

# Windmill Hill Primary School

## Policy Document

### ENGLISH WRITING POLICY

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	<b>Staff member responsible</b>	<b>R Tate</b>	
	<b>Governor responsible</b>	<b>S Killeen</b>	
	<b>Statutory / school policy</b>	<b>School</b>	
	<b>Review period / date</b>	<b>TBC</b>	
	<b>Chair of Governor's signature</b>	<b>R Gillott</b>	
	<b>Headteacher's signature</b>	<b>J Grantham</b>	

**POLICY (This section describes the Windmill Hill approach to writing and is aimed at all audiences, but particularly to parents and carers)**

## **Philosophy**

At Windmill Hill Primary school, we have two fundamental aims in the development of our English curriculum:

- **To promote an enthusiasm and love for English as a foundation for “life-long” learning and development.**
- **To develop knowledge, skills and concepts across the spectrum of language acquisition: speaking; listening; reading; writing.** We believe the study of English to be of central importance to the whole curriculum for the following reasons:
  - Language is crucially important to a child’s emotional and intellectual development;
  - Language has a unique position as a central tool of learning across the breadth of the curriculum;
  - Effective communication is an essential life skill;
  - Access to text, in all its forms, has the potential to enrich a person’s life.

## **Aims**

The study of English develops the children’s ability to listen, speak, read and write for a wide range of purposes, thus using language to learn and communicate ideas, views and feelings. It enables them to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, non-fiction and media texts. Children gain an understanding of how language works, by looking at its patterns, structures and origins in a variety of text types. Children use their knowledge, skills and understanding in speaking, listening, reading and writing across a range of different situations in and out of school. We strive to ensure that our pupils leave the Primary phase of education, and be ‘secondary ready’, having acquired the following skills:

- Read easily and fluently, with good diction and expression
- Develop good understanding and ‘comprehension’ of texts

- Develop the habit of reading widely and often, for both pleasure and information seeking
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and 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, and take on board others' ideas and suggestions
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

**(Adapted from National Curriculum for England Framework Document p.14, 2013)**

## Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and edit, and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition and are supported by a range of resources available to pupils and teachers.

Writing down ideas fluently depends on **effective transcription**: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words (please refer to the Spelling Policy). **Effective composition** involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity and cohesion, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting (see Handwriting policy (in development)).

## **Entitlement and Curriculum Provision**

The National Curriculum for England gives a clear developmental programme for the introduction and acquisition of knowledge about transcription and composition. The format of English sessions is well suited to the practical development of this knowledge through word, sentence and text level. Knowledge and understanding of writing is embedded across all subjects.

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated to provide appropriate challenge for all groups and individuals.

We achieve this through a range of strategies – in some lessons through differentiated group or independent work, and in other lessons by organising the children to work in pairs on open-ended tasks and activities based on inquiry. When timetabled, teaching assistants are used to support children and to ensure that work is matched to the needs of individuals. Some support is given in class but, at times, pupils are taught in small groups to focus on specific skills acquisition and ‘booster’ work

## **Teaching and Learning**

To teach pupils about transcription and composition, the emphasis is on the close consideration of examples of language in use, including pupils’ own writing and on the exploration of language as a system. The aim is to develop pupils’ curiosity about language and their capacity to observe and reflect, which will in turn enable them to develop more control and choice in their use of language as writers. Much of our English work is, therefore, built upon or introduced in ERIC (Everybody Reading In Class) sessions or at the beginning of a unit of work, through extensive reading, where pupils can read and explore examples of different text structures and language.

## **The Role of the Teacher**

- To provide direct teaching and accurate modelling (through guided writing);
- To provide resources and an environment which promotes engagement, stimulation, and a developing understanding of transcription and composition;
- To assess and observe pupils, monitor progress and determine targets for development.

## **The learning environment**

Classrooms use a range of stimuli including working/learning-walls, IWB saved material, wall charts, word banks, Upstaging materials (Assertive Mentoring), examples of written or digital texts, and examples of pupils’ work and discussion to stimulate and provide

information. Pupils also have good access to a range of books and appropriate dictionaries and thesauri.

