Christ the Sower Ecumenical School - English Growth in Skills for Writing

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for all our children to flourish; where every child can learn and explore who they are created to be, with the high expectation that we, individually and collectively, will enable every child to be and do the best they can. A loving place where we all care, learn and grow together.

Spelling

Year 6	•	• Distinguish between homophones and other words which are often confused (EA1).	• Add suffixes beginning with vowel letters to words ending in –fer e.g., referring, preferred, referee, preference, • Use prefixes involving the use of a hyphen e.g., co-ordinate, re-enter.	• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (EA1). • Spell most of the year 5 and 5 words correctly (EA1).	•	•	• Use dictionaries to check the spelling and meaning of words. • Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. • Use a thesaurus with confidence.
Year Five	• Spell word endings which sound like: o shush spelt –cious or –tious e.g., vicious, cautions. o shil spelt –cial or –tial e.g., official, partial • Spell words ending in o –ant, -ance/ancy, -ent, -ence/ency e.g., transparent/transparency, tolerant/tolerance o -able, ible, ably and –ibly e.g., adorable, possible, adorably, possibly • Spell words containing the letter string 'ough' e.g., bought, rough, through.	• Spell some words with 'silent' letters e.g., knight, psalm, solemn.		• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1). • Spell some of the Y5 and 6 words correctly (EA1).	•	•	• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus.
Year Four	• Add endings which sound like shun spelt –tion, -sion, -ssion, -cian e.g., invention, discussion, tension, magician. • Spell words ending with • the g sound spelt gue e.g., rogue • the 'k' sound spelt –que e.g. unique • Spell words containing the s sound spelt sc – science	• Spell homophones accept/except, affect/effect, berry/bury, knot/not, missed/mist, rain/rain/reign, weather/whether, whose/who's	• Use the prefixes in-, im-, il- ir-, sub-, inter-, super-, anti-, auto. • Understand and add suffixes -ation, -ous	• Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1).	• Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.	• Place the possessive apostrophe accurately in words with regular plurals (girls') and in words with irregular plurals (children's).	• Use the first three or four letters of a word to check its spelling in the dictionary

	Phonics and Spelling	Homophones	Prefixes and Suffixes	Spelling Rules	Dictation	Misc Spelling Skills	Use of Resources
Year Three	• Spell words with endings sounding like 'zh' and 'ch' e.g., treasure, measure, picture, nature. • Spell words with endings which sound like 'zhun' e.g., division, decision. • Spell words containing the following sounds: ○ 'I' spelt 'y' – myth ○ 'u' spelt 'ou' – young ○ 'k' spelt 'ch' – school ○ 'sh' spelt 'ch' – machine ○ 'ay' spelt 'ei, eigh or ey – eight, they	• Spell homophones brake/break, fair/fare, grate/great, here/hear, heel/he'll, peace/piece.	• Use the prefixes un-, dis-, mis-, re-, pre-. • Add suffixes beginning with vowel letters to words of more than one syllable e.g., forgetting, preferred, gardening, limited. • Use the suffix –ly.	• Spell words that are misspelt (English Appendix 1).	• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		• Use the first two or three letters of a word to check its spelling in a dictionary.
Year Two	• Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making plausible attempts at others. • Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few homophones. • Spell many/ most common exception words	• Spell by distinguishing between homophones and near- homophones.	• Add suffixes to spell some/ most longer words correctly e.g. –ment, -ness, -ful, -less, -ky. •	• Apply spelling rules and guidance as listed in English Appendix 1.	• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.	• Spell most words with contracted forms • Spell by learning the possessive apostrophe.	•
Year One	• Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically plausible attempts at others. • Spell words containing each of the 40+ phonemes already taught. • Spell some common exception words.	• Use letter names to distinguish between alternative spellings of the same sound.	• Add prefixes or suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. • Add prefixes and suffixes using the prefix un-. • Add prefixes and suffixes using –ing, -ed, -er, and –est where no change is needed in the spelling of root words.	• Apply simple spelling rules, as listed in English Appendix 1	• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	• Spell the days of the week. • Name the letters of the alphabet in order.	•

