All Saints C of E (VA) Primary School, Datchworth

English Skills Progression

All Saints Primary School

School Aims

At All Saints, Datchworth, the teaching of English is the foundation of our curriculum. Our goal is to inspire a love of English language and literature within our pupils.

We aspire to be a school where all pupils become enthusiastic and critical readers and are able to express their ideas, thoughts and feelings with confidence – both orally and in writing. Proficiency in English empowers children and is a prerequisite for educational and social progress.

'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' 2014 National Curriculum (Language and Literacy Section)

'If reading is breathing in, then writing is breathing out.' Pam Allyn.

Our aim is to ensure that all pupils at All Saints, Datchworth make good progress in all areas of the English curriculum during their time at our school.

Please look at our English Policy for an overview of our aims for each core area of the curriculum.

Links to other subjects / curriculum areas:

- Maths- Explaining methods and understanding.
- Geography - Comparative studies.
- History - Using a range of sources to discover more about different elements of history.
- Computing - Constructing presentations.
- PE - Designing their own games and activities.
- Art - Researching about different scientists.
- DT - Designing and evaluating projects.
- Science - Creating investigations.
- RE - Retelling a range of religious stories.
- PSHE - Listening and reflecting on the ideas and opinions of others.
- Music - Listening and commenting on the compositions others create.

National Curriculum

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

National Curriculum in England, English Programme of Study: Key stages 1 and 2, Department for Education (September 2013)

Links to learning in EYFS

Communication and Language:

- Listen attentively and respond to wat they hear with relevant questions, comments and actions.
- Make comments about what they have heard.
- Hold a conversation with back-and-forth exchanges.
- Participate in group, class and one-to-one discussions.
- Offer explanations.
- Express their ideas and feelings using full sentences.

Literacy:

- Understand what has been read to them through retelling in their own words.
- Anticipate key events.
- Use and understand new vocabulary.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with the phonic knowledge.
- Read aloud simple sentences in line with their phonic knowledge.
- Write recognisable letters.
- Spell words by identifying sounds in them.
- Write simple phrases and sentences that can be read by others.