### Example Resources Used Across School

- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- [www.hamilton-trust.org.uk](http://www.hamilton-trust.org.uk)
- Purple mash and Education City
- finger spaces (Handy Helpers)
- Recordable microphones/talking tins
- Visualizers to display and annotate work on IWB
- Actions for words/word types/punctuation (kung-fu)
- Big Writing software – VCOP games 1 and 2
- Netbooks and ipads
- Grammar for Writing materials
- Grammar Hammer (From Y1-Y6)
- Grammar books (upper KS2, especially Y6)
- Different writing paper (different colours, sizes, shapes, lined etc.)
- Bordered paper (AM resources)
- A variety of writing frames (lists, invitations, letters, cards etc.)
- Stimuli e.g photographs, characters, settings, objects
- Examples of different text types (AM resources and books)
- Success criteria for different genres of writing (AM materials), including self and teacher assessment materials
- Up-Staging AM materials, introduced by teachers and then used regularly by pupils to self and peer assess their writing

### The Role of Parents and Carers

Whilst teachers recognise that the correct use of grammar and punctuation within transcription and composition is of great importance in order to communicate meaning clearly, it is important that parents do not become over-concerned about inaccurate usage in their child's writing. The school's approach to the identification of incorrect usage and remedial procedures is outlined in the marking policy.

Home learning in order to consolidate or develop work covered in the classroom is often set. We encourage parents to support their child's learning in writing and to apply knowledge across home learning in different subject areas. Where appropriate, parent workshops can be run to support learning of transcription and composition

## **IMPLEMENTATION (This section is aimed at teaching staff)**

This is a working document, which reflects the ethos and practice within the School in relation to the teaching of writing. It has been written with due regard to the requirements of the National Literacy Strategy schemes of work and the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise.

***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.***

(National Curriculum for England Framework Document p.11 2013)

### **Strategy for Implementation**

#### **Planning**

It is the responsibility of the class teacher to plan work for their pupils in the year group(s) that they teach. Planning is based on:

- EYFS Framework
- National Curriculum
- Exemplified year group planning units available electronically
- a range of other resources, including The Hamilton Trust outline plans, AM text support materials, FFT grammar support materials.

Medium term plans are prepared for the beginning of each half term, short term planning is done weekly and identifies very specifically the learning objectives, the teacher's, teaching assistant's and children's roles and activities, groupings and

differentiation with texts in use. Weekly planning is to be put on the network by the Monday morning of that teaching week. Subject matter from other curriculum areas is available as content or stimulus for speaking, listening, reading and writing. All curriculum areas will involve some aspects of English.

The National Curriculum for England sets out clear statutory requirements with regards to the attainment for different pupils at year 1, year 2, lower key stage 2 and upper key stage 2 (see appendix 3.) There are clear guidelines for expectations in these age groups for transcription, composition, spelling, grammar and punctuation. By ensuring that the statutory content is taught, Windmill Hill Primary School can guarantee continuity and progression.

### **Planning Expectations**

**The school has the option to use Hamilton plans as the basis for our own planning. There are ready-made long-term, medium-term and short-term plans available to modify and personalise. Any ideas gained from other resources must be incorporated into our planning format**

<b>Long Term</b>
<p>The National Curriculum Framework document gives a detailed overview of what to teach in the long term for Key Stages One and Two. Each Year Group team produces a “Yearly Overview” which will identify the key genres in literacy that will be taught during the year. Purposeful cross-curricular links with other subjects are identified where appropriate.</p> <p>Long Term Plans are handed in at the start of each academic year. If any alterations are required, they must be discussed and shared with the Subject Leader</p> <p>The Ages and Stages statements linked to the Early Years Foundation Stage, underpin the long term curriculum planning for Foundation Stage.</p>
<b>Medium Term</b>
<p>These give details of the main teaching areas for each half term / unit of work. They ensure continuity, appropriate balance and distribution of work.</p>
<b>Short Term</b>
<p>The class teachers’ weekly short-term plans list the specific learning objectives and</p>

outcomes for each lesson, in addition to the detail of how the lessons are to be taught.

Short Term Plans are available to view on the shared network

### **Planning Formats**

There is an agreed long, medium and short term planning format (please refer to appendices)

### **Monitoring**

All planning, teaching and progress is monitored as part of the school's Monitoring cycle. Examples of such work, includes:

- Monitoring of planning
- Work Scrutiny
- Pupil interviews
- Lesson observations
- Monitoring assessment documents
- Monitoring SPPT
- Pupil Progress Meetings
- Moderation Meetings (cross class/Key Stage/School)
- Performance management meetings
- SLT Meetings

- Governor learning walks/meetings with curriculum leaders and teachers.
- Analysis of data.

## Assessment and Recording

Effective assessment involves careful observation, analysis and review by practitioners of each child's knowledge, skills and understanding, in order to track their progress and make informed decisions about planning for the next steps of learning.

