattern of three for persuasion</b> e.g. <i>Visit, Swim, Enjoy!</i></p> <p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g. <i>Dragons are found across the world.</i></p> <p><b>Dialogue –powerful speech verbs</b> e.g. <i>“Hello,” she whispered.</i></p>	<p><i>Use of determiners a or an according to whether next word begins with a vowel</i> e.g. <i>a rock, an open box</i></p> <p><b>Use of the perfect form of verbs to mark relationships of time and cause</b> e.g. <i>I have written it down so I can check what it said.</i></p> <p><b>Use of present perfect instead of simple past.</b> <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind.</i></p>		<p><b>Subordinating conjunction</b> <b>Clause</b> <b>Subordinate clause</b> <b>Adverb</b> <b>Preposition</b> <b>Direct speech</b> <b>Inverted commas</b> <b>Prefix</b> <b>Consonant/Vowel</b> <i>Determiner</i> <i>Synonyms</i> <i>Relative clause</i> <i>Relative pronoun</i> <i>Imperative</i></p>	
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# Year 4 Knowledge Checklist

Sentence construction	Word structure/ Language	Punctuation	Terminology	Punctuation ladder	
<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b></p> <p>Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences:  <b>Long sentences</b> to enhance description or information  <b>Short sentences</b> to move events on quickly e.g. <i>It was midnight. It's great fun.</i></p> <p><b>Simile openers</b>  e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i>  <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences (Coordination)</b> using coordinating conjunctions and / or / but / so / for/ yet</p> <p><b>Use relative clauses using: who/whom/which/whose/that</b> e.g.  <i>The girl, whom I remember, had long black hair.</i>  <i>The boy, whose name is George, thinks he is very brave.</i>  <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions</b>  <i>at underneath since towards beneath beyond</i></p> <p><b>Conditionals</b>  <i>could, should, would</i></p> <p><b>Comparative and Superlative adjectives</b>  e.g.  <i>small smaller smallest good better best</i></p> <p><b>Proper nouns</b> refers to a particular person or thing  e.g. <i>Monday, Jessica, October, England</i></p> <p><b>The grammatical difference between plural and possessive –s</b></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms e.g. <i>we were</i> instead of <i>of we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b></p> <p><b>Commas</b> to mark clauses and to mark off fronted adverbials.</p> <p><b>Full punctuation for direct speech:</b>  <i>Each new speaker on a new line</i>  <i>Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</i></p> <p><b>Apostrophes</b> to mark singular and plural possession  e.g. <i>the girl's name, the boys' boots</i> as opposed to <i>s</i> to mark a plural</p>	<p><b>Consolidate:</b></p> <p>Punctuation:  Letter  Word  Sentence  Statement  question  exclamation  command  Full stops  Capital letter  Question mark  Exclamation mark  'Speech marks'  Direct speech  Inverted commas  Bullet points  Apostrophe (contractions only)  Commas for sentence of 3 – description, action  Colon – instructions  Singular/ plural  Suffix/ Prefix  Word family  Consonant/Vowel  Adjective / noun / noun phrase Verb / Adverb  Bossy verbs -imperative  Tense (past, present, future)  Conjunction  Preposition  Determiner/ generaliser  Clause  Subordinate clause  Relative clause  Relative pronoun  Coordinating conjunction  Subordinating conjunction</p>	<p>Year4</p>	<p>Used by children and staff to assess extended pieces of writing. Ladders are labelled A, B, C etc to allow children to work on ladders that meet their needs if they are working below age related expectation.</p>

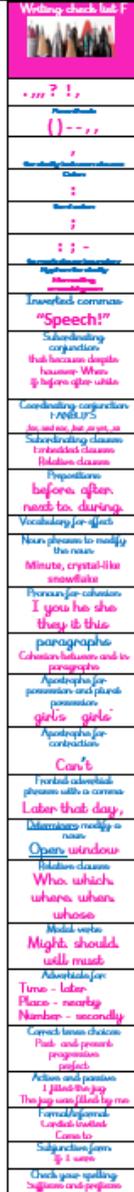
<p><b>Develop complex sentences: (Subordination)</b>  <b>Main and subordinate clauses</b> with range of subordinating conjunctions.</p> <p><b>-‘ed’ clauses as openers</b> e.g.  <i>Frightened, Tom ran straight home to avoid being caught.</i>  <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p><b>Expanded -‘ing’ clauses as openers</b>  e.g.  <i>Grinning menacingly, he slipped the treasure into his rucksack.</i></p> <p><b>Drop in –‘ing’ clause</b> e.g.  <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</i></p> <p><b>Sentence of three for action</b> e.g.  <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i>  <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p><b>Repetition to persuade</b> e.g.  <i>Find us to find the fun</i></p> <p><b>Dialogue</b> - verb + adverb - “Hello,” she whispered, shyly.</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition</p> <p><b>Verb, person</b> Sentence</p> <p><b>Personification of the weather</b> Sentence</p>			<p><b>Alliteration</b>  <b>Simile</b> – ‘as’/ ‘like’  <b>Synonyms</b></p> <p><b>Introduce:</b>  <b>Pronoun</b>  <b>Possessive pronoun</b>  <b>Adverbial</b>  <b>Fronted adverbial</b>  <b>Apostrophe – plural</b>  <b>Possession</b></p>	<p>Used by children and staff to assess extended pieces of writing. Ladders are labelled A, B, C etc to allow children to work on ladders that meet their needs if they are working below age related expectation.</p>
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# Year 5 Knowledge Checklist

Sentence construction	Word structure/ Language	Punctuation	Terminology	Punctuation ladder
<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions:</p> <p>Expanded –ed clauses as openers e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of openers using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. <i>Someone, somewhere was out to get him.</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes e.g. –ate; –ise; –ify</p> <p>Verb prefixes e.g. dis–, de–,</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets / dashes /commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p><b>Consolidate:</b></p> <p>Punctuation: Sentence statement question exclamation command Full stops/ Capitals Question mark Exclamation mark ‘Speech marks’ Direct speech Inverted commas Apostrophe contractions/ possession Commas for sentence of three – description, action Colon – instructions Parenthesis / bracket / dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Imperative- bossy verbs Tense (past, present, future) Conjunction Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial Alliteration Simile – ‘as’/ ‘like’ Synonyms</p>	<p>Year5</p>  <p>.,, ? ! ,</p> <p>( ) - - , ,</p> <p>, <i>for clarity between clauses</i></p> <p><b>Inverted commas</b> “Speech!”</p> <p><i>Subordinating conjunctions</i> When If before after- while that because despite however</p> <p><i>Coordinating conjunctions</i> FANBOYS For, and, nor, but, or, yet, so</p> <p><i>Subordinating clauses</i></p> <p><i>Prepositions</i> before, after, next to, during</p> <p><i>Vocabulary for object</i></p> <p><i>Noun phrases to modify the noun</i> small, fluffy, adorable cat</p> <p><i>Pronoun for cohesion</i> I, you, he, she, they, it, this</p> <p>paragraphs</p> <p><i>Apostrophe for possessors and plural possession</i> girl's, girls'</p> <p><i>Apostrophe for contractions</i> Can't</p> <p><i>Fronted adverbial phrases with a comma</i> Later that day,</p> <p><i>Determiners modify a noun</i> <b>Open window</b></p> <p><i>Relative clauses</i> Who, which, where, when, whose</p> <p><i>Modal verbs</i> Might, should, will, must</p> <p><i>Adverbials for</i> Time - later Place - nearby Number - secondly</p> <p>Correct tense choices</p> <p>Check your spelling Suffixes and prefixes</p>