English Skills Progression

	Rec Year 1	Year 2 Year 3	Year 4	Year 5	Year 6
Speaking & Listening	R1.Listen to others. R2. Make comments about what they have heard. R3.Ask questions related to what they have heard. R4.Take part in simple two-way conversations with peers and teachers. R5.Children can begin to offer simple explanations of why some things may happen related to what they have discussed. R.6Explain their feelings within a sentence. **1.1. Take turns when talking to others.** **1.2. Give appropriate responses to questions they have been asked.** **1.3. Begin to use subject specific vocabulary in their responses to questions.**	2.1. Listen respectfully to others ideas and build upon these with their responses. 2.2. Speak clearly in front of a small group of peers using subject specific vocabulary. 2.3. Begin to add some detail when recounting key events. 2.4. Articulate their points clearly. 2.5. Use word mats and other support devices to build on their subject specific vocabulary. 3.1. Take part in discussions with their peers listening respectfully to their thoughts and opinions and use these to inform their responses. 3.2. Begin to ask their peers questions about the points they are making. 3.3. Use an appropriate volume to perform in front of others. 3.4. Use a range of expanded noun phrases and adverbs to add detail to add detail to what they are saying. 3.5. Use subject specific vocabulary independently when discussing their understanding in lessons/	4.1. When taking part in discussions, the child will be able to use evidence or reasoning to support their point. 4.2. Build on the thoughts of others in discussions. 4.3. Ask their peers and teachers questions to extend their understanding of what is being discussed. 4.4. Begin to use volume and tone to engage the listener for short periods of time. 4.5. Add relevant details when discussing events. 4.6. Begin to hypothesise their thoughts. 4.7. Participate in performances. 4.8. Discuss vocabulary that interests them from what they have read.	5.1. Justify their points and opinions in discussions. 5.2. Build on and question the thoughts of others in discussions to develop their understanding. 5.3. Ask others questions to develop their own understanding and vocabulary. 5.4. Use volume, tone and intonation to gain the listener's attention and to maintain it whilst performing. 5.5. Add relevant details when discussing events with others. 5.6. Hypothesise using their thoughts and learning to support their statements. 5.7. Explore others ideas using subject specific vocabulary. 5.8. Participate in performances and presentations with confidence. 5.9. Identify when formal and informal conversations are appropriate. 5.10. Structure their views clearly and use standard English. 5.11.Continue to build upon their understanding of vocabulary through discussing and questioning words they encounter through reading and in other aspects of their day.	6.1. Clearly articulate their arguments and opinions justifying their thoughts. 6.2. Take part in discussions and debate, acknowledging and building on the views of others. 6.3. Ask relevant questions to develop their own understanding. 6.4. Gain and maintain the attention of the listener. 6.5. Monitor the attention of the listener and adapt their speaking accordingly. 6.6. Develop their understanding through speculation, hypothesising, imagining and exploring ideas at a deeper level. 6.7. Consider and evaluate different viewpoints and build upon the ideas of others. 6.8. Select and use the appropriate register to ensure communication is effective. 6.9. Speak fluently with the use of Standard English. 6.10. Listen and adapt responses dependent on the audience. 6.11. Continue to build upon their understanding of vocabulary in a range of ways.
Word Reading	R7.Recognise and say the 'Black Cat' sounds for all letters of the alphabet. R8.Say 10 diagraphs. R9.Blend sounds. R10. Read aloud simple sentences. R11.Read some common exception words.	2.6. Decode words using taught phonics to support them. 2.7. Decoding becomes embedded and fluency is improved. 2.8. Reading is accurate. 2.9. Read words containing two or more syllables. 2.10. Read aloud books from our Monster Phonics and Book Band schemes that are in line with our taught phonics scheme.	4.9. Read longer words with a variety of pronunciations to support them in independently selecting the most appropriate pronunciation. 4.10. Pupils begin to explore the etymology of words as a class to support them in decoding the	5.12. Pupils begin to consider the etymology and morphology of words independently to help understand the meaning of new or unfamiliar words they encounter. 5.13. Pupils Begin to use contextual clues and subject knowledge to help decode the meaning of words.	6.12. Pupils independently use the morphology and etymology of words to consider the meaning of new or unfamiliar words. 6.13. Pupils can confidently and fluently read aloud a broad range of texts that are appropriate for this age.

