

	Composition	Transcription
<b>5&amp;6</b> <b>Years</b>	<ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>Ensure 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>Express longer passages</li> <li>Perform their own compositions, using appropriate intonation, volume and movement so meaning is clear</li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> <li>Proof-read for spelling and punctuation errors</li> <li>Assess the effectiveness of their own and others' writing</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>Use a wide range of devices to build cohesion within and across paragraphs</li> <li>Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them</li> <li>Spell some words with 'silent' letters (for example, knight, psalm, solemn)</li> <li>Continue to distinguish between homophones and other words which are often confused</li> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Use a thesaurus Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>
<b>3&amp;4</b> <b>Years</b>	<ul style="list-style-type: none"> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>Discuss and record ideas</li> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>In narratives, create settings, characters and plot</li> <li>In non-narrative material, use simple organisational devices (for example, headings and sub-headings)</li> <li>Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>Proof-read for spelling and punctuation errors</li> <li>Organise paragraphs around a theme</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Spell further homophones</li> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, 'children's')</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Write narratives about personal experiences and those of others (real and fictional)</li> <li>Write about real events</li> <li>Write poetry</li> <li>Write for different purposes</li> <li>Plan or say out loud what they are going to write about</li> <li>Write down ideas and/or key words, including new vocabulary</li> <li>Encapsulate what they want to say, sentence by sentence</li> <li>Evaluate their writing with the teacher and other pupils</li> <li>Proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear</li> <li>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul>	<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>Learn to spell common exception words</li> <li>Learn to spell more words with contracted forms</li> <li>Learn the possessive apostrophe (singular) (for example, the girl's book)</li> <li>Distinguish between homophones and near-homophones</li> <li>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>Apply spelling rules and guidance, as listed in English Appendix 1</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>
<b>1</b> <b>Year</b>	<ul style="list-style-type: none"> <li>Say out loud what they are going to write about</li> <li>Compose a sentence orally before writing it</li> <li>Sequence sentences to form short narratives</li> <li>Re-read what they have written to check that it makes sense</li> <li>Discuss what they have written with the teacher or other pupils</li> <li>Read aloud writing clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li><b>•SPELLING</b> <ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught</li> <li>Spell common exception words</li> <li>Use letter names to distinguish between alternative spellings of the same sound</li> <li>Spell the days of the week</li> <li>Name the letters of the alphabet in order</li> </ul> </li> <li><b>•PREFIXES &amp; SUFFIXES</b> <ul style="list-style-type: none"> <li>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> <li>Apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>Use the prefix un–</li> <li>Use the suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest)</li> </ul> </li> </ul>