<p><b>Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning and /or effect</p> <p><b>Moving sentence chunks (how, when, where) around for different effects</b> e.g. <i>The siren echoed loudly ....through the lonely streets ....at midnight</i></p> <p><b>Use of rhetorical questions</b> <b>Stage directions in speech (speech + verb + action)</b> e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p><b>Indicating degrees of possibility using modal verbs</b> e.g. might, should, will, must or adverbs perhaps, surely <b>2 pairs</b> sentence <b>O.(I.)</b> sentence <b>NOUN, which/who, where</b> sentence <b>3 bad-(dash) question?</b> sentence <b>P.C.</b> sentence <b>The more, the more</b> sentence Irony sentence</p>			<p><b>Introduce:</b> Relative clause/pronoun Modal verb Parenthesis Bracket- dash Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question Tense: present and past progressive;</p>	<p>Used by children and staff to assess extended pieces of writing. Ladders are labelled A, B, C etc to allow children to work on ladders that meet their needs if they are working below age related expectation.</p>
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# Year 6 Knowledge Checklist

Sentence construction	Word structure/ Language	Punctuation	Terminology	Punctuation ladder
<p><b>Consolidate Year 5 list</b></p> <p><b>Introduce:</b></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g.</p> <p><b>Active:</b> Tom accidentally dropped the glass.</p> <p><b>Passive:</b> The glass was accidentally dropped by Tom.</p> <p><b>Active:</b> The class heated the water.</p> <p><b>Passive:</b> The water was heated.</p> <p><b>Developed use of rhetorical questions for persuasion</b></p> <p><b>Expanded noun phrases to convey complicated information concisely e.g.</b></p> <p><i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day.</i></p> <p><b>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</b></p>	<p><b>Consolidate Year 5 list</b></p> <p><b>Introduce:</b></p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes and metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. <i>said versus reported, alleged, or claimed in formal speech or writing.</i></p> <p><b>How words are related as synonyms and antonyms e.g. big/ large / little</b></p>	<p><b>Consolidate Year 5 list</b></p> <p><b>Introduce:</b></p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i></p>	<p><b>Consolidate:</b></p> <p>Punctuation: Sentence statement question exclamation command Full stops/ Capitals Question mark Exclamation mark 'Speech marks' Direct speech Indirect speech Inverted commas Apostrophe contractions/ possession Commas for sentence of three – description, action Colon – instructions Parenthesis / bracket / dash Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Imperative- <i>bossy verbs</i> Tense (past, present, future) Conjunction / connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial Rhetorical question Present and past progressive present perfect; past perfect</p>	<p>Year6</p> 

<p>question tags) e.g. <i>He's your friend, isn't he?</i>, or the use of the <b>subjunctive</b> in some very formal writing and speech) as in <i>If I <b>were</b> you.</i></p>			<p>Cohesion  Ambiguity  Alliteration  Simile – 'as'/'like'  Synonyms  <b>Introduce:</b>  Active and passive voice  Subject and object  Hyphen  Synonym, antonym  Colon/semi-colon  Bullet points  Ellipsis  Subjunctive</p>	<p>Used by children and staff to assess extended pieces of writing. Ladders are labelled A, B, C etc to allow children to work on ladders that meet their needs if they are working below age related expectation.</p>
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Self Editing Key		Marking Key	
The cat is black.		the cat is black	
assessment asesment		sp asesment	
am I happy		? this doesn't make sense change it	
+1 +2		Vocabulary Change for a better word	
to add chunks in X delete mistakes if more than one word X		SS Improve the sentence structure, order or punctuation	
One through a calculation and re-do in the next space.		P The punctuation is inaccurate or missing	
// I needed a new paragraph here		// you missed a paragraph out	
		T You have the wrong tense - change it please	

New Curriculum Spelling Lists Years 1 and 2							
the	come	go	mind	clothes	past	sugar	
a	some	so	floor	cold	father	could	
do	one	by	because	gold	class	would	
to	once	my	kind	hold	water	sure	
today	ask	here	behind	told	again	eye	
of	friend	there	whole	every	grass	should	
said	school	where	any	great	pass	who	
says	put	love	child	break	plant	Mr	
your	are	push	wild	steak	path	Mrs	
they	were	pull	most	busy	bath	parents	
be	was	full	both	people	hour	Christmas	
he	is	house	children	pretty	move	everybody	
me	his	our	climb	beautiful	prove	even	
she	has	door	only	after	half		
we	I	poor	old	fast	money		
no	you	find	many	last	improve		

Word list – years 3 and 4			
accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

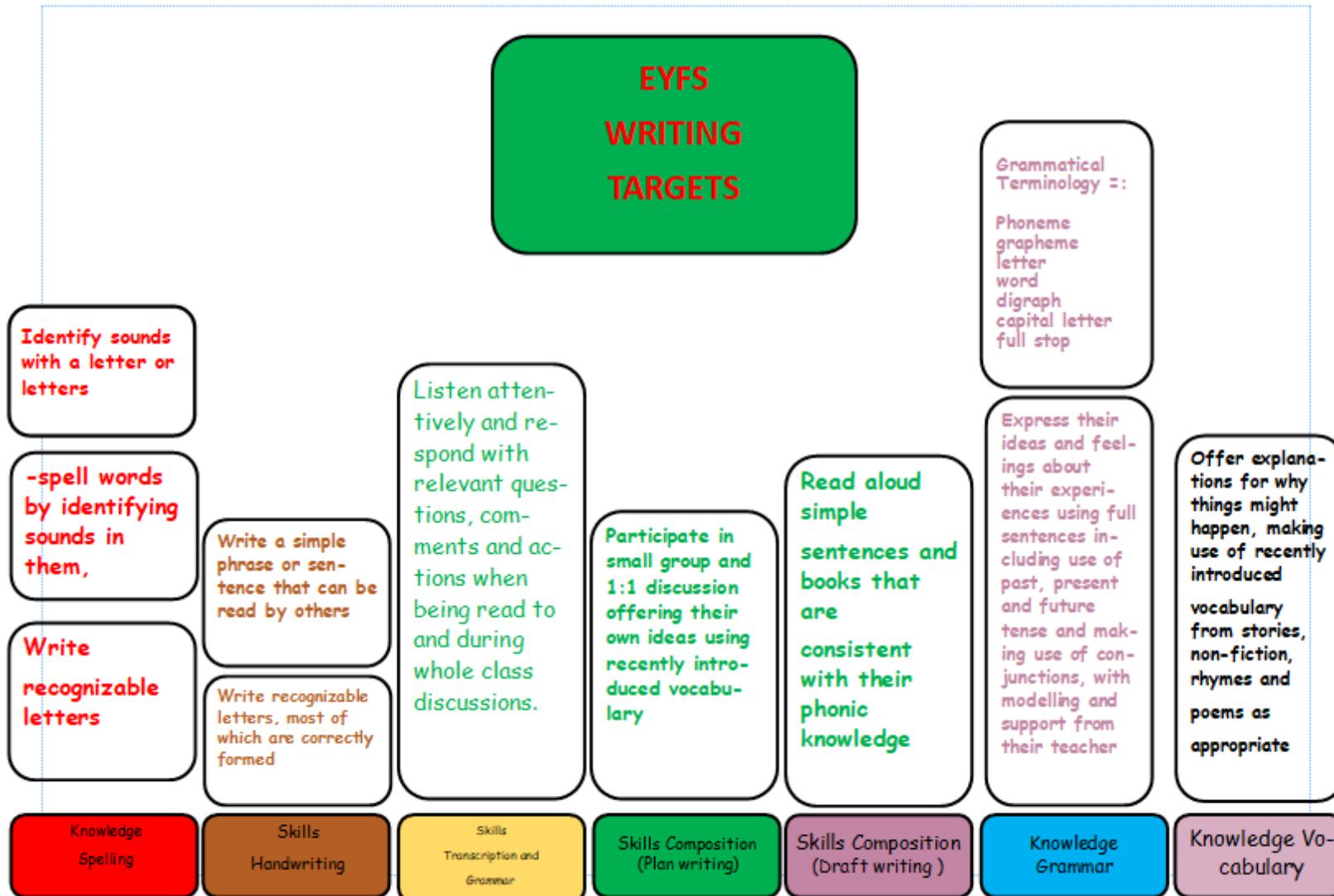
Word list – years 5 and 6			
accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (-ped, -ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

