



Writing Curriculum

Writing in EYFS

The children in EYFS develop their writing skills through adult led, adult directed and child-initiated learning. The areas of Continuous Provision allow the children to develop the skills for writing including; building the gross and fine motor strength needed to hold a pencil effectively and move their fingers and wrist effectively. The areas of provision also give the children a real purpose for writing; such as writing a shopping list in the house, or writing and posting their own Christmas list.

Nursery	Reception
<ul style="list-style-type: none"> • Baseline. At the start of the year, all children draw a picture of themselves. This serves as a baseline assessment. This is placed in their Special Book. • Drawings, letters, labels and captions. Pupils are exposed to letters, labels and captions both indoors and out e.g. writing shed in the outdoor provision; reading the resource labels at tidy-up time. • Objective Led Planning. Physical Development/reading/writing is the focus of the differentiated 'Objective Led Planning' that builds the skills and stamina for writing. One adult is responsible for ensuring that all pupils complete this task each week. • Handwriting. Pre-handwriting skills are followed, and a long-term plan for building the key strengths needed for writing is used. Within this plan, pupils will practise a different key strength each week, and this leads to practise of handwriting formations, such as lines and curves, once children have developed the strength and stamina required. • The Sassoon primary infant font is followed and pupils are taught the letter formation in line with Read Write Inc. Pupils are also taught how to write their own name when developmental ready. • Story Scribing is used to develop children's writing skills. Teacher and pupil work together to complete a piece of writing – sharing the pen or pencil - and, as confidence grows, children take greater ownership of the writing. • Special Books. Each pupil has a 'Special Book' where all of their writing is placed. Any writing from Objective Led Planning is added to the child's special book. Other writing is added if the child wishes to glue it in. • Summative Assessments: If a child enters nursery in their N1 year they will have an N1 entry assessment. They will then have an entry to N2 assessment. At February half term the teachers will attend a pupil progress meeting to discuss each child's progress, the children will then have an N2 exit assessment. 	<ul style="list-style-type: none"> • At the start of the year, all children will draw a picture of themselves and try to write their name. They will be encouraged to add a label or caption of their own choice to the work. This will serve as a baseline assessment. This will be placed in their Special Book. • Each week all children take part in 4 writing lesson which are scaffolded at different levels depending on the children's ability. Children practise the skills needed for handwriting, this includes; good sitting positions, holding a pencil correctly and writing on paper. The writing lessons change over the year from focusing on letter formation and initial sounds to writing CVC words, to holding sentences and writing them etc. Some children need a more sensory experience of writing and may write on large rolls of paper on their tummies, practise letter formation with their whole bodies, etc. • The classroom has a 'writing area' as part of its continuous provision. This allows children to practise, consolidate and extend their learning and gives them a place to label work produced in other areas of continuous provision. • Each week the children have 3 indoor 'Chalk Board Challenges', one challenge has a writing focus which links to previously taught learning e.g. practise your letter 'n', label the CVC pictures. The outdoor area has '2 Chalk Board Challenges' one challenge is always linked to writing e.g. write letters in the sand, throw a beanbag into a hoop and read and write the word. • Writing is evident in all areas of provision and therefore relevant letters and words are displayed and available in each area in addition to a range of equipment for writing. There is a particular writing focus in the Role Play area alongside the maths focus. The theme will change regularly e.g. half termly. Reception have two role play areas - a large house role play area that is a part of the continuous provision and then a changing role-play area linked to topics and themes throughout the year e.g. a Christmas post office. • Handwriting. Handwriting warm-up activities are followed, and a long-term plan for building the key strengths needed for writing is used which builds upon the learning in Nursery. Within this plan, pupils will practise a different key strength daily (for a full week).

- The Sassoon primary infant font is followed and pupils are taught the letter formation in line with Read Write Inc. Pupils are also taught how to write their own name.
- Story Scribing is used to develop children's writing skills. Teacher and pupil work together to complete a piece of writing – sharing the pen or pencil - and, as confidence grows, children take greater ownership of the writing.
- It is important that children see adults writing. Adults will also model writing at other times e.g. drawing a picture of a model and labelling it in the construction area, maths group and in the RWInc lesson.
- When developmental ready the children will self-register each morning by writing their name. When children are ready to move on they then write their full name and a caption or sentence.
- **Special Books.** Each pupil has a 'Special Book' where all of their writing is placed. All paper writing from 'Chalk Board Challenges' are placed in here. Other writing is added if the child wishes to glue it in. If the pupil has been heavily supported, the adult will write 'S' for supported in a circle. Photographs of writing e.g. on a chalkboard, whiteboard or outside writing in the sand are placed into their seesaw accounts and shared with parents.
- **Summative Assessments.** Children completed the National Baseline during their first 6 weeks in school. Children then have a February half term assessment and then complete the GLD assessment at the end of the year.
- **Spelling.** More able children have formal spelling lessons linked to phonics. This is taught as an extension to the Read Write Inc lesson (using the 'word time' words from RWInc).
- **Preparation for Year 1.** In Summer 2, the children who are ready sit in larger groups (at tables) for a more formal writing lesson each day.

Strand	Year 1	Year 2	Year 3 & Year 4	Year 5 & Year 6
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at the table, • holding a pencil correctly and comfortably. • begin to form lower case letters in the correct direction, starting and finishing in the right place. • form capital letters. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower case letters of the same size. • begin to use diagonal and horizontal strokes needed to join letters within Summer Term. • know capital letters are not joined. • write capital letters and digits of the same size and orientation. • use correct spacing between words. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use diagonal and horizontal strokes to join letters. • know that capitals are not joined. • increase legibility and consistency of handwriting. • Ensure lines of writing spaced sufficiently. • Ensure ascenders and descenders do not touch. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluidly with increasing speed and style. <p>develop a personal style</p> <ul style="list-style-type: none"> • choose the appropriate writing implement best suited for the task. • use appropriate style and form depending on the task (e.g. labelling a diagram, writing an email address, algebra and filling a form in capitals).