Handwriting

	Using Equipment	Letter Formation and Sizing	Number Formation	Joining	Letter Sizing and Spacing
Year 6	• Write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.	•	•	• Write increasingly legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined.	•
Year Five	• Write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.	•	•	• Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of letter to use when given choices and deciding whether or not to join specific letters.	•
Year Four	•	•	•	• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	• Increase the legibility, consistency and quality of his/her handwriting e.g., by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders do not overlap.
Year Three	•	•	•	• Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.	• Increase the legibility, consistency and quality of his/her handwriting e.g., by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders do not overlap.
Year Two	•	• Form lower case letters of the correct size relative to one another in his/her writing. • Write capital letters of the correct size, orientation and relationship to one another and to lower case letters.	• Write digits of the correct size and relationship to one another.	• Use the diagonal and horizontal strokes needed to join letters. • Understand which letters, when adjacent to one another, are best left unjoined.	• Use spacing between words that reflects the size of the letters.
Year One	• Sit correctly at a table, holding a pencil comfortable and correctly.	• Form lower case letter in the correct direction, starting and finishing in the right place. • Form capital letters.	• Form digits 0-9.	• Understand which letters belong to which handwriting families and practise these.	•
	Using Equipment	Letter Formation and Sizing	Number Formation	Joining	Letter Sizing and Spacing

Composition

	Plan	Draft and write	Evaluate and edit	Perform

Year 6	• Plan my writing by:
	  o identifying the audience and purpose of the writing, effectively selecting the appropriate form.
	  o noting and developing initial ideas, drawing on reading and research where necessary.
	  o considering how authors have developed characters and settings in what we have read, listened to or seen performed.
		Draft and write:
		  o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
		  o narratives, describing settings, characters and atmosphere
		  o integrating dialogue to convey character and advance the action.
		  o by summarising longer passages.
		  o linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis.
		  o using organisation and presentational devices to structure text and to guide the reader (headings, subheadings, columns, bullets or tables).
		  o using different verb forms mostly accurately with consideration for audience and purpose.
		• Write effectively for a range or purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing.
			• Evaluate and edit by:
			  o assessing the effectiveness of mine and others writing with reasoning.
			  o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
			  o ensuring the consistent and correct use of tense throughout a piece or writing.
			  o ensuring correct subject and verb agreement when using singular and plural.
			• Distinguish between the language of speech and writing and choose the appropriate register.
			• Proof-read for:
			  o spelling errors linked to spelling statements for Year 6
			  o punctuation errors, including the use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.
				• Confidently perform my composition, using appropriate intonation, volume and movement so that meaning is clear.

Year Five	• Plan my writing by:
	  o identifying the audience and purpose of the writing, using other similar writing as models for my own.
	  o noting and developing initial ideas, drawing on reading where necessary.
	  o considering how authors have developed characters and settings in what we have read, heard and seen in other stories, plays or films.
		Draft and write:
		  o selecting appropriate grammar and vocabulary , including that within English Appendix 2.
		  o narratives, describing settings, characters and atmosphere and integrating dialogue to convey character.
		  o by summarising longer passages.
		  o using devices to build cohesion within and across sentences and paragraphs (e.g., then, after that, this, firstly).
		  o by linking ideas across paragraphs using adverbials of time, place and number or tense choices (later, nearby, secondly, he had seen her before).
		  o using further organisation and presentational devices to structure text and to guide the reader (headings, bullet points, underlining).
		  o using different verb forms mostly accurately with consideration for audience and purpose.
			• Evaluate and edit by:
			  o assessing the effectiveness of mine and others writing.
			  o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
			  o ensuring mostly consistent and correct use of tense throughout a piece of writing.
			  o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.
			• Proof-read for:
			  o spelling errors linked to spelling statements for Year 5.
			  o punctuation errors, including the use of brackets, dashes or commas to indicate parenthesis and use of commas to clarify meaning or avoid ambiguity.
				• Perform my composition, using appropriate intonation, volume and movement so that meaning is clear.