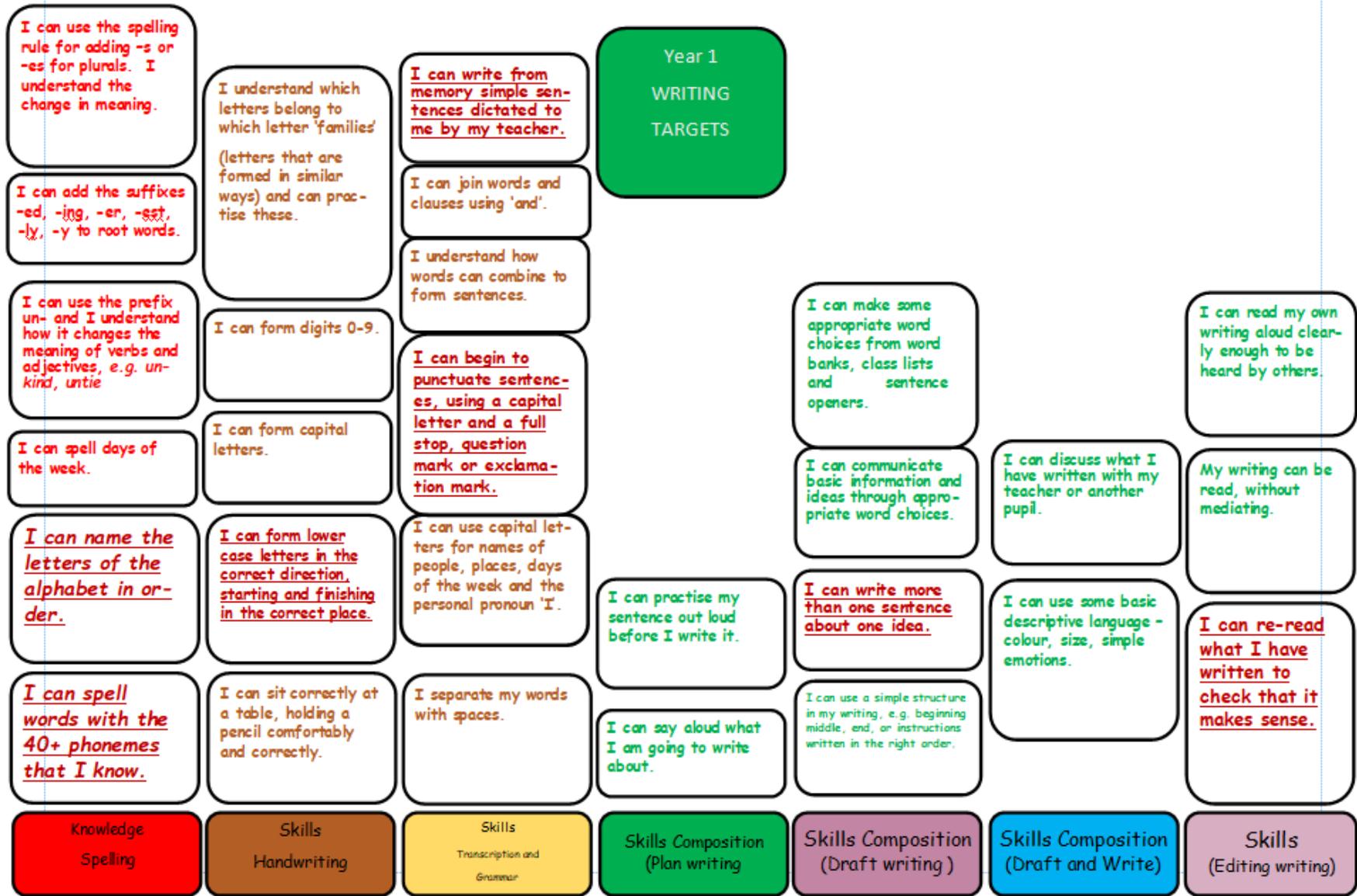


Writing is definitely an important skill of life which is hard to learn and master. Here are few simple techniques, if followed properly children will learn writing more quickly and in fun way.

1. **Provide lots of writing material** to your children like paper, pencils, colours and crayons.
2. **Let them scribble** as much as they want. This helps them get used to of writing and express their thoughts. It will also help build children hand muscles and improve their pencil control.
3. **Make a separate place for writing in your home** where children can write away from distraction.
4. **Ask them lots of question once a child finishes drawing** like what they have made? What is the boy doing? Can you tell me a story about this? etc.
5. **Just practice, practice and practice.** Writing needs lots and lots of practice. If a child is finding it hard let them trace over the letters. By repeating this activity, your child will begin to understand how to form letters.
6. **Encourage your child to write their name.** While they write to point out to each letter so that they recognise it properly. Be very patient as it does take time, but stay consistent and keep trying. This is very important as this is the first skill child needs to know when they start reception.
7. **Praise your child as much as you can.** Find good things in your child writing. Always remember that simple words of encouragement can do wonders.
8. **Reading plays a huge role in writing skill,** as they both complement each other. The more your child reads, the more ideas he will have to write down. This can include magazine, comics, books they read to you and books they have read to them!
9. **Pointing words as you read them in stories** or writing words said in a conversation will help them understand the link between spoken words and written text. This works all the way to year six, picking out interesting vocabulary and exploring it meaning and using it in their speaking will support them in doing it in their writing.
10. **As your child gets older encourage them to write letters and card** to other family members. This will help them to build their confidence and vocabulary.

Underlined targets are KPIs (Key Progress Indicator)





Year 2 WRITING TARGETS						
I can segment spoken words into phonemes and then represent them as graphemes, spelling many correctly.	I can form capital and lower case letters of the correct size and orientation, relative to one another.	I can punctuate sentences, using capital letters, full stops, question marks and exclamation marks.		I can use the suffixes -er, -est and -ly to turn adjectives into adverbs.	I can make use of the progressive forms of verbs in the present and past tense to mark actions in progress. (e.g. she is drumming, he was shouting)	When prompted, I can re-read what I have written to check for errors in spelling, grammar and punctuation.
I can spell some common homophones/near homophones, e.g. their/there/they're.	I can write from memory simple sentences dictated by the teacher.	I can join clauses using 'when', 'if', 'that', 'because', as well as 'or' and 'but'.		I can use the correct choice and consistent use of present tense and past tense throughout my writing.	I am beginning to use appropriate language across different types of writing - e.g. story language, non-fiction., poetry.	I can use and understand grammatical terminology in discussing my writing.
I can spell most of the common exception (tricky) words.	I can use spacing between words that reflects the size of the letters.	I can use commas to separate items in lists.	I can think about the different styles needed for different types of writing.	I can use the correct choice and consistent use of present tense and past tense throughout my writing.	I can write narratives about personal experiences and those of others.	I can evaluate my writing with the teacher and other pupils.
I can use apostrophes to show possession for a person, e.g. the girl's book.	I understand which letters need to be joined in my writing.	I can use apostrophes to mark where letters are missing in spellings	I can plan what I am going to write by saying my sentences out loud one at a time, and writing down my ideas including new vocabulary.	I know the formation of nouns using the suffixes -ness and -er and by compounding.	In response to a prompt or sometimes independently, I can check that my tense is correct throughout.	
I can add the suffixes --ness, -ful, -less and -ly to root words.		I can identify a sentence as a statement, question, exclamation or command.	I can plan or say out loud what I am going to write about.	I know the formation of adjectives using suffixes such as -full and -less.	The organisation reflects the purpose of my writing, e.g. a newspaper report has a headline, by-line, introduction and then a chronological recount of events.	I can read aloud what I have written with appropriate intonation to make the meaning clear.
I can spell more words with the contracted forms.	I can form lower case letters of the correct size, relative to one another.	I can use expanded noun phrases for description or to be specific, e.g. a blue butterfly, plain flour, the man in the moon.	I can write down ideas/and or key words.	I can use interesting adjectives to describe people, places or objects.		
Knowledge Spelling	Skill Handwriting	Knowledge Grammar	Skills Composition (Plan my ideas)	Skills Composition (Draft and Write)	Skills Composition (Draft and Write)	Skills Composition (Evaluate and edit)