	1.4. Apply taught phonics knowledge to support them in decoding words. 1.5. Identify 40+ grapheme, phoneme correspondence. 1.6. Blend sounds in unfamiliar words using the grapheme phoneme correspondence they have been taught. 1.7. Read aloud books from our Monster Phonics and Book 1.8. Band schemes that are in line with our taught phonics scheme. 1.9. Begin to read words with some suffixes. 1.10. Read the identified common exception words for Year 1. 1.11. Discuss the meaning of new vocabulary.	2.11. Read words containing common suffixes. 2.12. Read a larger amount of common exception words. 2.13. Pupils can confidently and fluently read aloud a broad range of texts that are appropriate for this age. 2.14. Discuss the meaning of new vocabulary and draw links to vocabulary that they already know. 3.6. Use root words, prefixes and suffixes to help understand the meaning of new words. 3.7. Read a broad range of exception words. 3.8. Pupils can confidently and fluently read aloud a broad range of texts that are appropriate for this age.	meaning of new or unfamiliar words. 4.11. Pupils can confidently and fluently read aloud a broad range of texts that are appropriate for this age.	5.14. Pupils can confidently and fluently read aloud a broad range of texts that are appropriate for this age.	6.14. Pupils understand the need for reading different text types in different styles. 6.15. Read and discuss a broad range of texts.
Reading Comprehension	R12.Retell stories that have been read to them. R13.Anticipate key events in stories based on patterns in what they have read. R14.Use new vocabulary to discuss what they have read. 1.12. Listen to and discuss a range of poems, stories and non-fiction texts beyond the level they can independently read. 1.13. Pupils are familiar with and can retell a range of traditional tales and fairy stories. 1.14. Join in with predictable phrases. 1.15. Recite some poems and rhymes. 1.16. Take part in discussions about the title and main events. 1.17. Infer how characters may feel based on what they say or do. 1.18. Make predictions drawing upon events that have already happened. 1.19. Participate in discussions about a shared text and listen to the views of others. 1.20. Explain what has happened in texts that they have had read to them.	2.15. Listen to and express their own views about a range of text types at a level beyond that of which they can read independently. 2.16. Discuss the sequence of events in a book. 2.17. Begin to explore the structure of different non-fiction texts. 2.18. Pupils can recite some poems and use their intonation to make the meaning clear. 2.19. Recognise and discuss repeating language in stories and poetry. 2.20. Discuss their favourite phrases from the text. 2.21. Infer how characters feel based on what they have said or what they are doing. 2.22. Make predictions based upon events that have already happened. 2.23. Participate in discussions about what they have read independently with others. 2.24. Explain their understanding of what they have read both independently and as part of a group. 3.9. Listen and discuss a broad range of texts. 3.10. Explore books that are structured in different ways. 3.11. Begin to use a dictionary to find out the meaning of words they have read. 3.12. Increase their understanding of myths and legends and be able to identify and discuss the main events. 3.13. Understand what is meant by a theme or convention and take part in discussions about them. 3.14. Begin to use volume and action to prepare and read aloud play scripts and poems. 3.15. Discuss words or phrases that may capture the readers' imagination.	4.12. Listen to, discuss a broad range of texts, and begin to reflect on the views of others. 4.13. Consider why books are structured differently. 4.14. Use a dictionary to find out the meaning of words they are unfamiliar with. 4.15. Retell a range of traditional tales, fairy stories and myths and legends. 4.16. Identify the theme or convention in a text they have read. 4.17. Use volume, action, intonation and tone to prepare poems and play scripts to read aloud. 4.18. Identify phrases that capture the readers' imagination and consider how these could be used within their own work. 4.19. Ask questions to improve their understanding of the text. 4.20. Independently make inferences and provide evidence from the text to support this. 4.21. Retrieve and record information from a range of non-fiction texts. 4.22. Make predictions using evidence to support their thoughts.	5.15. Discuss the purpose of texts. 5.16. Increase their familiarity with myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures and traditions. 5.17. Recommend books to others based on the text and what they know about others. 5.18. Discuss themes and conventions across a range of texts. 5.19. Begin to compare characters across books. 5.20. Consider how I would perform poems and plays using tone, intonation, volume and action. 5.21. Begin to infer the thoughts, feelings and actions of characters based on their actions. 5.22. Make predictions based on what is said and begin to consider what may happen based on what is implied. 5.23. Summarise key elements of longer texts. 5.24. Discuss how authors use language and the impact this may have on the reader. 5.25. Identify facts and opinions.	6.16. Understand and identify the purpose of a text. 6.17. Increase their familiarity with myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures and traditions. 6.18. Recommend books they have read independently to peers, giving reasons for their choices. 6.19. Identify and discuss themes and conventions in and across a wide range of writing. 6.20. Make comparisons across books. 6.21. Prepare my own poems and plays to read aloud and perform. 6.22. Infer character's motives and thoughts based on their actions and use evidence to support these. 6.23. Predict what may happen based on what is stated and implied. 6.24. Summarise key elements of longer texts. 6.25. Evaluate the authors' use of language and consider the impact this may have on the reader. 6.26. Distinguish between statements of facts and opinions.