Year Four	• Plan my writing by:
	  o discussing writing similar to that which I plan to write in order to understand and learn from its structure and vocabulary.
	  o discussing and recording ideas.
		• Draft and write:
		  o by composing and rehearsing sentences orally (including dialogue) building a varied and rich vocabulary and using sentence structures from English Appendix 2.
		  o by organising paragraphs around a theme.
		  o in narratives, creating settings, characters and plot with consideration for audience and purpose.
		  o non-narrative material, using simple organisation devices.
			• Evaluate and edit by:
			  o assessing the effectiveness of mine and others writing and suggesting improvements.
			  o by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.
			• Proof-read for spelling and punctuation errors, including the use of apostrophes for possession, punctuation for speech and commas for fronted adverbials.
				• Confidently read my writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.

	Plan	Draft and Write	Edit	Perform

Year Three	• Plan my writing by:
	  o discussing writing similar to that which I plan to write in order to understand and learn from its structure and vocabulary.
	  o discussing and recording ideas within a given structure.
		• Draft and write:
		  o by composing and rehearsing sentences orally building a varied and rich vocabulary and using sentence structures from English Appendix 2 (conjunctions, adverbs, prepositions).
		  o by organising my writing into paragraphs as a way of grouping related material.
		  o in narrative creating settings characters and plot.
		  o non-narrative material using headings and subheadings to organise texts.
			• Evaluate and edit by:
			  o assessing the effectiveness of my writing.
			  o proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.
			• Proof-read for spelling errors and for punctuation – including capital letters and full stops, questions marks, exclamation marks, commas for lists and apostrophes mostly correctly.
				• Read my writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year Two	• Consider what I am going to write before beginning by:
	  o planning or saying out loud what I want to write about.
	  o writing down ideas and/or key words, including new vocabulary.
	  o encapsulating what I want to say sentence by sentence.
		• Write:
		  o sentences that are linked thematically e.g., about personal experiences and those of others (real and fictional).
		  o about real events, recording these simply and clearly.
		  o poetry to develop positive attitudes and stamina for writing.
		  o for different purposes to develop positive attitudes and stamina for writing.
		  o effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.
			• Make simple additions, revision and corrections to my writing by:
			• evaluating it with the teacher and other pupils.
			• re-reading to check that my writing makes sense and that verbs to indicate time are used correctly and consistently.
			• proofreading and checking for errors in spelling, grammar or punctuation or add/improve words and phrases, either independently or after a conversation with the teacher.
				• Read aloud what I have written with appropriate intonation to make the meaning clear.

Year One	• Write sentences by saying out loud what I want to write about.	• Compose and write sentences independently to convey ideas. • Write sentences, sequencing them to form short narratives (real or fictional).	• Write sentences by re-reading what I have written to check it makes sense. • Discuss what I have written with the teacher or other pupils	• Read my writing aloud clearly enough to be heard by the teacher or peers.
	Plan	Draft and Write	Edit	Perform

Vocabulary, Punctuation and Grammar

Year 6	• Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g., find out – discover, ask for – request).
	• Understand how words are related by meaning as synonyms and antonyms.
		• Use the passive voice to affect the presentation of information in a sentence e.g. The window in the greenhouse was broken (by me).
		• Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g., the use of question tags (He's your friend, isn't he?) or the subjunctive form (If I were).
		• Manage shift in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.
		• Link ideas with and across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis.
		• Use layout devices to structures text e.g., headings, sub-headings, columns, bullets or tables.
		• Use the perfect form of verbs to mark relationships of time and cause.
		• Use expanded noun phrases to convey complicated information concisely.
			• Use the semi-colon, colon and dash to mark the boundary between independent clauses.
			• Use the colon to introduce a list and semi-colons within lists.
			• Use bullet points to list information.
			• Understand how hyphens can be sued to avoid ambiguity e.g., man-eating shark.
			• Use the full range of punctuation taught at KS2, and where necessary use this punctuation precisely to enhance meaning and avoid ambiguity.
				• Understand the following terminology
				  ○ subject
				  ○ object
				  ○ passive
				  ○ synonym
				  ○ antonym
				  ○ ellipsis
				  ○ hyphen
				  ○ colon
				  ○ semi-colon
				  ○ bullet points

