



Writing Overview

Year 1-6

TEACH IT: TRANSCRIPTION

SPELLING

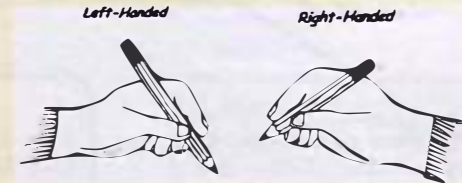
Children in Year 1 should be taught to spell:

Common Exception Words	Prefix Words	Compound Words	Word Endings
<p><i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.</i></p>	<p>with the prefix 'un'.</p> <p>For example, <i>untidy</i> <i>unhappy</i> <i>unwell</i> <i>unfair</i> <i>unlock</i> <i>undo</i></p>	<p>For example, <i>football</i> <i>bedroom</i> <i>sunset</i> <i>farmyard</i></p>	<p>where no change is needed to the root:</p> <ul style="list-style-type: none"> add 'ing' 'ed' 'er' to verbs - <i>jumping</i> add 'er' 'est' to adjectives - <i>quicker</i> <p>Add 's' 'es' for plurals-cats</p> <p>Spell words with a /v/ sound at the end as <i>live</i> and an /i/ sound at the end as <i>very</i></p>
Phonics	Polysyllabic Words	Consonant Blends	Digraphs-ff ll ss zz ck
<p><i>c k ck ll ll ss zz ff ff ph w wh v ai ay a_e ee ea e_e igh ie i_e ow oa o_e ew ue u_e y se ou oi oy ar or aw au er ir ur ear are air oo</i></p>	<p>by breaking words into syllables likening them to a 'beat'.</p> <p><i>carrot</i> <i>pocket</i> <i>rabbit</i> <i>thunder</i></p>	<p>including 'ph' 'wh' 'tch' 'ch' 'nk'.</p> <p><i>phonics</i> <i>when</i> <i>match</i> <i>rich</i> <i>sink</i></p>	<p>The digraphs ff ll ss zz ck are used when the follow a single vowel in short words.</p> <p><i>huff</i> <i>well</i> <i>boss</i> <i>buzz</i> <i>sack</i></p>

HANDWRITING

Children 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 family and practise these.



Ensure that the needs of left-handed children are considered.

Handwriting Families

Curly Caterpillar Letters

c a o d g q
e s f

Letter Ladders

l i t u j y

One-armed Robot

r b n h m p

Zig-zag Letters

v w x z

WRITING SKILLS

Grammar

Children should be taught to construct sentences through:

- ✍ understanding that sentences are groups of words which must contain a subject/object and a verb;
- ✍ combining words to make basic sentences which include a subject/object and a verb;
- ✍ adding adjectives to describe subject/object within the sentence;
- ✍ joining words and clauses using *and*.

Punctuation

Children should be taught to use basic punctuation accurately including:

- ✍ leaving spaces between words;
- ✍ use of a capital letter to start a sentences;
- ✍ use of a capital letter for proper nouns and personal pronoun I;
- ✍ use of full stops to mark the end of a sentence;
- ✍ use exclamation marks and question marks.

WRITING PROCESS

6. Produce/Publish

Read work aloud to self, peers and teacher.

1. Read and Respond

Through shared reading together, immerse children in language, layout and sequence of the text.

5. Edit

Read back sentence and check for sense, with adult support.

Essential Steps**2. Prepare**

Introduce task, discuss and share language and ideas.

4. Draft

After teacher modelling and orally rehearsing, begin to construct basic sentence structures.

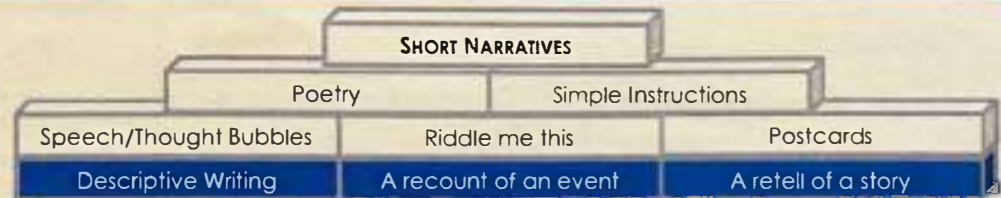
3. Plan

Plan ideas either orally, pictorially or with words/phrases making choices about vocabulary and sequence.