I can use and understand the prefixes dis-, mis-, in- and im-

I can use knowledge of morphology (word structure) and etymology (word history) and understand that the spelling of some words need to be learnt specifically.

I can spell a larger range of homophones/near homophones, e.g. accept/except.

I can spell words that are often misspelt. (English Appendix 1 Y3/4).

I understand word families based on common words, showing how words are related in form or meaning, e.g. solve, solution, solver, dissolve, insoluble.

I can use apostrophes to show possession accurately, including plurals, e.g. the girls' book, as well as words with irregular plurals e.g. the children's book

I can spell words ending in -tion, -sion, -sion, -sion

I can use the first two or three letters of a word to look up its meaning in a dictionary.

Knowledge Spelling

Punctuation to mark sentences—full stops, capital letters (including proper nouns), exclamation and question marks are used accurately.  
I can use commas in lists, and show awareness of commas to mark phrases and clauses.

I am beginning to use inverted commas to punctuate direct speech.

My writing usually contains simple and compound sentences, but I am beginning to use sentences with more than one clause (although these may be still uncontrolled).

I can use a wider range of conjunctions, e.g. when, if, because, although and however.

I can express time, place and cause using adverbs, e.g. then, next, soon, therefore.

I can express time, place and cause using prepositions, e.g. before, after, during, in, because of.

Knowledge Grammar

I understand how to form nouns with prefixes such as super-, anti-, auto-

I can use the forms 'a' or 'an' according to whether the next word begins with a consonant or vowel.

I can use the present perfect form of verbs instead of the simple past when necessary. For example, he has gone out to play rather than he went out to play.

I am beginning to use paragraphs as a way of grouping related ideas.

I use first and third person and tense consistently.

I can use headings and subheadings to help present my work.

Knowledge Grammar

### Year 3 WRITING TARGETS

I am beginning to plan my writing by discussing similar writing in order to understand and learn from its structure, vocabulary and grammar.

I can discuss and record my ideas.

I can plan what I am going to write by saying my sentences out loud one at a time, and rehearsing them (including dialogue).

Skills Composition (Plan my ideas)

My writing shows an understanding of audience and purpose.

In narrative, the main features of story structure are present, e.g. beginning, middle, end and a developed resolution.

In narrative, I am beginning to create settings, characters and a plot.

I am beginning to use vocabulary that is more varied.

Skills Composition (Draft and Write)

My ideas are beginning to be loosely grouped, e.g. according to time or place.

I can group/organise my ideas around a theme.

I am beginning to use features of a given style to ensure that the style of writing is evident.

Skills Composition (Draft and Write)

In response to discussion or comment, I can evaluate and edit my own writing, and suggesting improvements.

I can propose simple changes to grammar and vocabulary to improve consistency, often without prompting.

I can re-read/proof read what I have written to check for errors in spelling, and punctuation.

I can read my own writing aloud to a group or to the whole class, using appropriate intonation, and controlling my tone and volume (loudness) so that the meaning is clear.

Skills Composition



Use dictionaries to check the spelling and meaning of words.

I can use the first three or four letters of a word to check spelling in a dictionary.

I can use knowledge of morphology and etymology and understand that the spelling of some words need to be learnt specifically.

I can use a thesaurus.

I know and can use the 'i' before 'e' rule and exceptions

I can spell words with the endings -sions and -tions

I can spell words with the endings -ible and -able.

I can spell words with 'silent' letters, e.g. knight, psalm, solemn

I can use and understand further prefixes and suffixes.

Spelling

I can link ideas across paragraphs, using adverbials of time (e.g., later), place (e.g., nearby) and number (e.g., secondly)

I can show degrees of possibility using adverbs e.g. perhaps/surely or modal verbs e.g. might, should, will, must.

I can convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.

I can use commas to clarify meaning or avoid ambiguity.

I can use devices to build cohesion (links) within a paragraph, e.g. then, after that, firstly, this.

Grammar

I can use brackets, dashes or commas to indicate parenthesis.

I can use relative clauses beginning with who, which, where, when, whose and that.

According to audience, purpose and context, my writing demonstrates appropriate use of expanded noun phrases to express complicated information

Grammar

## Year 5 WRITING TARGETS

In writing narrative, I am beginning to consider how authors have developed characters and settings in what I have read, listened to or seen performed.

I am beginning to use similar writing as a model for my own composition.

I can select the appropriate form for my writing.

Use the features of the given genre for Year 5.

I can identify the audience for and purpose for my writing.

Composition (Plan my ideas)

I can include dialogue appropriate to the character's personality or advance the action.

In narrative, I am beginning to describe settings, character and atmosphere.

The setting can be used as a 'sympathetic background' to the characters' situations, e.g. a thunderstorm for the dangerous parts with the sun coming out when all is well.

I am beginning to select appropriate grammar and vocabulary to clarify and enhance meaning.

Composition (Draft and Write)

The structure and organisation of my writing is informed by its audience, purpose and context, through the use of paragraphs to organise information and ideas around a theme.

I can use a range of devices to build cohesion within and across paragraphs

E.g. Linking ideas within and across paragraphs, using adverbials of time (e.g. later), place (e.g. nearby), and number (e.g. secondly, before).

I can use some organisational and presentational devices to structure text and to guide the reader, e.g. headings, statements, underlining, columns, bullets or tables

Use the features of the given genre for Year 5.

Composition (Draft and Write)

I perform my own compositions, and beginning to use intonation, volume and movement so that the meaning is clearer.

I can proof-read what I have written to check for errors in spelling, grammar (including tense) and punctuation.

I can ensure the correct subject and verb agreement throughout my writing.

I can ensure correct use of tense throughout the writing in singular.

I can suggest some changes to grammar and vocabulary to enhance effects and clarify meaning.