Year Five	• Convert nouns or adjectives into verbs using suffixes e.g., -ate, -ise, -ify.
	• Understand verb prefixes e.g., dis-, de-, mis-, over- and re-.
		• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.
		• Indicated degrees of possibility using adverbs e.g., perhaps or modal verbs e.g., might, should, will, must.
		• Use devices to build cohesion within a paragraph e.g., then, after that, this, firstly.
		• Link ideas across paragraphs using adverbials of time (later), place (nearby), number (secondly) or tense choices (he had seen her before).
			○ Use brackets, dashes or commas to indicate parenthesis.
			○ Use commas to clarify meaning or avoid ambiguity.
				• Understand the following terminology
				  ○ modal verb
				  ○ relative pronoun
				  ○ relative clause
				  ○ parenthesis
				  ○ bracket
				  ○ dash
				  ○ cohesion
				  ○ ambiguity

Year Four	• Understand the grammatical difference between plural and possessive -s.
	• Use standard English forms for verb inflections instead of local spoken forms e.g., we were instead of we was.
		• Use noun phrases expanded by the addition of modifying adjectives, nouns, and preposition phrases e.g., the strict maths teacher with curly hair.
		• Use fronted adverbials e.g. Later that day, I heard the bad news.
		• Use paragraphs to organise ideas around a theme.
		• Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
			• Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation with the closing inverted commas).
			• Use apostrophes to mark plural possession e.g., the girls' names.
			• Use commas after fronted adverbials.
				• Understand the following terminology
				  ○ determiner
				  ○ pronoun
				  ○ possessive pronoun
				  ○ adverbial

Year Three	• Form nouns using a range of prefixes e.g., super-, anti-, auto-.
	• Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g., a rock, an open box.
	• Identify word families based on common root words e.g., solve, solution, dissolve.
		• Express time, place and cause using co-ordinating and subordinating conjunctions (when, before, after, while, so, because), verbs (then, next, soon, therefore) or prepositions (before, after, during, in because of).
		• Begin to use paragraphs as a way to group related material.
		• Use headings and sub-headings to aid presentation.
		• Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.
			• Begin to use inverted commas to punctuate direct speech,	• Understand the following terminology
				  ○ preposition
				  ○ conjunction
				  ○ word family
				  ○ prefix
				  ○ clause
				  ○ subordinate clause
				  ○ direct speech
				  ○ consonant
				  ○ vowel
				  ○ inverted commas (speech marks)

	Vocabulary and Spelling	Grammar and Sentence and Paragraph Structure	Punctuation	Terminology

Year Two	• Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.
	• Form adjectives using suffixes such as -ful, -less.
	• Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g., smoothly, biggest
		• Use co-ordination (or, and, but) and some subordination (when, if, that, because) to join clauses.
		• Use expanded noun phrases for description and specification e.g., the blue butterfly.
		• Understand how the grammatical patters in a sentence indicate its function as a statement, question, exclamation or command.
		• Use present and past tense mostly correctly and consistently.
		• Use the progressive form of verbs in the present and past tense to mark actions in progress e.g., she is drumming, he was shouting.
		•
			• Use capital letters and full stopes to demarcate most sentences in my writing and use question marks correctly when required.
			• Use question marks and exclamation marks appropriately.
			• Use commas to separate items in a list.
			• Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g., the girl's name.
				• Understand the following terminology
				  o noun
				  o noun phrase
				  o statement
				  o question
				  o exclamation
				  o command
				  o compound
				  o suffix
				  o adjective
				  o adverb
				  o verb
				  o tense (past, present)
				  o apostrophe
				  o comma

Year One	• Use regular plural noun suffixes -s or -es e.g., dogs, wishes.
	• Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g., helping, helped.
	• Understand how the prefix un- changes the meaning of verbs and adjectives e.g., unkind, untie.
		• Understand how words can combine to make sentences.
		• Join words and clauses using and.
			• Separate words with spaces.
			• Use capital letters and full stops to demarcate sentences in some of my writing.
			• Begin to punctuate work using question marks and exclamation marks.
			• Use capital letters for names of people, places, days of the week and the personal pronoun I.
				• Understand the following terminology
				  o letter
				  o capital letter
				  o word
				  o singular
				  o plural
				  o sentence
				  o punctuation
				  o full stop
				  o question mark
				  o exclamation mark