English Curriculum - Progression in Grammar and Punctuation

*Please note that statements in green have been added to provide further guidance and are not taken directly from the programmes of study.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	<ul style="list-style-type: none"> Plural noun suffixes 's' 'es'. Regular verb endings: 'ing' 'ed' 'er'. Prefix 'un'. 	<ul style="list-style-type: none"> Suffixes: 'ness', 'er'; 'ful', 'less' and 'er', 'est', 'ly' to form new words Compound words: superman, whiteboard. 	<ul style="list-style-type: none"> Use a range of prefixes: i.e. 'super', 'anti', 'auto'. Use of 'a' or 'an' before a noun. Word families: i.e. 'solve', 'solution', 'solver' etc 	<ul style="list-style-type: none"> Use of plural and possessive: 's'. Use of Standard English forms: i.e. 'we were', versus 'we was', 'I did' versus, 'I done'. 	<ul style="list-style-type: none"> Use of suffixes to convert nouns or adjectives into verbs: i.e. 'ate', 'ise', 'ify'. Prefixes: 'dis', 'de', 'mis', 'over', and 're'. 	<ul style="list-style-type: none"> Use formal vocabulary Use of synonyms and antonyms.
Sentence	<ul style="list-style-type: none"> Words combined to make sentences. Use of the joining word 'and' to join words and clauses Introduce the term verb, adjective and noun.. 	<ul style="list-style-type: none"> Use a range of joining words to connect clauses in sentences. Use of expanded noun phrases to give more detail. Different forms of sentences: command, question etc Introduce the term pronoun. Introduce 'subject' 	<ul style="list-style-type: none"> Use of conjunctions, adverbs and prepositions to express time, place and cause. Use of fronted adverbials to extend simple sentences. Replace nouns with pronouns to avoid repetition. 	<ul style="list-style-type: none"> Include adjectives, nouns and prepositions to further expand noun phrases. Fronted Adverbials Introduction to clauses – main and sub-ordinate Introduce the term determiner. 	<ul style="list-style-type: none"> Use of relative pronouns: who, which etc. Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use of modal verbs and adverbs to show degrees of possibility. 	<ul style="list-style-type: none"> Use of passive verbs to affect the presentation of information within a sentence. Use vocab and structures appropriate to formal speech and writing.
Text	<ul style="list-style-type: none"> Sequence sentences to form short narratives. 	<ul style="list-style-type: none"> Correct use of present and past tense within writing. Use of progressive forms of verbs. 	<ul style="list-style-type: none"> Introduction of paragraphs. Use of headings and sub-headings. Use of present perfect forms of verbs. 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme. Correct use of pronouns or nouns within and across sentences to aid cohesion. 	<ul style="list-style-type: none"> Build cohesion within a paragraph <i>for example, then, after that, this, firstly</i> Link ideas across paragraphs through use of adverbials of time (e.g. later), place (eg nearby) and number (eg secondly) or tense choices (for example he <i>had</i> seen her before) 	<ul style="list-style-type: none"> Link ideas across paragraphs using a wider range of cohesive devices. Use of layout devices.
Punctuation	<ul style="list-style-type: none"> Finger spaces Use of capital letters and full stops. Introduction to question marks and exclamation marks. 	<ul style="list-style-type: none"> Use of capital letters and full stops. Use of exclamation and question marks. Use of commas in lists. Use of apostrophes for contractions. Use of possessive apostrophe for singular nouns. 	<ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech. Use of commas after fronted adverbials. 	<ul style="list-style-type: none"> More specific and accurate punctuation within speech sentences. Use of possessive apostrophes to mark plural possession. 	<ul style="list-style-type: none"> Use of brackets, dashes or commas to show extra information within sentences. Use of commas to clarify meaning and avoid ambiguity. Use of semi-colon to separate 2 main clauses within a compound sentence. 	<ul style="list-style-type: none"> Use of semi-colon, colon and dash to separate main clauses within sentences. Use of colon to introduce a list and semi-colons within lists. Use of hyphens to avoid ambiguity.