Composition (Evaluate and edit)

Use dictionaries to check the spelling and meaning of words.	I know the difference between formal and informal writing structures. Questions tags like 'He's your friend, isn't he?' Using the subjunctive form if I were... or were they to	I can use modal verbs and adverbs to indicate degrees of possibility. <i>E.g. You <u>should</u> help your little brother. Is it going to rain? Yes, it <u>might</u>.</i>	<p style="text-align: center;"><b>Year 6</b></p> <p style="text-align: center;"><b>WRITING TARGETS</b></p>	I can include dialogue specifically to show a character's personality or advance the action.  (Show rather than just tell the reader! Give the reader clues to their personality by what they say and how they say it!)	The structure and organisation of my writing is informed by its audience, purpose and context, through the appropriate use of paragraphs to develop and expand some ideas, descriptions, themes or events in depth.	I perform my own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
I can use the first three or four letters of a word to check spelling in a dictionary.	I understand how hyphens can be used to avoid ambiguity e.g. man-eating shark versus man-eating shark; or recover versus re-cover.	I can link ideas across paragraphs using a wide range of cohesive devices.  Repetition of a word or phrase, grammatical connections, adverbials such as 'on the other hand', 'in contrast' etc and ellipsis...		In writing narrative, I can consider how authors have developed characters and settings in what I have read, listened to or seen performed.	I can use a wide range of devices to build cohesion within and across paragraphs  E.g. Linking ideas within and across paragraphs, using adverbials of time (e.g. later), place (e.g. nearby), and number (e.g. secondly) or tense choices (e.g. he had seen her). before)	<u>I can proof-read what I have written to check for errors in spelling, grammar (including</u>
I can use knowledge of morphology and etymology and understand that the spelling of some words need to be learnt specifically.	<u>I understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out- discover; ask for- request.</u>	According to audience, purpose and context, my writing demonstrates appropriate use of expanded noun phrases to express complicated in-	I can note initial ideas, drawing on reading and research when necessary.	<u>I can use further organisational and presentational devices to structure text and to guide the reader, e.g. headings, statements, underlining, columns, bullets or tables</u>  Use the features of the given genre for Years 5 and 6.	I can ensure the correct subject and verb agreement when using singular and plural	
I can use a thesaurus.	I can use semi-colons, colons or dashes to mark boundaries between independent clauses.	I can use the perfect form of verbs to mark relationships of time and cause, e.g. <i>She has downloaded some songs. [present perfect]</i> <i>I had eaten lunch when you came. [past perfect]</i>	<u>In narrative, I can describe settings, character and atmosphere.</u>  The setting can be used as a 'sympathetic background' to the characters' situations, e.g. a thunderstorm for the dangerous parts with the sun coming out when all is	I understand how grammar and vocabulary choices can change and enhance meaning of what I write.	<u>I can ensure the consistent and correct use of tense throughout the writing</u>	
I can spell words with the endings -gogge and -ogge.	<u>I can use passive verbs to affect the presentation of information in a sentence.</u>	I can use brackets, dashes or commas to indicate parenthesis	I can select the appropriate form for my writing.  Use the features of the given genre for Years 5 and 6.	I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	I can propose changes to grammar and vocabulary to enhance effects and clarify meaning.	
I can spell words with the endings -	<u>I can use a colon to introduce a list.</u>	I understand how words are related by meaning as synonyms and antonyms	I can identify the audience for and purpose for my writing.	I can précis longer passages of writing	I can assess the effectiveness of my own and others' writing.	
I can spell words with the endings -ible and -able.	I can use and understand further prefixes and suffixes.	Knowledge Spelling	I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Skills Composition (Draft and Write)	Skills Composition (Evaluate and edit)	
I can spell words with 'silent' letters, e.g. knight, psalm, solemn	Knowledge Grammar	Knowledge Grammar	Skills Composition (Draft and Write)	Skills Composition (Draft and Write)	Skills Composition (Evaluate and edit)	

# PROGRESSION IN GENRE TEXT TYPES

## Progression in Information Texts

	Research skills (on page and on screen)	Creating information texts (on page and on screen)
EYFS	<ul style="list-style-type: none"> <li>Track the words in text in the right order, page by page, left to right, top to bottom</li> <li>Learn order of alphabet through alphabet books, rhymes and songs</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between writing and drawing and write labels for pictures and drawings.</li> <li>Attempt writing for various purposes, using features of different forms, e.g. lists, stories and instructions</li> </ul>
Y1	<ul style="list-style-type: none"> <li>Pose questions before reading non-fiction to find answers.</li> <li>Secure alphabetic letter knowledge and order and use simplified dictionaries.</li> <li>Initially with adult help and then independently, choose a suitable book to find the answers by orally predicting what a book might be about from a brief look at both front and back covers, including blurb, title, illustrations. Read and use captions, labels and lists. Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter.</li> <li>Record information gleaned from books, (e.g.) as lists, a completed chart, extended captions for display, a fact file on IT.</li> </ul>	<ul style="list-style-type: none"> <li>Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding.</li> <li>Independently choose what to write about, orally rehearse, plan and follow it through.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>Pose and orally rehearse questions ahead of writing and record these in writing, before reading. Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.</li> <li>Use contents pages and alphabetically ordered texts (e.g.) dictionaries, encyclopaedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries.</li> <li>Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and sub-headings to speculate what a book might be about and evaluate its usefulness for the research in hand.</li> <li>Scan a website to find specific sections e.g. key words or phrases, subheadings. Appraise icons, drop down menus and other hyperlinks to speculate what it might lead to and evaluate its usefulness for the research in hand.</li> <li>Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopaedia.</li> <li>Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing</li> </ul>	<ul style="list-style-type: none"> <li>Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate.</li> <li>Draw on knowledge and experience of texts in deciding and planning what and how to write.</li> <li>Maintain consistency in non-narrative, including purpose and tense</li> <li>Create an alphabetically ordered dictionary or glossary of special interest words.</li> <li>Design and create a simple ICT text</li> </ul>
Y3	<ul style="list-style-type: none"> <li>Before researching, orally recall to mind, existing knowledge on the subject and reduce the options for enquiry by posing focused questions. Compose questions to ask of the text.</li> <li>Have a secure understanding of the purpose and organisation of the dictionary (i.e. know the quartiles of the dictionary, 'm' lies around halfway mark, 't' towards the end). Use second</li> </ul>	<ul style="list-style-type: none"> <li>Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report.</li> <li>Decide how to present information and make informed choices by using structures from different text types.</li> </ul>

	<p>place letter to locate and sequence in alphabetical order. Understand the term definition; use dictionaries to learn or check the definitions of words and a thesaurus to find synonyms.</p> <ul style="list-style-type: none"> <li>• Begin to use library classification to find reference materials and scan indexes, directories and IT sources to locate information quickly and accurately. Recognise the differences in presentation between texts e.g. between fiction and non-fiction, between books and IT-based sources, between magazines, leaflets and reference texts.</li> <li>• Within a text, routinely locate information using contents, index, headings, sub-headings, page numbers, bibliographies, hyperlinks, icons and drop down menus. Find and mark the key idea in a section of text.</li> <li>• Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. flow chart, 'for' and 'against' columns, matrices to complete in writing or on screen. Make a simple record of information from texts read, e.g. by listing words, drawing together notes from more than one source.</li> <li>• Begin to use graphic organisers as a tool to support collection and organisation of information.</li> </ul>	<ul style="list-style-type: none"> <li>• Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books.</li> <li>• Use computer to bring information texts to published form with appropriate layout, font etc.</li> <li>• Create multi-media information texts.</li> <li>• Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others.</li> <li>• Summarise orally in one sentence the content of a passage or text, and the main point it is making.</li> </ul>
Y4	<ul style="list-style-type: none"> <li>• Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search.</li> <li>• Routinely use dictionaries and thesaurus and use 3rd and 4th place letters to locate and sequence words in alphabetical order.</li> <li>• Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences (to appraise their usefulness in supporting the reader to gain information effectively. Collect information from a variety of sources.</li> <li>• Identify how paragraphs are used to organise and sequence information. Mark and annotate headings, key sentences and words in printed text or on screen.</li> <li>• Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form.</li> </ul>	<ul style="list-style-type: none"> <li>• Fill out brief notes into connected prose.</li> <li>• Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix.</li> <li>• Begin to use graphic organisers as a tool to support writing up of information</li> <li>• Develop and refine ideas in writing using planning and problem-solving strategies</li> <li>• Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices.</li> </ul>