WRITING PURPOSE

Children should know that writing has a purpose and is a written way of communicating meaning.

In Year 1 children should be given the opportunity to read and write texts which inform and entertain.



- Children should be taught to consider the importance of context, audience and purpose through:

- ✍ using language such as adjectives to interest the reader;
- ✍ using sequencing words or numbers to aid cohesion;
- ✍ use subject-specific language linked to the context;



SPELLING

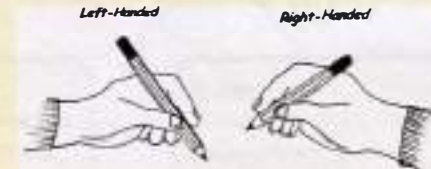
Children in Year 2 should be taught to spell:

Common Exception Words	Apostrophe Words
door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas.	<p>Apostrophes for contraction—placing the apostrophes where the omitted letter/letters would be placed: <i>didn't/can't/it's</i>. Note <i>it's</i> should never be used for the possessive.</p> <p>Possessive apostrophes for singular nouns: <i>Megan's the child's</i>.</p>
the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.	Prefix and Suffix Words
	<p>Adding the suffixes –ment, -ness, -ful, -less and –ly to root words <i>enjoyment/happiness/careful/hopeless/badly</i>.</p>
Plurals	Prefixes: Adding the prefix –un.
Adding –es to nouns ending in 'y' changing the 'y' to an 'i' <i>baby/babies</i> except when words end in 'ey' then only add 's' <i>dankey/donkeys</i>	Word Endings
Adding 's' 'es' to to words <i>cat/cats, catch/catches</i>	<p>Spell words ending in:</p> <p>-le, most common, <i>table/middle/bottle/ little</i></p> <p>-el, much less common, <i>camel/tunnel/travel/towel</i></p> <p>-al <i>metal/pedal/hospital/capital</i></p> <p>-il <i>pencil/fossil/nostril</i></p> <p>-tion <i>station/fiction/motion</i></p> <p>Adding –ed, -er and –est to root words ending in 'y' change to an 'i' <i>copied/copier/happiest</i>.</p> <p>Adding –ed, -er, -est and –y to words ending in 'e' drop the 'e' <i>hiking/nicest/shiny</i>.</p> <p>Adding –ing, -ed, -er, -est and y to words containing and short vowel sound-double the consonant letter <i>patting/patted sadder/saddest</i>.</p>
Alternatives	<p>Adding –ing, -er-ed to verbs and –er, -est to adjectives where no change is needed to the root word.</p> <p>Spelling an /i/ sound at the end as y <i>very</i></p>
<p>dge, ge, g sounding 'j' <i>edge/age/gem</i></p> <p>a sounding 'or' <i>war/towards</i></p> <p>ey sounding 'e' <i>donkey</i></p> <p>Some words beginning with 'w' <i>want/word/warm</i>.</p> <p>y sounding 'i' <i>cry/reply</i></p> <p>Silent letter k/w/g <i>knight/write/gnat</i></p> <p>Soft c before 'e' 'i' and 'y' <i>race/city</i></p> <p>Homophones</p> <p>Learn difference in meaning of some homophones and near homophones</p> <p>Teach a range.</p> <p>Homophones spelt with silent k and w <i>night/knight wrap/rap</i></p> <p>Homophones spelt ee/ea <i>see/sea</i></p> <p>Three way homophones <i>to/two/too</i></p>	

HANDWRITING

Children should use their handwriting skills to:

- ✓ sit correctly at a table, holding a pencil comfortably and correctly;
- ✓ 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;
- ✓ understand which letters, when adjacent to one another, are best left un-joined;
- ✓ 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 true size of the letters.