English Curriculum - Progression in Writing Composition

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning & Preparation.	<ul style="list-style-type: none"> Learn to say aloud what they are going to write about. Understand that words can be joined together to make sentences. 	<ul style="list-style-type: none"> Discuss and plan ideas. Write down key words & new vocabulary. 	<ul style="list-style-type: none"> Learn about structure, grammar and vocab of different text types through modelling and discussion. Record ideas in different ways. Organise ideas into paragraphs to group-related materials together. 	<ul style="list-style-type: none"> Learn about structure, grammar and vocab of different text types through modelling and discussion. Record ideas in different ways. 	<ul style="list-style-type: none"> Identify the audience and purpose of different types or writing. Use other similar writing as models for their own. Develop note-taking and research skills. Study different authorial techniques to set characters and settings. 	<ul style="list-style-type: none"> Identify the audience and purpose of different types for writing. Use other similar writing as models for their own. Develop note-taking and research skills. Study different authorial techniques to set characters and settings.
Drafting & Writing	<ul style="list-style-type: none"> Composing sentences orally before writing. Sequencing sentences to form short narratives. 	<ul style="list-style-type: none"> Compose and rehearse sentences orally. Write narratives about personal experiences and those of others. Write about real events. Write for different purposes. 	<ul style="list-style-type: none"> Compose and rehearse sentences orally, including dialogue. Develop new vocabulary and use it in own writing. Include paragraphs in writing. Create characters, setting and plot in narratives. Use simple organisational devices such as headings/sub-headings, in non-narrative. 	<ul style="list-style-type: none"> Compose and rehearse sentences orally, including dialogue. Develop new vocabulary and use it in own writing. Include paragraphs in writing. Create characters, setting and plot in narratives. Use simple organisational devices such as headings/sub-headings, in non-narrative. 	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary for purpose and audience. Describe settings, characters and atmosphere. Move plot forward through dialogue, action and description. Précising longer passages. 	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary for purpose and audience. Describe settings, characters and atmosphere. Move plot forward through dialogue, action and description. Précising longer passages. Use a range of devices to build cohesion within and across paragraphs. Use further presentational and organisational devices.
Editing & Evaluating	<ul style="list-style-type: none"> Re-reading what they have read to make sure it makes sense. Discuss writing. Read writing aloud clearly. 	<ul style="list-style-type: none"> Evaluate writing with others. Re-read writing for sense. Proof-read to check for punctuation, spelling or grammatical errors. Read writing aloud clearly and with expression. 	<ul style="list-style-type: none"> Assess effectiveness of own writing and that of others'. Proof-read to check for punctuation, spelling or grammatical errors. Read writing with appropriate intonation to make meaning clear. 	<ul style="list-style-type: none"> Assess effectiveness of own writing and that of others': proposing changes to grammar and vocabulary. Proof-read to check for punctuation, spelling or grammatical errors. Read writing with appropriate intonation to make meaning clear. 	<ul style="list-style-type: none"> Assess effectiveness of own writing and that of others': proposing changes to grammar and vocabulary to enhance effect and clarify meaning. Ensure consistent and correct use of tense. Ensure correct subject/verb agreement, distinguishing between spoken and written language. Proof-read to check for punctuation, spelling or grammatical errors. 	<ul style="list-style-type: none"> Assess effectiveness of own writing and that of others': proposing changes to grammar and vocabulary to enhance effect and clarify meaning. Ensure consistent and correct use of tense. Ensure correct subject/verb agreement, distinguishing between spoken and written language. Proof-read to check for punctuation, spelling or grammatical errors.

English Curriculum: Writing

Year 1

Text Types

Revise and use a range of text types covered to date in cross-curricular writing.

Narrative: retelling known stories, settings, character description

Poetry: Recite simple poems with repetitive language

Recount: Real-life experiences, own experiences & linked to book characters/topic etc.

Instructions: Ordering of, read and follow

Key Features:

Narrative: Use of past tense; simple beginning, middle and end; use of characters and setting; application of sentence types: simple, descriptive and conjunction sentences.

Poetry: Simple poems/stories with repetitive language (using the senses)

Recount: Use of pronoun 'I'; past tense verbs; chronological order; application of sentence types: simple, descriptive and conjunction sentences.

Instructions: Sequential order and words; use of simple and conjunction sentences; use of command and verb

Spelling and Phonics	Writing Composition	Sentence Types	Grammar	Handwriting			
<ul style="list-style-type: none"> To be secure in set 2 sounds and spellings within RWInc. To be working within set 3 sounds and spellings within RWInc. To be able to read cvc, cvcc, ccv, ccvc, ccvcc and cccvc monosyllabic words. To be able to spell 'tricky' words (known as Red Words) e.g. the, to, I, no, go, he, she, we, me, be, was, my, you, her, they, all, are. To name the letters of the alphabet: in random order and alphabetical order. To use the spelling rule for adding suffixes <i>-s</i> or <i>-es</i> as the plural marker for nouns and the third person singular marker for verbs. To use the prefix un- <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words. To write from memory simple sentences dictated by the teacher; that include words taught so far. To read the days of the week. 	<p>Learn to write sentences through:</p> <ul style="list-style-type: none"> Understanding that words can be joined together to make sentences. Saying aloud 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 make sure that it makes sense. Discussing what they have written with the teacher or other pupils. Reading aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Learn to write and then apply the following sentences types:</p> <ul style="list-style-type: none"> Statement sentence: The man walked his dog. Noun Phrase sentence: The young girl opened her presents. Co-ordinating conjunction sentence: The man walked his dog and fed his cat. Question Sentence: Would he help his friend? 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Leave spaces between words; Use capital letters for the names of people, places, the days of the week and the pronoun, 'I'. Understand the words: noun (as an object or naming word), verb (as a doing or happening word), adjectives (words used to describe nouns). Join words and sentences using <i>and</i>. 	<ul style="list-style-type: none"> Children will all start at the correct place to form a letter and be taught in a non cursive font. Teach letter formation using 'shape' families: long ladder letters l i j t u y one-armed robot letters r b h k m n p curly caterpillar letters c a d e g o q f s F should be taught with an ascending loop and a descending loop. zigzag letters z, v, w, x, To sit correctly at a table, holding a pencil comfortably and correctly. To be able to form capital letters. To form digits 0-9 correctly. 			
		Punctuation					
		<ul style="list-style-type: none"> Begin to punctuate sentences using a capital letter and a full stop. Begin to punctuate sentences using question marks and exclamation marks. Begin to use capital letters for names and the possessive pronoun 'I'. 	<table border="1"> <tr> <td data-bbox="1361 687 1610 922"> <ul style="list-style-type: none"> Letter Capital letter Sentence Word Singular Plural Punctuation </td> <td data-bbox="1610 687 1834 922"> <ul style="list-style-type: none"> Full stop Question mark Exclamation mark Noun Verb Adjective </td> </tr> </table>	<ul style="list-style-type: none"> Letter Capital letter Sentence Word Singular Plural Punctuation 	<ul style="list-style-type: none"> Full stop Question mark Exclamation mark Noun Verb Adjective 		
<ul style="list-style-type: none"> Letter Capital letter Sentence Word Singular Plural Punctuation 	<ul style="list-style-type: none"> Full stop Question mark Exclamation mark Noun Verb Adjective 						
		Speaking & Listening					
		<ul style="list-style-type: none"> Speak audibly and fluently with an increasing command of Standard English. use relevant strategies to build their vocabulary listen and respond appropriately to adults and their peers. ask relevant questions to extend their understanding and knowledge. Participate in role-play and discussion. 					