		3.16. Begin to ask questions to improve their understanding of the text. 3.17. Discuss inferences about a thought or emotions of a character based on their actions. 3.18. Retrieve information and, with support, begin to record information from non-fiction texts. 3.19. Discuss their predictions drawing upon evidence from what they have read or what has been implied. 3.20. Understand the key components of a summary. 3.21. Summarise what has happened within a paragraph.	4.23. Summarise texts of increasing length.	5.26. Retrieve, record and present information from non-fiction texts. 5.27. Discuss what they have read and justify their views. 5.28. Begin to challenge the views of others.	6.27. Retrieve, record and present information from non-fiction texts. 6.28. Explain their understanding through presentations and debates justifying their views. Challenge the ideas of others.
Spelling and Phonics	R15.Spell words by identifying the sounds within them and choosing appropriate letters to represent them. R16.Segment words to aid with spelling using the phonemes taught in line with the Monster Phonics long term plan for Reception (Please see the Monster Phonics Long Term Plan). 1.21. All letters of the alphabet and the sounds which they most commonly represent. 1.22. Consonant digraphs which have been taught and the sounds which they represent. 1.23. Taught vowel digraphs and the sounds they represent. 1.24. The ability to segment spoken words into sounds before choosing graphemes to represent them. 1.25. Words with adjacent consonants. 1.26. Begin to recognise and divide words into syllables. 1.27. Segment words to aid with spelling using the phonemes taught in line with the Monster Phonics long term plan for Year 1 (Please see the Monster Phonics Long Term Plan). . 1.28. Spell words with the use of the ‘un’ prefix. 1.29. Begin to spell compound words. 1.30. Accurately spell a growing number of common exception words outlined in the National Curriculum, 1.31. Spell the first 100 high frequency words.	2.25. Use syllables with increasing confidence to support spelling. 2.26. Segment words to aid with spelling using the phonemes taught in line with the Monster Phonics long term plan for Year 2 (Please see the Monster Phonics Long Term Plan). 2.27. Spell homophones and near homophones identified in Appendix 1 of the National Curriculum. 2.28. Accurately spell a growing number of common exception words outlined in the National Curriculum, 2.29. Spell the first 200 high frequency words. 2.30. Spell words with alternative pronunciations. 2.31. Spell words with the suffixes ‘ment’, ‘ness’, ‘ful’, ‘less’ and ‘ly’. 2.32. Spell words ending in tion. 2.33. Spell words with contractions. 2.34. Begin to use the possessive apostrophe for singular nouns. 3.22. Begin to add suffixes with vowel letters to words containing more than one syllable. 3.23. Spell words using the y to make the /i/ sound that are appropriate to their learning. 3.24. Begin to spell words with the /k/ sound spelt with ch. 3.25. Begin to spell words with the /sh/ sound spelt with ch. 3.26. Begin to apply the letter strings gue to make the /g/ sound and que to make the /k/ sound. 3.27. Begin to spell sounds using the letters sc to make the /s/ sound. 3.28. Begin to spell words with the /ei/ sound using ei, eigh and ey. 3.29. Begin to select and accurately spell a growing number of homophones and near homophones identified in the National Curriculum.	4.24. Accurately add suffixes with vowel letters to words containing more than one syllable. 4.25. Spell words using the y to make the /i/ sound that are appropriate to their learning. 4.26. Spell words with the /k/ sound spelt with ch. 4.27. Spell words with the /sh/ sound spelt with ch. 4.28. Accurately apply the letter strings gue to make the /g/ sound and que to make the /k/ sound. 4.29. Spell sounds using the letters sc to make the /s/ sound and understand the etymology of them. 4.30. Spell words with the /ei/ sound using ei, eigh and ey. 4.31. Accurately spell a growing number of homophones and near homophones identified in the National Curriculum. 4.34. Spell words containing prefixes with greater accuracy ‘un’, ‘dis’, ‘mis’, ‘in’, ‘im’, ‘il’, ‘ir’, ‘re’, ‘sub’, ‘inter’, ‘super’, ‘anti’ and 'auto’. 4.35. Use the suffixes ‘ly’, ‘ation’ and ‘ous’ appropriately and accurately,	5.29. Begin to spell words using the ‘i before e except after c rule’. 5.30. Begin to spell words using the ough letter string. 5.31. Begin to use the ‘cious’ and ‘tious’ ending to words. 5.32. Begin to use ‘cial’ and ‘tial’ endings to words. 5.33. Begin to add the suffixes by using the taught rules for ‘ant’, ‘ance’, ‘ancy’, ‘ent’, ‘ence’, ‘ency’. 5.34. Recognise and begin to apply the rules for adding the suffixes ‘ible’, ‘ibly’, ‘able’ and ‘ably’. 5.35. Begin to add the suffixes beginning with vowel letters to words ending in ‘fer’. 5.36. Begin to spell words that contain silent letters. 5.37. Begin to spell a number of homophones and other words that are often confused. 5.38. Spell a number of words from the National Curriculum word list for Year 5 and Year 6.	6.29. Spell words using the ‘i before e except after c rule’ and accurately spell exceptions to this rule. 6.30. Accurately use the ough letter string in words. 6.31. Use the ‘cious’ and ‘tious’ ending to words and identify the exception to this rule. 6.32. Use the ‘cial’ and ‘tial’ endings to words and accurately identify and use exceptions to this rule. 6.33. Use the taught rules for ‘ant’, ‘ance’, ‘ancy’, ‘ent’, ‘ence’, ‘ency’ and recognise words that do not follow the rules. 6.44. Accurately and consistently apply the rules for adding the suffixes ‘ible’, ‘ibly’, ‘able’ and ‘ably’. 6.45. Add the suffixes beginning with vowel letters to words ending in ‘fer’. 6.46. Use a hyphen to join a prefix to a root word. 6.47. Accurately spell words that contain silent letters 6.48. Spell homophones and other words that are often confused accurately within their independent work. 6.49. Securely spell words from the National curriculum word list for Year 5 and Year 6.