Ensure that the needs of left-handed children

Children should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Handwriting FamiliesCurly Caterpillar Letters

c a o d g q e
s f

One-armed Robot

r b n h m p k

Letter Ladders

l i t u j y

Zig-zag Letters

n w x z

WRITING SKILLS

Grammar

Children should be taught to increase their range of sentence structures through:

- ✓ use of co-ordinating conjunction 'and';
- ✓ use of noun phrases to describe and specify;
- ✓ use of sub-ordinating or co-ordinating conjunctions to add further detail or link ideas;
- ✓ use of different sentence forms i.e. statement, command, question, exclamation;
- ✓ use of present and past tense throughout writing;
- ✓ use of progressive tense to mark actions in progress
- ✓ use of adverbs of manner..

Punctuation

Children should be taught to use punctuation accurately across all writing including:

- ✓ use of capital letters and full stops to demarcate sentences;
- ✓ use of exclamations marks and question marks to demarcate sentences;
- ✓ use of commas to separate items in a list;
- ✓ use of apostrophes for contraction words;
- ✓ use of apostrophes for singular use possession in nouns.

WRITING PROCESS

6. Produce/Publish

Read work aloud to self, peers and teacher.

1. Read and Respond

Through shared reading together, immerse children in language, layout and sequence of the text.

5. Edit

Read back sentences, check for sense. With adult prompts make some corrections.

Essential Steps

2. Prepare

Introduce task, discuss and share language and ideas.

4. Draft

Draft and write through rehearsing and composing sentences, experimenting with language.

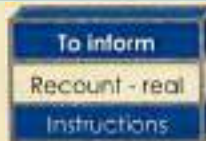
3. Plan

Plan ideas making choices about vocabulary and sequence.

WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 2 children should focus on two of these. They should be given opportunity to read and write texts which inform and entertain.



- Children should be taught to consider the importance of context, audience and purpose through:
 - ✓ choosing different sentence forms appropriately according to purpose;
 - ✓ thinking about the reader when choosing language to make writing clear and engaging;
 - ✓ selecting the appropriate tense; using it correctly and consistently.



TEACH IT: TRANSCRIPTION YEAR 3

SPELLING

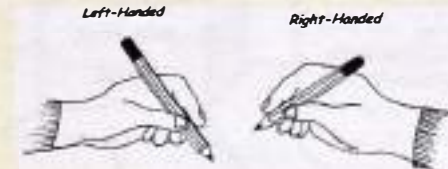
Children in Year 3/4 should be taught to spell:

Common Exception Words	Apostrophe Words	Prefix Words	Suffix Words
accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	Possession (plural) Children's men's girls' babies'	dis~, mis~, re~, in~, il~, im~, sub~, auto~, anti~, ir~, inter~, super~	-ally, ~ing, ~ed, ~er, ~tion, ~sion, ~ation
door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	Possession (singular) girl's dog's	un~	~ful, ~ment, ~ly, ~ness, ~less
	Contractions Can't, didn't, hasn't, it's, I'll		
	Alternatives	Homophones	
	<ul style="list-style-type: none"> y sounding i – mystery different ou sounds shout, young, tour ow u oo (add ou making or sound word too). ei, eigh, ey sounding a vein, eight, obey 	Teach a range: <ul style="list-style-type: none"> ai / a_e – pail, pale; ee / ea – meet, meat; 3 way homophones: there / their / they're buy / by / bye heal / heel / he'll i / y – die / dye i_e / igh – side / sighed oa / ow – groan / grown 	

HANDWRITING

Children should use their handwriting skills to:

- use the diagonal and horizontal strokes that are needed to join letters;
- increase the fluency, legibility, consistency and quality of their handwriting through regular practice;
- continue to encourage correct pencil/pen grip and posture when writing;
- use joined up handwriting throughout independent writing.



Ensure the needs of left-handed children are considered.