Y5	<ul style="list-style-type: none"> <li>• Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search.</li> <li>• Use dictionaries and other alphabetically ordered texts efficiently.</li> <li>• Appraise potentially useful texts quickly and effectively. Evaluate texts critically by comparing how different sources treat the same information. Begin to look for signposts that indicate the reliability of a factual source.</li> <li>• Locate information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings +IT equivalent; skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding.</li> <li>• Sift through passages for relevant information and present ideas in note form that are effectively grouped and linked. Use simple abbreviations while note taking. Understand what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt. Make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk.</li> </ul>	<ul style="list-style-type: none"> <li>• Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation.</li> <li>• Create plans for information texts drawing on knowledge of text types to decide form and style for different elements.</li> <li>• Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount.</li> <li>• create multi-layered texts, including use of hyperlinks, linked web pages</li> <li>• Record and acknowledge sources in own writing.</li> <li>• Summarise a passage, chapter or text in a specific number of words.</li> <li>• Read a passage and retell it "in your own words"</li> </ul>
Y6	<ul style="list-style-type: none"> <li>• Having pooled information on a topic, construct and follow a plan for researching further information. Routinely appraise a text quickly, deciding on its value, quality or usefulness. Evaluate the status of source material, looking for possible bias and comparing different sources on the same subject. Recognise (when listening or reading) rhetorical devices used to argue, persuade, mislead and sway the reader.</li> <li>• Evaluate the language, style and effectiveness of examples of non-fiction writing such as periodicals, reviews, reports, leaflets.</li> <li>• Read examples of official language such as consumer information and legal documents. Identify characteristic features of layout such as use of footnotes, instructions, parentheses, headings, appendices and asterisks. Understand the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific.</li> </ul>	<ul style="list-style-type: none"> <li>• In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</li> <li>• Establish, balance and maintain viewpoints</li> <li>• Use the conventions and language of debate when orally rehearsing a balanced argument.</li> <li>• Revise own non-fiction writing to reduce superfluous words and phrases.</li> <li>• Discuss and explain differences in the use of formal language and dialogue</li> <li>• Listen for language variations in formal and informal contexts</li> <li>• Identify the ways spoken language varies</li> </ul>

## Progression in Instructional/Procedural Texts

EYFS	<p><b>Listen to and follow single instructions, and then a series of two and three instructions</b></p> <p><b>Give oral instructions when playing.</b></p> <p><b>Read and follow simple classroom instructions on labels with additional pictures or symbols.</b></p> <p><b>Attempt to write instructions on labels, for instance in role play area</b></p>
Y1	<p><b>Listen to and follow a single more detailed instruction and a longer series of instructions.</b></p> <p><b>Think out and give clear single oral instructions.</b></p> <p><b>Routinely read and follow written classroom labels carrying instructions.</b></p> <p><b>Read and follow short series of instructions in shared context.</b></p> <p><b>Contribute to class composition of instructions with teacher scribing.</b></p> <p><b>Write two or more consecutive instructions independently</b></p>
Y2	<p><b>Listen to and follow a series of more complex instructions.</b></p> <p><b>Give clear oral instructions to members of a group.</b></p> <p><b>Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features:</b></p> <p><b>statement of purpose, list of materials or ingredients, sequential steps,</b></p> <p><b>direct/imperative language</b></p> <p><b>use of adjectives and adverbs limited to giving essential information</b></p> <p><b>emotive/value-laden language not generally used</b></p> <p><b>As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game</b></p>
Y3	<p><b>Read and follow instructions.</b></p> <p><b>Give clear oral instructions to members of a group.</b></p> <p><b>Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys.</b></p>

	<p>Research a particular area ( e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions.</p> <p>Write clear written instructions using correct register and devices to aid the reader.</p>
Y4/Y5	<p>In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity.</p> <p>Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness.</p> <p>Identify sets of instructions which are for more complex procedures , or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features).</p> <p>Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.</p>
Y6	<p>Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.</p> <p>Use the language conventions and grammatical features of the different types of text as appropriate.</p>

## Progression in Explanatory Texts

EYSF	<p>Talk about why things happen and how things work; ask questions and speculate.          Listen to someone explain a process and ask questions.          Give oral explanations e.g. their or another's motives; why and how they made a construction.</p>
Y1	<p>Read captions, pictures and diagrams on wall displays and in simple books that explain a process. Draw pictures to illustrate a process and use the picture to explain the process orally.</p>
Y2	<p>After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately.          Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently.          Following other practical tasks, produce a simple flowchart or cyclical diagram independently.</p>
Y3	<p>Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&amp;T or geography), ensuring items are clearly sequenced.          Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.</p>
Y4	<p>Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms          Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate.          Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing:</p> <ul style="list-style-type: none"> <li>• purpose: to explain a process or to answer a question</li> <li>• structure: introduction, followed by sequential explanation, organised into paragraphs</li> <li>• language features: usually present tense; use of connectives of time and cause and effect; use of passive voice</li> <li>• presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering</li> </ul> <p>After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.</p>
Y5	<p>Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections.          Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate.          In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.</p>

Y6	Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate.
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## Progression in Discussion Texts

EYFS	<p>Experience and recognise that others sometimes think, feel and react differently from themselves.</p> <p>Talk about how they and others might respond differently to the same thing (e.g. like a particular picture or story when someone else doesn't)</p> <p>Give oral explanations e.g. their or another's preferences, e.g. what they like to eat and why.</p>
Y1	<p>Through talk and role play explore how others might think, feel and react differently from themselves and from each other.</p> <p>In reading explore how different characters might think, feel and react differently from themselves and from each other.</p>
Y2	<p>Through reading and in life situations, recognise, that different people (characters) have different thought,/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.)</p> <p>Explore different views and viewpoints.</p>
Y3	<p>Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.)</p> <p>Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario.)</p>
Y4	<p>In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced.</p> <p>Continue to explore the expression of different views through discussion, role play and drama.</p>
Y5	<p>In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue.</p> <p>Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama.</p>

Y6

Through reading, identify the language , grammar, organisational and stylistic features of balanced written discussions which:

- summarise different sides of an argument
- clarify the strengths and weaknesses of different positions
- signal personal opinion clearly
- draw reasoned conclusions based on available evidence

Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument.

First explore orally and then write a balanced report of a controversial issue:

- summarising fairly the competing views
- analysing strengths and weaknesses of different positions
- drawing reasoned conclusions where appropriate
- using formal language and presentation as appropriate

Use reading to:

- investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition
- build a bank of useful terms and phrases for persuasive argument, e.g. *similarly... whereas...*

Overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.