English Curriculum: Writing

Year 2

Text Types
Revise and use a range of text types covered to date in cross-curricular writing.

Narrative: retelling familiar stories, write simple narratives based on personal experience

Poetry: Write simple poems

Recount: Real-life experiences, own experiences

Instructions: Writing of simple instructions

Key Features:

Narrative: Use of past tense; simple beginning, middle and end; use of characters and setting; sentence type application: simple, descriptive, conjunction and some use of speech sentences;

Poetry: Simple poems.

Recount: Use of pronoun 'I'; past tense verbs; chronological order; use of simple, descriptive and conjunction sentences.

Instructions: Sequential order & words; use of simple and conjunction sentences; use of command/imperative verbs; simple title 'How to....'

Writing Composition

Learn to write sentences through:

- Composing individual sentences orally and then writing them down: (Year 1)

Pupils should learn to:

Consider what they are going to write before beginning by:

- Planning or discussion.
- Writing down ideas and/or key words, including new vocabulary.
- Encapsulating what they want to say, sentence by sentence.

Pupils should be taught to:

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others.
- Writing about real events.
- Writing for different purposes.

Pupils should be taught to:

Make simple additions, revisions and corrections to writing by:

- Evaluating their writing with the teacher and other pupils.
- Re-reading to check that their writing make sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form: (something happening or not happening now).
- Proof-reading to check for errors in spelling, grammar or punctuation.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Sentence Types

Revise the following sentence types:

- **Statement sentence:** The man walked his dog.
- **Noun Phrase sentence:** The excited, young girl opened her presents. (Sentence with 2A)
- **Co-ordinating conjunction sentence:** The man walked his dog and fed his cat.
- **Question Sentence:** Would he help his friend?
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Learn to write and then apply the following sentence types:

- **Sub-ordinating Conjunction Sentence:** He went to the beach, when it was sunny. (TWIB – That, When, If, Because)
- **List Sentence:** He took a bucket, a spade and a ball.
- **Command Sentence:** Catch the ball.
- **Using adverbs:** Carefully, he walked along the wall.
- **Exclamation sentence:** What a hot day it is!
- **Expanded Noun Phrase Sentence:** He pushed the old, creaky door.

Grammar

Pupils should be taught to:

- Recognise and begin to use sentences with different forms: statement, question, exclamation or command.
- Use expanded noun phrases to describe and specify: give more detail to a noun: e.g. sentences expand before the 1st noun.
- Use a range of conjunctions/connectives to extend sentences: e.g. (when, if, that, because) or (and, or, but).
- Use some features of written Standard English; encourage the use of written Standard English and correct mis-use.
- Use and understand the words: noun (as an object or naming word); verb (as a doing or happening word); adjective (words used to describe nouns); phrase (small group of words used to add meaning or interest); adverb (words used to describe verbs); pronoun (words that replace nouns).
- Use correct choice and consistent use of present and past tense in writing.
- Use progressive forms of verbs to show when an action is in progress: e.g. He is swimming. They are winning. This could be referred to as a 'verb phrase: 'is swimming'; some tenses require only a verb: 'he swims' others require a verb phrase.

Phonics and spelling	Punctuation	Key Vocabulary	
<ul style="list-style-type: none"> • Pupils should continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • To be secure with set 3 sounds (including the alternative sounds for graphemes) within RWInc. • Read accurately words of two or more syllables that contain the same GPCs as above. • Read words containing common suffixes. • Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. • Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending. • Pupils should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. • Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up. • Pupils should be taught to write from memory simple sentences dictated by the teacher that include words/punctuation taught so far. • Misspellings of words that pupils have been taught should be corrected. • Adding –es to nouns and verbs ending in consonant-letter–y The y is changed to i before –es is added. • Segmenting 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. • Distinguishing between homophones and near-homophones. • Add suffixes to spell longer words, e.g. –ment, –ness, –ful and –less • Adding –ed, –ing, –er and –est to root words ending in consonant-letter–y. • Adding the endings –ing, –ed, –er, –est and –y to words ending in vowel-letter–consonant-letter–e. • Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter. 	<ul style="list-style-type: none"> • Use of familiar punctuation: capital letters and full stops; • Use of exclamation marks, question marks, commas for lists (inc inbetween adjectives); • Use of apostrophes for contractions: it is = it’s/did not = didn’t etc • The possessive apostrophe (singular nouns) • Use of inverted commas to punctuate speech 	<p>Revisit:</p> <ul style="list-style-type: none"> • Sentence • Singular • Plural • Punctuation • Question mark • Exclamation mark 	<p>Year 2 Vocabulary:</p> <ul style="list-style-type: none"> • Noun • Verb • Adjective • Adverb • Phrase • Noun phrase • Statement • Question • Exclamation • Command • Compound • Suffix • Apostrophe • Comma • Tense (past & present) • Subject • Conjunction
	<p>Handwriting</p> <ul style="list-style-type: none"> • Pupils should revise and practise correct letter formation frequently. • They should be taught forming individual, non-cursive letters securely with the correct orientation, establishing good handwriting habits from the beginning. This will transition to cursive handwriting within Summer Term. • Pupils should be taught to 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. • Pupils should be writing with a joined style as soon as they can 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of Standard English. • Use relevant strategies to build their vocabulary. • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. • Participate in role-play and discussion. 	