Diagonal joiners without ascenders

Diagonal joiners with ascenders

ai ee ie ea er in al ot sh ch mb ed
aw uo ig air ing il wh ob ft rk ol

Horizontal joiners without ascenders

Horizontal joiners from ascenders

oa oo oi ou or kn ly hi ki lo la
nu ra fi wo wa ta ti lo ha di do

RULES TO BE TAUGHT TO SUPPORT SPELLING IN YEAR 3

In most cases:

- when adding consonant suffix 'ly' it is just added to the root word, except: if the root word ends in 'le' change to 'ly' e.g. gently; if the root word ends in 'ic' change to 'ally' e.g. magically;
- when adding vowel suffixes '-ing', 'ed', 'er', 'est', if the root word contains a short vowel sound, double the consonant letter e.g. popping, batted, runner. If the root word ends in 'e' drop the 'e' before adding 'ing', 'ed', 'y' e.g. liking, baked, greasy;
- when adding consonant suffixes '-ly', 'ful', 'ness', if the root word ends in 'y' change to an 'i' e.g. beautiful, greedily, gloominess. (This also applies to vowel suffix 'er' and 'est' e.g. happier, happiest); 'tion' is the most common spelling of the 'shun' sound however, if the root word ends in 's' / 'se' 'd' / 'de', then 'sion' should be used;
- when changing nouns from singular to plural most words add 's' however, if the noun ends with 'f' or 'fe' add 'ves' and if it ends in 'ch', 'sh' 'x' 's' add 'es' e.g. churches, bushes, boxes, kisses;
- adding -es to nouns ending in 'y' changing the 'y' to an 'i' *baby/babies* except when words end in 'ey' then only add 's' *donkey/donkeys*.

TEACH IT: COMPOSITION

YEAR 3

WRITING SKILLS

Grammar

Children should be taught to:

✍ use **a** or **an** according to whether the next word begins with a consonant or vowel;

Extend sentence structures and aid cohesion through:

✍ use of conjunctions, prepositions and adverbs to express time, place and cause;

✍ use of perfect form of verbs instead of simple past e.g. *He has gone out*;

✍ use of noun phrases;

✍ use of sub-ordinating or co-ordinating conjunctions to extend sentences to include both subordinate and main clauses.

Punctuation

Children should be taught to use punctuation accurately across all writing including:

✍ use of inverted commas to punctuate direct speech in narrative;

✍ use of the possessive apostrophe for singular and plural nouns;

✍ use of commas to separate items in a list;

✍ use of apostrophes for contraction.

WRITING PROCESS



WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 3 children should focus on 3 of these. They should be given opportunity to read and write texts which inform, entertain or persuade.

To inform

- Non-chronological Reports
- Recount/Letter
- Recount-Diary
- Instructions

To entertain

- Character Profiles
- Poetry-Acrostic Poems
- Story Writing

To persuade

Adverts - Posters

New Learning **Prior Learning**

- Children should be taught to consider the importance of context, audience and purpose through:
 - ✍ understanding that language can have different functions e.g. to enhance, evoke response, persuade or aid meaning;
 - ✍ building cohesion through the use of paragraphs to group related material and headings and sub-headings to aid the reader;
 - ✍ beginning to experiment with a formal style of writing which may use perfect tense, avoid contracted form and colloquialisms.



SPELLING

Children in Year 3/4 should be taught to spell:

Common Exception Words	Apostrophe Words	Prefix Words	Suffix Words
accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion (ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	Possession (plural) Children's men's girls' babies'	dis-, mis-, re-, in-, in-, im-, sub-, auto-, anti-, in-, inter-, super-	-ssion -ian -ous -ally, -ing, -ed, -er, -tion, -sion, -ation
	Alternatives	Homophones	
	<ul style="list-style-type: none"> ~sure, ~ture, ~cher endings, e.g. measure, creature, teacher ch sounding k, e.g. echo ch sounding sh, e.g. chef gue sounding g, e.g. league que sounding k, e.g. unique sc soundings s, e.g. scheme 	Teach a range:- <ul style="list-style-type: none"> ai / a_e - pair, pale ee / ea - meet, meat 3 way homophones: there / their / they're buy / by / bye heat / heel / he'll i / y - die / dye l_e / igh - side / sighed ai / aw - groan / grown 	

HANDWRITING

Children should use their handwriting skills to:

- use the diagonal and horizontal strokes that are needed to join letters;
 - increase the fluency, legibility, consistency and quality of their handwriting through regular practice;
 - continue to encourage correct pencil/pen grip and posture when writing;
 - use joined up handwriting throughout independent writing.
- Ensure the needs of left-handed children are considered.