## Progression in Narrative

Progression in Narrative		
	<p><b>Listening to and reading a range of stories on page and screen which provoke different responses:</b></p> <p><b>Story structure</b>  <b>Viewpoint: author; narrator</b>  <b>Character &amp; dialogue</b>  <b>Setting</b></p>	<p><b>Creating stories orally, on page and screen, that will impact on listeners and readers in a range of ways:</b></p> <p><b>Telling stories</b>  <b>Writing</b></p>
FS	<ul style="list-style-type: none"> <li>Listen to stories being told and read. Know when a story has begun and ended. Recognise simple repeatable story structures and some typical story language, for example, <i>'Once upon a time...'</i></li> <li>Be aware that books have authors; someone is telling the story.</li> <li>Stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in the story by joining in, e.g. with a repeated phrase.</li> <li>Stories happen in a particular place; identify settings by referring to illustrations and descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play.</li> <li>Attempt own writing for various purposes, using features of different forms, including stories.</li> </ul>
Y1	<ul style="list-style-type: none"> <li>Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events.</li> <li>Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator.</li> <li>Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud.</li> <li>Settings can be familiar or unfamiliar and based on real-life or fantasy. Respond by making links with own experience and identify 'story language' used to describe imaginary settings.</li> </ul>	<ul style="list-style-type: none"> <li>Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) <i>then, next</i> etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives.</li> <li>Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.</li> </ul>

Y2	<ul style="list-style-type: none"> <li>• Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences.</li> <li>• Begin to understand elements of an author's style, e.g. books about the same character or common themes;</li> <li>• Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. <i>sighed, shouted, joked</i>.</li> <li>• Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.</li> <li>• Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3<sup>rd</sup> person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) <i>she couldn't believe her eyes</i>.</li> </ul>
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Y3

- Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language or music or camera angle to set scenes, build tension, create suspense.
  - Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions; notice the difference between 1<sup>st</sup> and 3<sup>rd</sup> person accounts; take part in dramatised readings using different voices for the narrator and main characters.
  - Identify examples of a character telling the story in the 1<sup>st</sup> person; make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story; identify examples of stereotypical characters; make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue.
  - Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension.
- Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama.
  - Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1<sup>st</sup> or 3<sup>rd</sup> person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.

Y4	<ul style="list-style-type: none"> <li>• Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth.</li> <li>• Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) <i>do you agree with the way that the problem was solved?</i> Understand that the author or director creates characters to provoke a response in the reader, (e.g.) <i>sympathy, dislike; discuss whether the narrator has a distinctive 'voice' in the story.</i></li> <li>• Identify the use of figurative and expressive language to build a fuller picture of a character; look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; <i>explore the relationship between what characters say and what they do – do they always reveal what they are thinking?</i></li> <li>• Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. Look for evidence of the way that characters behave in different settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character.</li> <li>• Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, ( e.g.) <i>Some time later..., Suddenly..., Inside the castle...</i>; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood.</li> </ul>
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<p>Y5</p>	<ul style="list-style-type: none"> <li>Recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Analyse more complex narrative structures and narratives that do not have a simple linear chronology, (e.g.) parallel narratives, 'time slip'.</li> <li>Authors have particular styles and may have a particular audience in mind; discuss the author's perspective on events and characters, (e.g.) <i>the consequences of a character's mistakes – do they get a second chance?</i>; author's perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly; check whether the viewpoint changes at all during the story; explore how the narration relates to events.</li> <li>Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) <i>in response to particular experiences or over time</i>, what it shows about the character and whether the change met or challenged the reader's expectations; recognise that characters may have different perspectives on events in the story; look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact in older literature.</li> <li>Different types of story can have typical settings. Real-life stories can be based in different times or places, (e.g.) historical fiction – look for evidence of differences that will affect the way that characters behave or the plot unfolds.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and tell stories to explore narrative viewpoint, ( e.g.) re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener.</li> <li>Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously (<i>Meanwhile...</i>); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.</li> </ul>
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<p>Y6</p>	<ul style="list-style-type: none"> <li>• Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made; make judgements in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily.</li> <li>• Look at elements of an author's style to identify common elements and then make comparisons between books; consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change and be manipulated, (e.g.) <i>a different character takes over the story-telling, the story has 2 narrators</i> – talk about the effect that this has on the story and the reader's response.</li> <li>• Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. <i>in parody</i>; recognise that authors can use dialogue at certain points in a story to, (e.g.) <i>explain plot, show character and relationships, convey mood or create humour</i>.</li> <li>• Different episodes (in story and on film) can take place in different settings; discuss why and how the scene changes are made and how they effect the characters and events; recognise that authors use language carefully to influence the reader's view of a place or situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience.</li> <li>• Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; Vary narrative structure when writing complete stories, (e.g.) <i>start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives</i>; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative.</li> </ul>
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## Progression in Non-chronological Reports

EYFS	<p>Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy? Ask similar probing questions to elicit a fuller description from someone else.</p> <p>In a shared reading context read information books and look at/re-read the books independently. Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations.</p>
Y1	<p>Find out about a subject by listening and following text as information books are read, watching a video.</p> <p>Contribute to a discussion on the subject as information is assembled and the teacher writes the information.</p> <p>Assemble information on a subject in own experience, (e.g.) food, pets.</p> <p>Write a simple non-chronological report by writing sentences to describe aspects of the subject.</p>
Y2	<p>After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. There are two sorts of x...; They live in x...; the As have x..., but the B's etc.</p> <p>Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas.</p>
Y3	<p>Analyse a number of report texts and note their function, form and typical language features:</p> <ul style="list-style-type: none"> <li>• introduction indicating an overall classification of what is being described</li> <li>• use of short statement to introduce each new item</li> <li>• language (specific and sometimes technical) to describe and differentiate</li> <li>• impersonal language</li> <li>• mostly present tense</li> </ul> <p>Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a mind map to organise the information.</p> <p>Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum.</p> <p>Analyse broadcast information to identify presentation techniques and notice how the language used signals change.</p> <p>Teacher demonstrates how to write non-chronological report using notes in a mind map; draws attention to importance of subject verb agreements with generic participants (e.g.) family is....., people are...</p> <p>Write own report independently based on notes from several sources.</p>
Y4 / Y5	<p>Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information.</p> <p>Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs</p> <p>Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.</p> <p>Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.</p>

Y6	<b>Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</b>
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## Progression in Persuasion Texts

EYFS	<p>Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways (e.g. pictures of food that make them want to eat things)</p> <p>Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening.</p> <p>Give oral explanations (e.g.) their or another's motives; why and how they can persuade or be persuaded.</p>
Y1	<p>Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it.</p> <p>Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.</p>
Y2	<p>As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how.</p> <p>Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why)</p> <p>Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something.</p> <p>Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.</p>
Y3	<p>Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally.</p> <p>Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose.</p> <p>Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used.</p>
Y4	<p>Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these.</p> <p>Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments</p> <p>From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader.</p> <p>Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words</p> <p>Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately.</p> <p>Use writing frames if necessary to back up points of view with illustrations and examples</p> <p>To present a point of view both orally and in writing,( e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.)</p> <p>Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples</p> <p>Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. 'if..., then'; 'on the other hand...'; 'finally'; 'so'</p>
Y5	<p>Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate</p>

	<p>Read other examples ( e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact</p> <p>Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information</p> <p>From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. <i>'surely'</i>, <i>'it wouldn't be very difficult...'</i>; persuasive definitions, e.g. <i>'no one but a complete idiot...'</i>, <i>'every right-thinking person would...'</i>, <i>'the real truth is...'</i>; rhetorical questions, e.g. <i>'are we expected to...?'</i>, <i>'where will future audiences come from...?'</i>; pandering, condescension, concession, e.g. <i>'Naturally, it takes time for local residents...'</i>; deliberate ambiguities, e.g. <i>'probably the best...in the world'</i> <i>'known to cure all...'</i>, <i>'the professional's choice'</i></p> <p>Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state</p> <p>Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points</p> <p>Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.)</p> <p>Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.</p>
Y6	<p>Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example:</p> <ul style="list-style-type: none"> <li>• the expression, sequence and linking of points</li> <li>• providing persuasive examples, illustration and evidence</li> <li>• pre-empting or answering potential objections</li> <li>• appealing to the known views and feelings of the audience</li> </ul> <p>Orally and in writing, construct effective persuasive arguments:</p> <ul style="list-style-type: none"> <li>• using persuasive language techniques to deliberately influence the listener.</li> <li>• developing a point logically and effectively</li> <li>• supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate)</li> <li>• anticipating possible objections</li> <li>• harnessing the known views, interests and feelings of the audience</li> <li>• tailoring the writing to formal presentation where appropriate</li> </ul> <p>Use reading to:</p> <ul style="list-style-type: none"> <li>• investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition</li> <li>• build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas...</li> </ul> <p>Overall, participate in whole class debates using the conventions and language of debate including standard English. In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.</p>