English Curriculum: Writing

Year 3

Text Types

Revise and use a range of text types covered to date in cross-curricular writing.

Longer narrative: creating settings, characters and developing plot.

Play scripts: reading of

Poetry: Simple poems (the power of imagery)

Information Texts: Non-Chronological reports- analyse a number of reports and note their function and typical language features

Recounts: writing about real events.

Key Features:

Narrative: Use of past tense; beginning, middle and end; use of characters and setting; application of sentence types: simple, descriptive, conjunction and some use of speech sentences; use of extra information sentences, list sentences.

Play scripts (reading of): present tense; 1st person; stage directions; use of colon; speaker's name before lines.

Poetry: Simple poems (the power of imagery)

Information texts (reports): Factual, past tense, headings/subheadings/topic words (tech lang). Use of BOYS sentences, extra information sentences.

Recount: Use of pronoun 'I'; past tense verbs; chronological order; opening statement to orientate reader; closing statement; application of sentence types: use of simple, descriptive and conjunction sentences.

Writing Composition

- Pupils should be taught to plan their writing by:
 - Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing.
 - Discussing and recording their ideas in different ways.
- Pupils should be taught to 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).
 - Organising writing into paragraphs in order to group related material.
 - In narratives, creating settings, characters and plot.
 - In non-narrative, using simple organisational devices such as headings/subheadings.
- Pupils should be taught to evaluate and edit by:
 - Assessing the effectiveness of their own writing and others' writing and suggesting improvements.
 - Proof-reading for spelling, grammar and punctuation errors.
 - Reading aloud their own writing, to a group or the whole class with appropriate intonation to make meaning clear.

Sentence Types

Consolidation of Year 1 and 2 sentence types:

- **Statement sentence:** The man walked his dog.
- **Noun Phrase sentence:** The young girl opened her presents.
- **Co-ordinating conjunction sentence:** The man walked his dog and fed his cat. (ABS – And, But, So)
- **Question Sentence:** Would he help his friend?
- **Sub-ordinating Conjunction Sentence:** He went to the beach, when it was sunny. (TWIB – That, When, If, Because)
- **List Sentence:** He took a bucket, a spade and a ball.
- **Command Sentence:** Catch the ball.
- **Exclamation sentence:** What a hot day it is!
- **Expanded Noun Phrase Sentence:** He pushed the old, creaky door with rusty hinges.

Learn to write and then apply the following sentence types:

- **Co-ordinating Conjunction Sentence:** He put up his umbrella, so he didn't get wet. (FANBOYS)
- **Speech Sentence:** "Help!" cried the distressed boy.
- **Proposition Opener Sentence:** Under the clock, he stood and waited.
- **Adverbial of Time Opener Sentence:** First, Bob put on his hat.
- **Short, Sharp Sentence:** He froze.

Grammar

Pupils should be taught to:

- Use conjunctions (when, before after etc), adverbs (soon, therefore) and prepositions (during, in etc), to express time, place and cause within sentences.
- Use expanded noun phrases to describe and specify: give more detail to a noun: list sentences.
- Use features of written and spoken Standard English.
- Use fronted adverbials: used at the beginning of a sentence to give detail about, when, where or how: *Later that day....., Slowly....., Behind the shed....*
- Extend the range of sentences with more than one clause by using a wider range of conjunctions (for example, BOYS sentences)..
- Use of the present perfect form of verbs instead of the simple past. *He went out to play. (simple past) He has gone out to play. (Use of auxiliary verb before main verb).* This could be referred to as a 'verb phrase' e.g. 'has gone out'.
- Use and understand the words: noun (as an object or naming word); verb (as a doing or happening word); adjective (words used to describe nouns); phrase (small group of words used to add meaning or interest); adverb (words used to add meaning to adjectives or verbs: when, where or how), preposition (a word used with a noun or pronoun to show direction, location or time).

Phonics and Spelling	Punctuation	Key Vocabulary	
<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them. • Understand how to place the apostrophe in words with regular plurals. • Spell common homophones and near homophones, see/sea, won/one. • Use a dictionary to check a spelling. • Add suffixes beginning with vowels to words of more than one syllable e.g. forgetting, beginner, limited. • The 'i' sound represented as 'y' other than at the end of words, e.g. myth, hymn. • The 'u' sound spelt 'ou' e.g. touch. • Additional prefixes: dis, mis, un, in, ill, im, ir, re, super, anti, auto. • Suffix, -ly. • Words ending in -ure, -sure. • Words ending in -sion. • Words ending in -us. • Variations of the 'ei; sound, ei, eigh, ey, e.g. vein, weigh, they. • Word families i.e. solve, solution, solver. • Write from memory simple sentences as dictated by the teacher. 	<p>As Year 2:</p> <ul style="list-style-type: none"> • Use of familiar punctuation: capital letters and full stops; • Use of exclamation marks, questions marks, commas for lists (inc in between adjectives); • Use of apostrophes for contractions: it is = it's/did not = didn't etc • The possessive apostrophe (singular nouns) <p>Year 3:</p> <ul style="list-style-type: none"> • Become more accurate in use of inverted commas to punctuate speech. • The possessive apostrophe (singular and plural nouns). • Use of commas for lists and between clauses • Use of commas after fronted adverbials, <i>During the night,....Below the table,.... Slowly and calmly,....</i> 	<p>Revisit:</p> <ul style="list-style-type: none"> • Sentence • Singular • Plural • Punctuation • Question mark • Exclamation mark • Apostrophe • Comma • Noun • Verb • Adjective • Adverb • Phrase • Tense (past & present) • Subject 	<p>Year 3 Vocabulary:</p> <ul style="list-style-type: none"> • Preposition Conjunction • Word Family • Prefix • Clause • Main Clause • Sub-ordinate Clause • Direct Speech • Consonant • Inverted Commas (speech marks)
	<p>Handwriting</p> <ul style="list-style-type: none"> • Use cursive handwriting • Know that capitals are unjoined. • Increase legibility and consistency of handwriting. • Lines of writing spaced sufficiently. • Ascenders and descenders do not touch. 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of Standard English. • Begin to select and use appropriate registers for effective communication. • Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. 	