		3.30. Begin to spell words with a growing number of prefixes ‘un’, ‘dis’, ‘mis’, ‘in’, ‘im’, ‘il’, ‘ir’, ‘re’, ‘sub’, ‘inter’, ‘super’, ‘anti’ and auto’. 3.31. Begin to apply the suffixes ‘ly’, ‘ation’ and ‘ous’ to alter the meaning and use of the root word. 3.32. Begin to spell words with the endings of ‘sure’ and ‘ture’. 3.33. Recognise the rules for ‘tion’, ‘sion’, ‘ssion’ and ‘cian’ and begin to use them independently. 3.34. Accurately use apostrophes for singular nouns. 3.35. Begin to use apostrophes for plural nouns. 3.36. Spell a number of words from the National Curriculum word list for Year 3 and Year 4.	4.36. Use words ending ‘sure’ and ‘ture’. 4.37. Use ‘tion’, ‘sion’, ‘ssion’ and ‘cian’. 4.38. Securely use apostrophes for singular and plural nouns. 4.39. Securely spell words from the National curriculum word list for Year 3 and Year 4.		
Handwriting and Fine Motor Skills	R17.Children are able to hold a pencil using the tripod grip. R18.Drawing with greater accuracy and care. Use small tools. 1.32. Sit comfortably at a table and hold a pencil correctly. 1.33. Lower case letters are formed in the correct direction. 1.34. Form capital letters.	2.35. Lower case letters are the correct size and are relative to the other letters. 2.36. Begin to use the strokes needed to join letters. 3.37. Lower case letters are being joined more consistently using appropriate diagonal and horizontal joins. 3.38. Ascenders and descenders do not meet on different lines.	4.40. Joined handwriting is used when working independently. 4.41. Handwriting is more consistent in different pieces and within an extended write.	5.39. Joined handwriting is used when working independently. 5.40. Handwriting is legible and fluent across all pieces of work.	6.50. Joined handwriting is used when working independently. 6.51. Pupils can write with increasing speed and accuracy.
Grammar and Punctuation	R19. Leave spaces between words. R20.Use capital letters and full stops. R21.Use capital letters for proper nouns. 1.35. Use spaces to separate words. 1.36. Demarcate sentences using capital letters, full stops, question marks and exclamation marks. 1.37. Use capital letters for proper nouns and for the personal pronoun ***I.*** 1.38. Understand what is meant by a sentence. 1.39. Join clauses using the conjunction ***and.*** 1.40. Understand how *un* changes the meaning of verbs and adjectives. 1.41. Use suffixes on the end of verbs where no change is needed in the root word. 1.42. Make regular noun into plural nouns using the appropriate suffix,	2.37. Demarcate sentences using full stops, capital letters, question marks and exclamation marks with accuracy. 2.38. Understand the different types of sentences. 2.39. Use commas to separate items in a list. 2.40. Use apostrophes to mark where letters are missing in spelling and to mark singular nouns. 2.41. Correct and consistent use of present and past tense across a piece of writing. 2.42. Use the progressive form of verbs in present and past tense. 2.43. Use a range of subordinating and co-ordinating conjunctions, 2.44. Use expanded noun phrases for description. 2.45. Use of suffixes er, est, ly, ness, ful and less to change the function of a word. 2.46. Understand and identify nouns, verbs, adverbs and adjectives. 3.39. Use inverted commas to punctuate direct speech. 3.40. Use paragraphs. 3.41. Use subheadings and headings when appropriate. 3.42. Use present perfect verbs. 3.43. Use a growing range of conjunctions, adverbs and prepositions to express time, place and cause.	4.42. Use the four rules of speech when writing direct speech. 4.43. Use apostrophes to mark plural possession. 4.44. Use commas after fronted adverbials. 4.45. Use paragraphs to organise ideas around a theme. 4.46. Appropriately choose a pronoun or noun within and across sentences to aid cohesion and avoid repetition. 4.47. Use fronted adverbials. 4.48. Expand noun phrases with the use of modifying adjectives, nouns and prepositional phrases. 4.49. Explain the difference between plural and possessive. 4.50. Understand and identify determiners.	5.41. Use brackets, commas and dashes to indicate parenthesis. 5.42. Use commas to clarify meaning and avoid ambiguity. 5.43. Use a range of devices to build cohesion with a paragraph. 5.44. Link ideas across paragraphs by using adverbials. 5.45. Use relative clauses. 5.46. Indicate degrees of possibility using adverbials of time, place and number. 5.47. Convert nouns and adjectives into verbs. 5.48. Use a growing number of verb prefixes. 5.49. Understand and identify modal verbs. 5.50. Understand and identify relative pronouns.	6.52. Use a semi-colon, colon and a dash to mark boundaries between clauses. 6.53. Use a colon to introduce a list. 6.54. Use semi-colons within a list. 6.55. Punctuate bullet points to list information. 6.56. Use hyphens to avoid ambiguity. 6.57. Link ideas across paragraphs using a range of devices. 6.58. Use a range of layout devices that are appropriate to the purpose of the piece. 6.59. Use the passive voice. 6.60. Understand and use the structures of formal and informal speech. 6.61. Use the subjunctive form. 6.62. Understand and identify synonyms and antonyms,