Diagonal joiners without ascenders

Diagonal joiners with ascenders

ai ee ie ea er in al ot sh ch mb ed
aw uo ig air ing il wh ob ft rk ol

Horizontal joiners without ascenders

Horizontal joiners from ascenders

oa oo oi ou or kn ly hi ki lo la
vu ra fi wo wa ta ti lo ha di do

RULES TO BE TAUGHT TO SUPPORT SPELLING IN YEAR 4

In most cases:

- Adding 'ing', 'ed', 'er', 'en', 'ation'
If the word has more than one syllable and the second syllable is stressed, then double the consonant;
e.g. forgotten, forgetting, beginner, beginning - stressed
Gardener, limitation - unstressed

- Plurals
Nouns that end with vowel + o add s, e.g. toes
Nouns that end with consonant + o add e.g. echoes;

In most cases just add the suffix ~ous to the root word where the root ends in 'our' drop the 'u' and add 'ous' e.g. humorous.

- words ending in 'sure', 'ture', - if it sounds 'zur' then 'sure' should be used, e.g. measure. If it sounds like 'chur' then 'ture' should be used e.g. picture;
- ~ssion should be used if the root ends in 'ss' or 'mit', e.g. admission;
- ~cian should be used if the root ends in 'c' or 'cs', e.g. musician.

TEACH IT: COMPOSITION

YEAR 4

WRITING SKILLS

Grammar

Children should be taught to:

- understand the difference between plural and possessive 's';
- use the standard English form for verb inflections, e.g. We were/We was, I did/I done.

Extend sentence structures and aid cohesion through:

- use of fronted adverbials e.g. 'Later that day';
- use of expanded noun phrases e.g. 'the dog', 'the loud dog with sharp teeth';

use a or an according to whether the next word begins with a consonant or vowel.

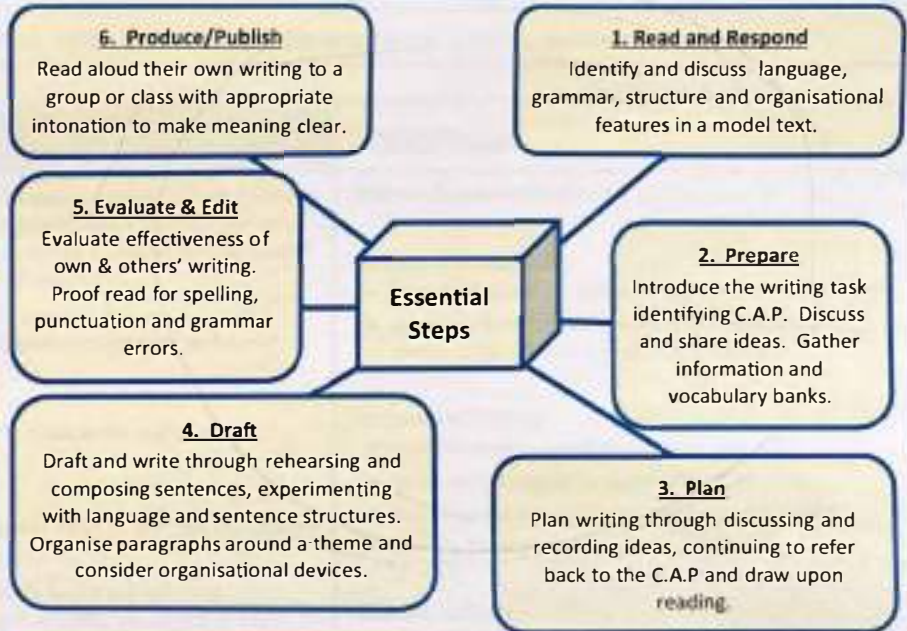
Extend sentence structures through:

- use of conjunctions, prepositions and adverbs to express time, place and cause;
- use of perfect form of verbs instead of simple past e.g. He has gone out.

Punctuation

- Use of commas after a fronted adverbial.
- Use of comma after a reporting clause in direct speech.
- Use of inverted commas to punctuate direct speech in narrative.
- Use of the possessive apostrophe for singular and plural nouns.