English Curriculum: Writing

Year 4

Text Types

Revise and use a range of text types covered to date in cross-curricular writing. (see

Longer narrative: creating settings, characters and developing plot.

Play scripts: writing of

Poetry: reading and writing poetry for pleasure.

Recounts: biography

Key Features:

Narrative: Use of past tense; beginning, middle and end; use of characters and setting; application of a range of different appropriate sentence types.

Play scripts (writing of): present tense; 1st person; stage directions; use of colon; speaker's name before lines.

Poetry: reading and writing poetry for pleasure.

Recount : Chronological order; introduction: answer the W questions; past tense; 3rd person; concluding statement or paragraph.

Writing Composition

Pupils should be taught to plan their writing by:

- Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing.
- Discussing and recording their ideas in different ways.

Pupils should be taught to 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.
- Organising writing into paragraphs around a theme.
- In narratives, creating settings, characters and plot.
- In non-narrative, using simple organisational devices such as headings/subheadings.

Pupils should be taught to evaluate and edit by:

- Assessing the effectiveness of their own writing and others' writing and suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, e.g. accurate use of pronouns in sentences.
- Proof-reading for spelling, grammar and punctuation errors.
- Reading aloud their own writing, to a group or the whole class with appropriate intonation to make meaning clear.

Sentence Types

Revise the following sentence types:

- **Co-ordinating Conjunction Sentence:** He put up his umbrella, so he didn't get wet. (FANBOYS)
- **Speech Sentence:** "Help!" cried the distressed boy.
- **Adverbial of Time Sentence:** At midnight, the clock struck twelve

Learn to write and then apply the following sentence types:

- **Sub-ordinating Conjunction Sentence:** The boy played outside, while the sun was shining. (A WHITE BUS)
- **Proposition Opener Sentence:**
- Under the clock, he stood and waited. (How, Where, When)
- **Expanded Noun Phrase Sentence:** He pushed the old, creaky door with rusty hinges.
- **-ing Opener Sentence:** Looking lost, she pulled a map from her bag.
- **As Opener Sentence:** As I scanned the desert island, the sound of wild animals filled my ears.
- **-ed Opener Sentence:** Disgusted at the bully's behaviour, the police officer gave him a stern warning.
- **Simile Sentence:** The icicles were as sharp as daggers.
-

Grammar

Pupils should be taught to:

- Choose nouns or pronouns appropriately for clarity and cohesion, to avoid ambiguity and repetition.
- Building on from Year 3: Use of adjectives, nouns and preposition phrases to expand noun phrases: i.e. *the teacher becomes: the strict maths teacher with the curly hair.*
- Building on from Year 3 (use of adverbials to extend sentences), write sentences that are made up of more than one clause. For example, children should be taught that a compound sentence is made up of 2 main clauses and a complex sentence is made up of a main clause and a subordinate clause.
- Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence e.g. *when, if, because, although.*
- Use of reported speech as well as direct speech.
- Use and understand the words: noun (as an object or naming word); verb (as a doing or happening word); adjective (words used to describe nouns); phrase (small group of words used to add meaning or interest); adverb (words used to add meaning to adjectives or verbs: when, where or how), preposition (a word used with a noun or pronoun to show direction, location or time); pronoun: word that replaces the name of a living thing, place or object; determiner: words which come at the beginning of a noun phrase: *the, those, the, whose* etc.
- Understand and use the term clause and subordinate clause. (Main clause can make sense as a sentence by itself; subordinate clause needs main clause to make sense).

Phonics and spelling	Punctuation	Key Vocabulary	
<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (see Appendix 1). • Understand how to place the apostrophe in words with irregular plurals, e.g. children's. • Continue to spell further homophones and near homophones, see/sea, won/one. • Use a dictionary to check a spelling. • Continue to add suffixes beginning with vowels to words of more than one syllable e.g. forgetting, beginner, limited. • Additional prefixes, inter, sub. • Words which end in sion, -cian, -tion, ssion. • Words with the 'k; sound spelt ch, e.g. character, echo (Greek in origin). • Words with 'sh' sound spelt ch, e.g. chef, brochure (French in origin). • 'g' sounds spelt 'gue' e.g. league. • 'k' sounds spelt que, e.g. unique. • 's' sounds spelt sce, e.g. sciences. • Use a dictionary to check a spelling. • Write from memory simple sentences as dictated by the teacher. 	<p>As Year 3:</p> <ul style="list-style-type: none"> • Become more accurate in use of inverted commas to punctuate speech. • Use of the possessive apostrophe (singular and plural nouns). • Use of commas after fronted adverbials, <i>During the night,....Below the table,.... Slowly and calmly,....</i> <p>Year 4:</p> <ul style="list-style-type: none"> • Use of more specific and accurate punctuation within speech sentences: comma after the reported clause, <i>The conductor shouted</i>, end punctuation within inverted commas, "Sit down!" 	<p>Revisit:</p> <ul style="list-style-type: none"> • Sentence • Singular • Plural • Punctuation • Question mark • Exclamation mark • Apostrophe • Comma • Conjunction • Clause • Main Clause • Subordinate Clause • Verb • Adjective • Adverb • Noun • Phrase • Tense (past & present). • Pronoun • Preposition • Prefix • Subject 	<p>Year 4 Vocabulary:</p> <ul style="list-style-type: none"> • Determiner • Pronoun • Possessive Pronoun • Adverbial
	<p>Handwriting</p> <ul style="list-style-type: none"> • Use cursive handwriting • Know that capitals are unjoined. • Increase legibility and consistency of handwriting. • Lines of writing spaced sufficiently. • Ascenders and descenders do not touch. 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of Standard English. • Begin to select and use appropriate registers for effective communication. • Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. 	