		3.44. Consider word families to aid understanding of new vocabulary. 3.45.Use super, anti and auto to form nouns. 3.46. Use the terms consonant and vowel when talking about the spelling of words. 3.47. Understand what a subordinate clause is. Understand and identify prepositions.			6.63. Understand the difference between active and passive voice.
Writing - Planning	R22.Compose a sentence orally. R23.Plan their ideas orally using images to support them. 1.43. Say out loud what they are going to write about. 1.44. Orally compose a sentence before writing it.	2.47. Plan or say aloud what they are going to write about. 2.48. Write down key words, ideas and new vocabulary to support them with their writing. 2.49. Discuss what they want to write by talking through their ideas with others. 3.48. Discuss writing similar to what they are writing and discuss identified features from the structure, vocabulary and grammar. 3.49. Discuss their ideas with their peers and teachers. 3.50. Record their key ideas in a planning format.	4.51. Discuss writing similar to what they are writing and identify for themselves features of structure, grammar and vocabulary. 4.52. Build upon their ideas through discussions with their peers and teachers. 4.53. Record their key ideas in a clear way considering the layout and structure of the piece.	5.51. Consider the audience and purpose of their writing. 5.52. Analyse the work of others looking at the key features that have been used. 5.53. Note and begin to develop initial ideas considering their own experiences and what they have read. 5.54. When writing narratives, consider how authors develop characters and settings.	6.64. Identify the audience and purpose of the writing and use this to inform their writing style. 6.65. Analyse and evaluate the effectiveness of the work others have composed. 6.66. Note and develop their initial ideas through research and reading. 6.67. Analyse the work of authors and work they have seen performed to help develop their own settings and characters.
Writing - Drafting	R24.Write a sentence after orally composing it. R25.Sequence sentences to form events. R26.Write a familiar range of genres. 1.45. Sequence sentences to form short narratives.	2.50. Write narratives about personal experiences and the experiences of others. 2.51.Write about real events. 2.52. Write a range of poetry. 2.53. Understand that writing can be completed for different purposes. 3.51. Write down their ideas using a range of vocabulary and using a range of sentence structures. 3.52. Organise paragraphs around a theme. 3.53. In narratives, create settings and characters through carefully chosen adjectives. 3.54. Consider the plot of a narrative carefully. # 3.55. Begin to use sub-headings and headings in non-narrative texts.	4.54. Record their ideas through a range of carefully considered sentence structures to have an impact on the reader. 4.55. Begin to use broader and richer vocabulary when recording their ideas. 4.56. Use paragraphs independently. 4.57. In narratives, use description to develop settings and characters. 4.58. Consider the use of layout features to fit the purpose of non-narrative texts.	5.55. Consider the grammar and vocabulary they use. 5.56. In narratives, describe the setting and characters and use appropriate dialogue to convey character. 5.57. Consider the important information to help precis longer passages. 5.58. Use a range of ways to build cohesion within and across paragraphs, 5.59. Begin to consider the organisational and presentational devices to structure their texts.	6.68. Select appropriate grammar and vocabulary and understand how these choices can enhance the meaning. 6.69. In narratives, describe the setting and characters to create an atmosphere. 6.70. Use dialogue to convey character and to move the story on. 6.71. Precise longer passages. 6.72. Build cohesion across and within paragraphs. 6.73. Use presentational and organisational devices appropriate to the purpose of the text to structure and guide the reader.