WRITING PROCESS



WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 4 children should focus on three of these. They should be given opportunity to read and write texts which inform, entertain or persuade.



Children should be taught the importance of context, audience and purpose through:

- selecting language for the particular affect it has on the reader, e.g. persuade, inform, engage, evoke emotion;
- building cohesion within and across sentences through: appropriate choice of nouns; to introduce the subject/object and pronouns to reference back; use of paragraphs to organise ideas around a theme and use of fronted adverbials, conjunctions and prepositions to clarify;
- beginning to experiment with an informal style, as well as formal, which may include contracted form, vernacular language and direct addresses to the reader.



SPELLING

Children in Year 5/6 should be taught to spell:

Common Exception Words	Word Endings	Suffix Words
Accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.	<ul style="list-style-type: none"> Endings which sound like 'shus' spelt like ~cios or ~tious. Endings which sound like 'sh' ~cial, ~tial. 	~ant, ~ance/~ancy ~ent, ~ence/~ency ~able, ~ible ~ably, ~ibly
accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	~ure, ~ture, ~cher ~gus, ~gus	~ion ~att ~ous
	Letter Strings	Homophones
	<ul style="list-style-type: none"> Word containing the letter string ~ough. ought, brought, thought, cough, though, dough, through, thorough, plough	<ul style="list-style-type: none"> Homophones and other words that are often confused for example, advice/advise device/devise licence/license practice/practise

RULES TO BE TAUGHT TO SUPPORT SPELLING IN YEAR 5

In most cases:

- if the root words ends in ~ce the 'sh' sound is usually spelt as ~c e.g. vice-vicious, grace-gracious, space-spacious;
- use ~cial after a vowel letter and ~tial after a consonant letter e.g. official, special, partial, essential;
- when spelling homophones such as practice/practise, device/devise, licence/license, nouns end in ~ce and verbs end in ~se;
- if it sounds like 'zur' then 'sure' should be used e.g. measure; if it sounds like 'chur' then 'ture' should be used e.g. picture.

HANDWRITING

Children should use their handwriting skills to:

Write legibly, fluently and with increasing speed by:

- choosing which shape letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters;
- choosing the writing implement that is best suited for the task.

Ensure the needs of left-handed children are considered.

*ai ee ie ea er in
aw uo ig air ing*

Diagonal joiners without ascenders

*al ot sh ch mb ed
il wh ob ft rk ol*

Diagonal joiners with ascenders

*sa ss si su sr
nu ra fi wo wa*

Horizontal joiners without ascenders

*kn ly hi ki lo la
ta ti lo ha di do*

Horizontal joiners from ascenders

WRITING SKILLS

Grammar

Children should be taught to:

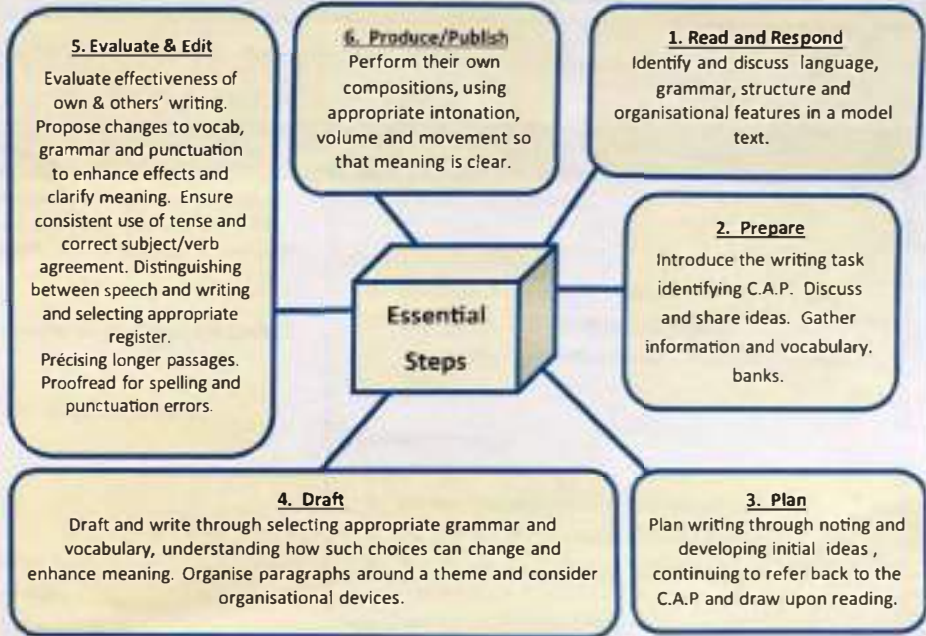
- convert nouns or adjectives into verbs using suffixes.
- Extend sentence structures and aid cohesion through:
 - linking ideas across paragraphs using adverbials of time, place and number;
 - use of tense to reference back or ahead, e.g. he had seen her before;
 - use of relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun;
 - indicating degrees of possibility using adverbs or modal verbs;