## Progression in Recount Texts

*This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.*

EYFS	<p><b>Informally recount incidents in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations.</b></p> <p><b>Write sentences to match pictures or sequences of pictures illustrating an event.</b></p> <p><b>Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing.</b></p>
Y1/ Y2	<p>Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions.</p> <p>Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when</i>.</p> <p>Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p>
Y3/ Y4	<p>Watch or listen to third person recounts such as news or sports reports on television, radio or podcast . Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns.</p> <p>Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as <i>meanwhile, following, afterwards</i> and including detail expressed in ways which will engage the reader <i>Girls with swirling hijabs danced to the ....</i></p> <p>Include recounts when creating paper or screen based information texts.</p>
Y5	<p>Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. ‘<i>As he was running away he noticed . . .</i>’, possible supporting illustrations, degree of formality adopted and use of connectives.</p> <p>Use the language features of recounts including formal language when recounting events orally.</p> <p>Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader.</p>
Y6	<p>Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ.</p> <p>Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper</p>

obituary. When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text as appropriate.

## Progression in Poetry

Year	Reading Poetry:-	Performing Poetry:-	Creating Poetry: -
	<ul style="list-style-type: none"> <li>• <b>subject matter and theme;</b></li> <li>• <b>language use; style</b></li> <li>• <b>pattern</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>use of voice;</b></li> <li>• <b>presentation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>original playfulness with language and ideas;</b></li> <li>• <b>detailed recreation of closely observed experience;</b></li> <li>• <b>using different patterns</b></li> </ul>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• join in with class rhymes and poems,</li> <li>• copy actions</li> </ul>	<ul style="list-style-type: none"> <li>• enjoy making up funny sentences and playing with words;</li> <li>• look carefully at experiences and choose words to describe;</li> <li>• make word collections or use simple repeating patterns</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• discuss own response and what the poem is about;</li> <li>• talk about favourite words or parts of a poem;</li> <li>• notice the poem's pattern</li> </ul>	<ul style="list-style-type: none"> <li>• perform in unison, following the rhythm and keeping time</li> <li>• imitate and invent actions</li> </ul>	<ul style="list-style-type: none"> <li>• invent impossible ideas, e.g. magical wishes;</li> <li>• observe details of first hand experiences using the senses and describe;</li> <li>• list words and phrases or use a repeating pattern or line.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• talk about own views, the subject matter and possible meanings;</li> <li>• comment on which words have most effect, noticing alliteration;</li> <li>• discuss simple poetry patterns</li> </ul>	<ul style="list-style-type: none"> <li>• perform individually or together; speak clearly and audibly.</li> <li>• use actions and sound effects to add to the poem's meaning</li> </ul>	<ul style="list-style-type: none"> <li>• experiment with alliteration to create humorous and surprising combinations;</li> <li>• make adventurous word choices to describe closely observed experiences;</li> <li>• create a pattern or shape on the page; use simple repeating phrases or lines as models</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• describe the effect a poem has and suggest possible interpretations;</li> <li>• discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes;</li> <li>• explain the pattern of different simple forms</li> </ul>	<ul style="list-style-type: none"> <li>• perform individually or chorally; vary volume, experimenting with expression and use pauses for effect</li> <li>• use actions, voices, sound effects and musical patterns to add to a performance</li> </ul>	<ul style="list-style-type: none"> <li>• invent new similes and experiment with word play;</li> <li>• use powerful nouns, adjectives and verbs; experiment with alliteration;</li> <li>• write free verse; borrow or create a repeating pattern</li> </ul>

<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>describe poem's impact and explain own interpretation by referring to the poem;</li> <li>comment on the use of similes and expressive language to create images, sound effects and atmosphere;</li> <li>discuss the poem's form and suggest the effect on the reader</li> </ul>	<ul style="list-style-type: none"> <li>vary volume, pace and use appropriate expression when performing</li> <li>use actions, sound effects, musical patterns and images to enhance a poem's meaning</li> </ul>	<ul style="list-style-type: none"> <li>use language playfully to exaggerate or pretend;</li> <li>use similes to build images and identify clichés in own writing;</li> <li>write free verse; use a repeating pattern; experiment with simple forms</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>discuss poet's possible viewpoint, explain and justify own response and interpretation;</li> <li>explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning;</li> <li>explore imagery including metaphor and personification;</li> <li>compare different forms and describe impact</li> </ul>	<ul style="list-style-type: none"> <li>vary pitch, pace, volume, expression and use pauses to create impact;</li> <li>use actions, sound effects, musical patterns, images and dramatic interpretation</li> </ul>	<ul style="list-style-type: none"> <li>invent nonsense words and situations and experiment with unexpected word combinations;</li> <li>use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing;</li> <li>write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes</li> <li>explain the impact of figurative and expressive language, including metaphor;</li> <li>comment on poems' structures and how these influence meaning</li> </ul>	<ul style="list-style-type: none"> <li>vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form</li> <li>use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT</li> </ul>	<ul style="list-style-type: none"> <li>use language imaginatively to create surreal, surprising, amusing and inventive poetry;</li> <li>use simple metaphors and personification to create poems based on real or imagined experience;</li> <li>select pattern or form to match meaning and own voice</li> </ul>

# Read Write Inc, Speed sounds

Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

Speed Sounds Set 2

ay may I play? 	ee what can you see? 	igh fly high 	ow blow the snow 	oo poo at the zoo 
oo look at a book 	ar start the car 	or shut the door 	air that's not fair 	ir whirl and twirl 
ou shout it out 	oy toy for a boy 			

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	i-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

## Using Higher Level Vocabulary: Fiction Writing

<u>To describe settings</u>	<u>To describe characters</u>	<u>To describe feelings</u>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>attractive</b></p> <p>breathtaking magnificent awe-inspiring glorious spectacular beautiful</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>unattractive</b></p> <p>ugly unappealing unsightly hideous disgusting horrible</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>grand</b></p> <p>stately impressive magnificent regal splendid majestic</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>scary</b></p> <p>eerie spine-chilling unnerving sinister frightening creepy</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>busy</b></p> <p>lively crowded hectic teeming swarming bustling</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>quiet</b></p> <p>peaceful tranquil still silent noiseless calm</p> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>nice</b></p> <p>pleasant likable charming delightful amiable good natured</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>horrible</b></p> <p>unpleasant nasty obnoxious insufferable disagreeable loathsome</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>beautiful</b></p> <p>attractive handsome gorgeous stunning exquisite winsome</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>ugly</b></p> <p>repulsive grotesque repugnant revolting hideous vile</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>brave</b></p> <p>valiant plucky bold fearless courageous audacious</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>big</b></p> <p>massive gigantic almighty gargantuan humongous enormous</p> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>happy</b></p> <p>ecstatic euphoric thrilled elated delighted overjoyed</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>sad</b></p> <p>miserable dejected crestfallen depressed despondent heartbroken</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>angry</b></p> <p>furious livid outraged annoyed incensed fuming</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>afraid</b></p> <p>frightened terrified petrified terror-stricken scared witless panic-stricken</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>nervous</b></p> <p>anxious apprehensive worried tense uneasy jittery</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>confident</b></p> <p>certain optimistic in no doubt convinced positive sanguine</p> </div>