- Assessment is on a continuous basis, taking into account the children's work throughout the year. Teachers give explicit feedback regarding the successful strategies used and knowledge employed as well as next steps. Staff are expected to use the new Assertive Mentoring Assessment sheets to keep records for each pupil. These are to be updated each half term, building a cohesive picture of progress and attainment across each year.
- Work is monitored by the class teacher and Senior Leadership Team to assist in planning for future work to meet the needs of the children
- A scrutiny of the work of high, medium and low groups is carried out across the school and forms part of the school's monitoring programme
- Summative assessment records are passed to the SLT for information and analysis through the SPPT and Pupil Progress Meetings
- Q.C.A. test materials will be used to monitor the school's progress. As well as the end of Key Stage testing the school uses the Year 3, 4 and 5 optional SATs materials.
- Half-termly writing assessments are made carried out which then inform personal target setting. Information is shared with parents at Parent-Pupil meetings
- Moderation meetings are organized half-termly to develop more robust assessment of writing.

Children with significant difficulties with transcription and composition will have more personalised targets broken down to enable small step progress. Interventions will also run to meet specific learning needs for individuals and small groups.

## Transcription

Through our handwriting policy we aim to teach children to write in a way that is legible, fluent and fast. We recognise that children, who find the physical act of scribing taxing, will be unlikely to develop into confident, effective writers.

It has been noted that a cursive script has an impact on children's reading ability and this script has been promoted in schools. While recognising this we are aware of the perceptual development of each individual child.

Although we are aware that there will be occasions when children in the Foundation Stage reach this level of perceptual maturity, we recognise that it should never be assumed that all children are at the same stage of development. Research has suggested that using a cursive script too early can put undue pressure on some children.

At our school we believe that **skills** for handwriting **should** be introduced from a very early stage. We believe that our school should offer activities which encourage children to develop controlled movements – both in terms of fine and gross motor control – through all kinds of play and cross-curricular opportunities. Through these, we will reinforce left to right hand movements, moving from the top to the bottom of a letter and reinforcing the anti-clockwise movement, etc.

The core principles of the policy are therefore:

- To establish continuity from EYFS through Key Stages 1 and 2
- To ensure that our school has an agreed style
- To develop an agreed vocabulary associated with the teaching of handwriting

Our “preferred style” of letter is based on the Sheffield Structured Materials, with further resources provided through the Taskmaster Handwriting Rescue scheme.

The school will follow statutory guidance for transcription as set out in the English curriculum document (see appendix 1)

## **Composition**

At Windmill Hill Primary, we use a variety of teaching strategies in order to appeal to the varied learning styles of children in English lessons, as recommended by the English National Curriculum Framework document. Our principal aim is to develop children's knowledge, skills and understanding in English. We do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons, children experience a whole class shared reading or writing activity, a whole class focused word or sentence activity, a guided group or independent activity and a whole class session to review progress and learning. They have the opportunity to experience a wide range of texts and use a range of resources to support their work. We also ensure that children are given the opportunity to use the skills and knowledge developed in extended writing sessions (Big Write). Children use ICT in English lessons where it enhances learning, as in drafting their work and using multimedia to study how words are combined to convey meaning. Wherever possible, we encourage children to use and apply their learning to other areas of the curriculum.

## **Differentiation**

We teach English to all children, whatever their ability or needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all children to make progress. This is achieved by setting suitable learning targets and challenges based on the needs of the individual. Assessment against the national curriculum allows us to consider each child's attainment and achievement against nationally expected levels.

Differentiation is achieved through careful consideration of the following aspects:

- Support and challenge
- Task
- Resources
- Outcomes
- Group organization

## **Special Educational Needs**

When progress falls significantly outside the expected range, a child may have special educational needs or be identified as being able, gifted or talented. Our assessment processes look at a range of factors- classroom organisation, teaching resources,

strategies, differentiation – so that we can take additional or different action in order for that child to learn more effectively. This ensures that our teaching is matched to the child's needs. Additional support and interventions are identified as part of the Pupil Progress Meeting system.

The school will follow statutory guidance for transcription as set out in the English curriculum document (see appendix 2)

## **Appendices**

1. Statutory requirements for Transcription
2. Statutory requirements for Composition
3. Statutory requirements for Spelling, Grammar and Punctuation

## Appendix 1 – Statutory requirements for Transcription

### ***Year 1 – Transcription***

#### ***Statutory requirements***

#### **Spelling (see English Appendix 1 of the National Curriculum for English)**

Pupils should be taught to:

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in the English Appendix 1 of the National Curriculum for English
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### ***Year 1 – Handwriting***

#### ***Statutory requirements***

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are

formed in similar ways) and to practise these.