English Curriculum: Writing

Year 5

Text Types

Revise and use a range of text types covered to date in cross-curricular writing. (see Year 5 Writing Long Term Plan)

Longer narrative: creating settings, characters and developing plot.

Poetry: poetic style, classic narrative poems.

Recounts: Biography

Persuasive texts: reading/writing of: adverts and constructing an argument.

Information Texts: Non-chronological reports- where two or more subjects are compared

Key Features:

Narrative: Use of past tense; simple beginning, middle and end; use of characters and setting; use of a range of different sentence types; creating mood/atmosphere; balancing description, dialogue and action to move story forwards.

Poetry: poetic style, classic narrative poems.

Persuasive texts: emotive language; powerful language; present tense; use of rhetorical questions; conjunctions/connectives such as, this shows, however, because; use of statistics & quotes. (Adverts: eye-catching); opening statement; arguments-often in the form of points plus elaboration.

Information texts: Factual; past tense; headings/subheadings; topic words (tech lang); use of BOYS sentences, extra information sentences, De:De sentences etc.

Writing Composition

Pupils should be taught to plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- In writing narratives, considering how expert authors have developed characters and setting.

Pupils should be taught to draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how much choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere (mood) and moving the plot forwards through balance of dialogue, action and description;
- Précising longer passages.

Pupils should be taught to evaluate and edit by:

- Assessing the effectiveness of their own and others' writing.
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.
- Pupils should be taught to proof-read for spelling and punctuation errors.

Sentence Types

Revise the following sentence types:

- **Sub-ordinating Conjunction Sentence:** The boy played outside, while the sun was shining. (A WHITE BUS)
- **Preposition Opener Sentence:** Under the clock, he stood and waited. (How, Where, When)
- **Expanded Noun Phrase Sentence:** He pushed the old, creaky door **with rusty hinges**.
- **-ing Opener Sentence:** Looking lost, she pulled a map from her bag.
- **As Opener Sentence:** As I scanned the desert island, the sound of wild animals filled my ears.
- **-ed Opener Sentence:** Disgusted at the bully's behaviour, the police officer gave him a stern warning.
- **Simile Sentence:** The icicles were as sharp as daggers.

Learn to write and then apply the following sentence types:

- **Parenthesis Sentence:** (with brackets, commas or dashes) The girl, using her very last pound coin, handed it over to the shop assistant.
- **If, if, if, then Sentence:**
If only he had not run away, if only he had listened to his friends, if only he knew the way home, then he would be safe.
Outside and Inside Sentence:
Outside she showed no emotion. (Inside her heart was broken.)

Grammar

Consolidation of Year 4 Grammar.

Year 5 Pupils should be taught to:

- Use devices to build cohesion within a paragraph e.g. *then, after, that, this, firstly etc.*
- Link ideas across paragraphs using adverbials of time, *later...*, place, *nearby...*, and number, *secondly...* or tense choices, *he had seen her before.*
- Use relative pronouns: who, whom, those, which, that etc
- Use relative clauses to specify which person or thing we mean e.g. who, which, whose, that e.g.. I have a friend **who** speaks five languages (no comma is used to separate the main clause from the relative clause).
- Indicate degrees of possibility using adverbs e.g. *perhaps, surely* or modal verbs e.g. *might, should, will, must.*
- Use expanded noun phrases to convey complicated information concisely.

Phonics and spelling	Punctuation	Key Vocabulary	
<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to use them • Words ending in ant, ance, ent, ence, ancy, ency, e.g. observant, hesitant, tolerance, innocence, frequency. • Words ending in -able, -ible, -ably, -ibly e.g. adorable, adorably, legible, legibly. • Add suffixes beginning with vowels to words ending in -fer, e.g. transferred, referring. • Words with 'e' sound spelt ei after 'c' e.g. deceive, ceiling (plus all the exceptions to the rule). • Words containing the letter string ough, which can have many sound variations, e.g. dough, through, ought, plough, rough. • Silent letters e.g. doubt, knight, lamb. • Homophones and other words often confused • Use a dictionary to check a spelling and meaning of words. • Use a thesaurus to check antonyms and synonyms. 	<p>As Year 4:</p> <ul style="list-style-type: none"> • Use of more specific and accurate punctuation within speech sentences: comma after the reported clause, <i>The conductor shouted</i>, end punctuation within inverted commas, "Sit down!" • Use of commas after fronted adverbials, <i>During the night,....Below the table,... Slowly and calmly,....</i> <p>Year 5:</p> <ul style="list-style-type: none"> • Use of commas to clarify meaning and avoid ambiguity. E.g. The Panda eats, shoots and leaves. The Panda eats shoots, and leaves. The Panda eats shoots, and leaves. • Use of brackets, dashes or commas to indicate parenthesis (additional information). • Use of semi-colons to separate main clauses within compound sentences. 	<p>Revisit:</p> <ul style="list-style-type: none"> • Comma • Conjunction • Clause • Main Clause • Subordinate Clause • Determiner • Verb • Noun • Adjective • Adverb • Phrase • Noun phrase • Tense (past & present). • Pronoun • Preposition • Prefix • Inverted commas/speech marks • Subject 	<p>Year 5 Vocabulary:</p> <ul style="list-style-type: none"> • Modal Verb • Relative Pronoun • Relative Clause • Parenthesis • Bracket • Dash • Cohesion • Ambiguity
	<p>Handwriting</p> <ul style="list-style-type: none"> • Write legibly, fluently with increasing speed and style. • Develop a personal style. • Use appropriate style and form depending on the task (e.g. labelling a diagram, writing an email address, algebra and filling a form in, in block capitals) 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> • Gain, maintain and monitor the interest of the listener(s); • Articulate and justify answers, arguments and opinions; • Ask relevant questions to extend their understanding and knowledge; • Speak audibly and fluently with an increasing command of Standard English; • Select and use appropriate registers for effective communication; • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; • Participate in discussions, presentations, performances, role-play/improvisations and debates. 	