Writing - Editing	R27.Read back their own writing. R28.Begin to identify, with support, errors in sense within their writing. 1.46. Read aloud what they have written to ensure it makes sense. 1.47. Discuss what they have written with the teacher or their peers.	2.54. Evaluate their writing with their peers and teacher. 2.55. Read their own work to ensure it makes sense. 2.56. Read their own work checking that verbs are in the correct form. 2.57. Proofread to check for errors in spelling, grammar and punctuation. 3.56. Discuss the effectiveness of their writing with their peers and suggest some improvements they could make. 3.57. Propose changes to grammar and vocabulary to improve the accuracy of their writing. 3.58. Proofread, with support, checking for spelling and punctuation errors.	4.59. Discuss their own and others' writing considering changes they could make to improve the sense and purpose of their piece. 4.60. Propose changes to grammar and vocabulary to improve the accuracy of their writing. 4.61. Proofread, with growing independence, checking for spelling and punctuation errors.	5.60. Assess through discussions the effectiveness of their writing. 5.61. Propose changes to vocabulary, grammar and punctuation to clarify the meaning of their work. 5.62. Ensure the correct use of tense throughout a piece of writing. 5.63. Use the correct subject and verb agreement. 5.64. Proofread for spelling and punctuation errors.	6.74. Assess the effectiveness of their own and others' writing. 6.75. Propose changes to vocabulary, grammar and punctuation to enhance and clarify the meaning of their work. 6.76. Ensure the correct and consistent use of tense throughout a piece of writing. 6.77. Use the correct subject and verb agreement. 6.78. Distinguish between the language of speech and writing. 6.79. Proofread for spelling and punctuation errors.