### ***Year 2 – Transcription***

#### ***Statutory requirements***

#### **Spelling (see the English Appendix 1 of the National Curriculum for English)**

Pupils should be taught to:

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in the English Appendix 1 of the National Curriculum for English
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

### ***Year 2 – Handwriting***

#### ***Statutory requirements***

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- 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
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

### ***Year 3 and 4 – Transcription***

#### ***Statutory requirements***

#### **Spelling (see the English Appendix 1 of the National Curriculum for English )**

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1 of the National Curriculum for English)
- spell further homophones
- spell words that are often misspelt (English Appendix 1 of the National Curriculum for English)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

### ***Year 3 and 4 – Handwriting***

#### ***Statutory requirements***

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

## ***Year 5 and 6 – Transcription***

### ***Statutory requirements***

#### **Spelling (see the English Appendix 1 of the National Curriculum for English)**

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

## ***Year 5 and 6 – Handwriting and Presentation***

### ***Statutory requirements***

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task.

## Appendix 2 – Statutory requirements for Composition

### ***Year 1 – Composition***

#### ***Statutory requirements***

Pupils should be taught to:

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

### ***Year 1 – Vocabulary, grammar and Punctuation***

#### ***Statutory requirements***

Pupils should be taught to:

- develop their understanding of the concepts set out in the English Appendix 2 of the National Curriculum for English by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1 in the English Appendix 2 of the National Curriculum for English
- use the grammatical terminology in the English Appendix 2 of the National Curriculum for English in discussing their writing.

## ***Year 2 – Composition***

### ***Statutory requirements***

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

## ***Year 2 – Vocabulary, grammar and Punctuation***

### ***Statutory requirements***

Pupils should be taught to:

- develop their understanding of the concepts set out in the English Appendix 2 of the National Curriculum for English by:
  - learning how to use both familiar and new punctuation correctly (English Appendix 2 of the National Curriculum for English), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue

butterfly]

- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in the English Appendix 2 of the National Curriculum for English
  - some features of written Standard English
- use and understand the grammatical terminology in the English Appendix 2 of the National Curriculum for English in discussing their writing.
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Pupils should be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (the English Appendix 2 of the National Curriculum for English)
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

**Year 3 and 4 – Vocabulary, grammar and Punctuation****Statutory requirements**

Pupils should be taught to:

- develop their understanding of the concepts set out in the English Appendix 2 of the National Curriculum for English by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in the English Appendix 2 of the National Curriculum for English
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in the English Appendix 2 of the National Curriculum for English accurately and appropriately when discussing their writing and reading.

**Year 5 and 6 – Composition****Statutory requirements**

Pupils should be taught to:

- develop their understanding of the concepts set out in the English Appendix 2 of the National Curriculum for English by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - learning the grammar for years 5 and 6 in the English Appendix 2 of the National Curriculum for English
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently
- use and understand the grammatical terminology in the English Appendix 2 of the National Curriculum for English accurately and appropriately in discussing their writing and reading.

Appendix 3. – Statutory requirements for Spelling, Grammar and Punctuation

<i>Year 1: Detail of content to be introduced (statutory requirement)</i>	
<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun  <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )  How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i> ]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun I</b>
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

<i>Year2: Detail of content to be introduced (statutory requirement)</i>	
<b>Word</b>	Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i> ] Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of <b>suffixes</b> can be found on page <a href="#">Error! Bookmark not defined.</a> in the year 2 spelling section in the English Appendix 1 of the National Curriculum for English) Use of the <b>suffixes</b> –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn adjectives into <b>adverbs</b>
<b>Sentence</b>	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> ) Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ] <b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b>
<b>Text</b>	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing

	Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Commas to separate items in a list <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]
<b>Terminology for pupils</b>	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

<i>Year3: Detail of content to be introduced (statutory requirement)</i>	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i> ] Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i> ]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i> ], adverbs [for example, <i>then, next, soon, therefore</i> ], or prepositions [for example, <i>before, after, during, in, because of</i> ]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

<i>Year4: Detail of content to be introduced (statutory requirement)</i>	
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive –s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl’s name, the girls’ names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial

<i>Year5: Detail of content to be introduced (statutory requirement)</i>	
<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>–ate; –ise; –ify</i> ] <b>Verb prefixes</b> [for example, <i>dis–, de–, mis–, over– and re–</i> ]
<b>Sentence</b>	<b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i> ] or <b>modal verbs</b> [for example, <i>might, should, will, must</i> ]
<b>Text</b>	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i> ] Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ]

	or tense choices [for example, he <i>had</i> seen her before]
<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
<b>Terminology for pupils</b>	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

<i>Year6: Detail of content to be introduced (statutory requirement)</i>	
<b>Word</b>	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i> ] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i> ].
<b>Sentence</b>	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]
<b>Text</b>	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ], and <b>ellipsis</b> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
<b>Punctuation</b>	Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i> ] Use of the colon to introduce a list and use of semi-colons within lists <b>Punctuation</b> of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i> ]
<b>Terminology for pupils</b>	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points