English Curriculum: Writing

Year 6

Text Types

Revise and use a range of text types covered to date in cross-curricular writing.

Longer narrative: Write a range of fiction genres

Poetry: The power of imagery, finding a voice, reading and writing poetry for pleasure.

Recounts: Journalistic writing

Persuasive texts: adverts and arguments including formal argument and whole class debate

Biography & autobiography: writing of

Key Features:

Narrative: Recognise that narrative structure can be adapted and events revealed in different ways, e.g. stories within stories, flashbacks, revelations. Develop characterisation and setting using figurative language; use of a range of different sentence types; creating mood/atmosphere; balancing description, dialogue and action to move a story forwards.

Poetry: The power of imagery, finding a voice, reading and writing poetry for pleasure.

Recount (journalistic): Chronological order; introduction: answer the W questions; head-line and bi-line; use of reported and direct speech; past tense;

3rd person; concluding statement or paragraph.

Persuasive texts: emotive language; powerful language; present tense; use of rhetorical questions; conjunctions/connectives such as, this shows, however, because; use of statistics & quotes. (Adverts: eye-catching). Opening statement; arguments-often in the form of points plus elaboration. Investigate conditionals

Explanations: complex sentences, passive voice, technical vocabulary causal or temporal connectives, impersonal style, hypothetical language (if, then, might)

Biography/ Autobiography: intro, significant events ordered chronologically, closing statements, past tense, 1st person (3rd person biography) feelings, connectives, anecdotal style, descriptive and imaginative details

Writing Composition

Pupils should be taught to plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- In writing narratives, considering how expert authors have developed characters and setting.

Pupils should be taught to draft and write by:

- Selecting appropriate grammar and vocabulary, understanding the impact choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere (mood) and moving the plot forwards through balance of dialogue, action and description;
- Précising longer passages.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and to guide the reader i.e headings/subheadings, bullet points, underlining etc.

Pupils should be taught to evaluate and edit by:

- Assessing the effectiveness of their own and others' writing.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.
- Pupils should be taught to proof-read for spelling and punctuation errors.

Sentence Types

Revise the following sentence types:

- Revise and use all of the Caedmon Super Sentence Types

Grammar

Consolidation of Year 5 Grammar.

Pupils in Year 6 should be taught to:

- Recognise vocabulary and structures that are appropriate to formal speech and writing, including subjunctive forms e.g. If I were... or Were they.....
- Using passive verbs to affect the presentation of information in a sentence e.g. *I broke the window in the greenhouse.* **versus** *The window in the greenhouse was broken (by me).*
- Link ideas across paragraphs using a wider range of cohesive devices: e.g. repetition of a word or phrase, use of adverbials such as, *on the other hand, in contrast, as a consequence*, as well as ellipsis.
- Use and understand key grammatical terminology accurately and appropriately in discussing their reading and writing.

Phonics and spelling	Punctuation	Key Vocabulary	
<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to use them. • Words with tious or cious endings, e.g. vicious, infectious • Continue to build on knowledge of silent letters e.g. thistle, solemn • Continue to develop knowledge of homophones and other words often confused. • Use a dictionary to check a spelling and meaning of words. • Use a thesaurus to check antonyms and synonyms. • words ending in tial, cial, e.g. official, essential • Use of the hyphen to join a prefix to a root word if the prefix ends in a vowel and the root word begins with a vowel, e.g. co-operate, re-enter • Use knowledge of morphology (how words are formed) and etymology (origins of words) and understand that spelling of some words need to be learnt specifically 	<p>As Year 5:</p> <ul style="list-style-type: none"> • Use of commas to clarify meaning and avoid ambiguity. e.g. The Panda eats, shoots and leaves. The Panda eats shoots and leaves. The Panda eats shoots, and leaves. • Use of brackets, dashes or commas to indicate parenthesis: (additional information). <p>Year 6:</p> <ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to separate two main clauses: e.g. It's raining; I'm fed up. • Use of the colon to introduce a list and use semi-colons within lists. e.g. At school he will learn to: tie his shoelaces; write his name; read a book and count. • Punctuate bullet points to list information. • Use of hyphens to avoid ambiguity e.g. A man eating shark versus A man-eating shark. 	<p>Revisit:</p> <ul style="list-style-type: none"> • Singular/Plural • Comma • Conjunction • Clause • Main Clause • Subordinate Clause • Direct speech • Determiner • Modal Verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash • Noun • Verb • Adjective • Adverb • Phrase • Noun Phrase • Statement • Question • Command • Tense (past & present) • Pronoun • Preposition • Prefix • Inverted commas/speech marks • Subject 	<p>Year 6 Vocabulary:</p> <ul style="list-style-type: none"> • Subject • Object • Active • Passive • Subjunctive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-colon • Bullet Points • Progressive and Perfect Tenses (Present and Past)
	<p>Handwriting</p> <ul style="list-style-type: none"> • Write legibly, fluently with increasing speed and style. • Develop a personal style. • Use appropriate style and form depending on the task (e.g. labelling a diagram, writing an email address, algebra and filling a form in, in block capitals). 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Speak audibly and fluently with an increasing command of Standard English. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Listen and respond appropriately to adults and their peers. 	