- understand the difference between plural and possessive 's';
- use the standard English form for verb inflections, e.g. We were/We was, I did/I done
- Extend sentence structures and aid cohesion through:
 - use of fronted adverbials e.g. 'Later that day';
 - use of expanded noun phrases e.g. 'the dog', 'the loud dog with sharp teeth';

Punctuation

- use of brackets, dashes or commas to indicate parenthesis;
- use of commas to clarify meaning or avoid ambiguity;
- use of commas after a fronted adverbial;
- use of comma after a reporting clause in direct speech.

WRITING PROCESS



WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 5 children should focus on all four of these. They should be given opportunity to read and write texts which inform, entertain, persuade or discuss.



Children should be taught the importance of context, audience and purpose through:

- developing use of language and selecting word choices for clarity, effect on reader and/or context;
- selecting from a wide range of taught cohesive devices to develop flow and aid the reader, e.g. use of nouns/pronouns to reference back. Use of adverbials, conjunctions and prepositions and use of paragraphs and other organisational features;
- selecting an appropriately formal or informal tone through use of taught language and grammar, see table.

Formal	Informal
Context specific vocabulary	Personal tone
Avoid contracted form	Direct Addresses
Perfect Tense	Vernacular Language
	Contracted Form



SPELLING

Children in Year 5/6 should be taught to spell:

Common Exception Words	Word Endings	Suffix Words
Accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.	<ul style="list-style-type: none"> Endings which sound like 'shus' spelt like ~cious or ~tious. Endings which sound like 'shl' spelt ~cial, ~tial. 	<ul style="list-style-type: none"> Add suffixes beginning with vowel letters to words ending in ~fer e.g. referring, referred. Referral etc.
	Silent Letters	~ant, ~ance/~ancy ~ent, ~ence/~ency ~able, ~ible ~ably, ~ibly
	<ul style="list-style-type: none"> Words with silent letters e.g. doubt, island, lamb, solemn, thistle, knight. 	
	Letter Strings	Homophones
	<ul style="list-style-type: none"> Word containing the letter string ~ough. 	<ul style="list-style-type: none"> Homophones and other words that are often confused e.g. advice/advise device/devise licence/licence practice/practise
	Alternatives	
	<ul style="list-style-type: none"> Words with the 'ee' sound spelt ei after c e.g. deceive, conceive, receive etc. 	

HANDWRITING

Children should use their handwriting skills to:

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

Ensure the needs of left-handed children are considered.

ai ee ie ea er in
aw uo ig air ing

Diagonal joiners without ascenders

al ot sh ch mb ed
il wh ob ft rk ol

Diagonal joiners with ascenders

oa oo oi ou or
vu ra fi wo wa

Horizontal joiners without ascenders

kn ly hi ki lo la
ta ti lo ho di do

Horizontal joiners from ascenders

RULES TO BE TAUGHT TO SUPPORT SPELLING IN YEAR 6

In most cases:

- the r is doubled if the ~fer is still stressed when the ending is added e.g. referring, referred, referral. The r is not doubled if the ~fer is no longer stressed e.g. reference, referee, preference, transference;
- the 'i before e except after c' rule applies to words where the sound spelt by ei is 'ee' e.g. deceive, conceive, receive, perceive, ceiling etc;
- if the root words ends in ~ce the 'sh' sound is usually spelt as ~c e.g. vice-vicious, grace-gracious, space-spacious;
- use ~cial after a vowel letter and ~tial after a consonant letter e.g. official, special, partial, essential;
- when spelling homophones such as practice/practise, device/devise, licence/licence, nouns end in ~ce and verbs end in ~se.

WRITING SKILLS

Grammar

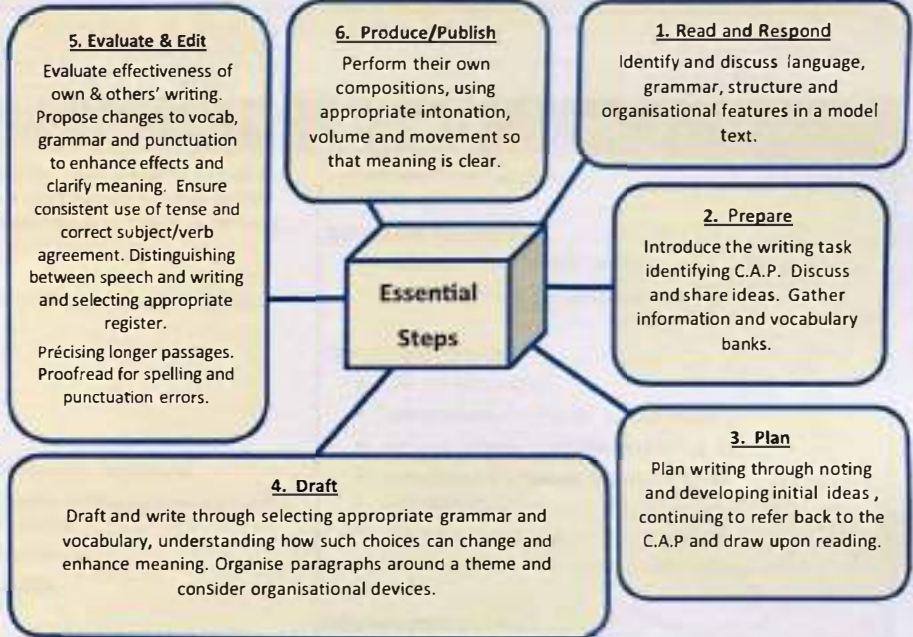
Children should be taught to:

- use the passive voice to affect the presentation of information in a sentence.
- Extend sentence structures and aid cohesion through:
 - linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, use of adverbials such as *on the other hand*, *in contrast*), ellipsis and layout devices such as headings, columns, bullets etc.;
 - convert nouns or adjectives into verbs using suffixes.
 - Extend sentence structures and aid cohesion through:
 - linking ideas across paragraphs using adverbials of time, place and number;
 - use of tense to reference back or ahead, e.g. he had seen her before;
 - use of relative clauses beginning with *who*, *which*, *where*, *whose*, *that* or an omitted relative pronoun.
 - Indicating degrees of possibility using adverbs or modal verbs.

Punctuation

- use of a semi-colon, colon and dash to mark the boundary between independent clauses;
- use of the colon to introduce a list and use of semi-colons within lists;
- use of hyphens to avoid ambiguity e.g. *recover versus re-cover*;
- use of brackets, dashes or commas to indicate parentheses;
- Use of commas to clarify meaning or avoid ambiguity.

WRITING PROCESS



WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 6 children should focus on all four of these. They should be given opportunity to read and write texts which inform, entertain, persuade or discuss.



Children should be taught the importance of context, audience and purpose through:

- showing awareness of language and grammar typical of informal speech and that appropriate for formal speech and writing;
- developing use of language and selecting word choices for clarity, effect on reader and/or context;
- selecting an appropriately formal or informal tone through use of taught language and grammar, see table-

Formal	Informal
Use of the subjunctive or passive form	Question Tags
Context specific vocabulary	Direct Addresses
Avoid contracted form	Vernacular Language
Perfect Tense	Contracted Form

