VALENCE PRIMARY SCHOOL

National Curriculum Requirements: Writing and SPAG Progression KS1 & KS2

Please see English programmes of study: key stages 1 and 2 for more information and English Appendix 2.

Year 1 Writing Assessment

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills.

However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum.

Writing – composition

Pupils should be taught to:

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

Handwriting (statutory requirements)

Pupils should be taught to:

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

Writing – vocabulary, grammar and punctuation (statutory requirements)

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- leaving spaces between words

- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

English Appendix 2 for Year 1

Year 1: Detail of content to be introduced (statutory requirement)

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

National Curriculum

Children must apply and explore taught grammar within their own writing and to note where it is used by others (within core text).

Year 2 Writing Assessment

Year 2 must continue to recap on Y1 spelling patterns through Spelling & Vocab lessons.

Year 2 to revisit grammar concepts taught in Y1 to imbed

Writing – composition

Pupils should be taught to:

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

Handwriting (statutory requirements)

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing – vocabulary, grammar and punctuation (statutory requirements)

Pupils should be taught to:

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

- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

English Appendix 2 for Year 2

Year 2: Detail of content to be introduced (statutory requirement)

Word	Formation of **nouns** using **suffixes** such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of **adjectives** using **suffixes** such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the **suffixes** –er, –est in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**
Sentence	**Subordination** (using when, if, that, because) and co-ordination (using or, and, but) Expanded **noun phrases** for description and specification [for example, the blue butterfly, plain flour, the man in the moon] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command
Text	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, she is drumming, he was shouting]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Recap of Y1 cohesive devices (embed)

Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Curriculum

Children must apply and explore taught grammar within their own writing and to note where it is used by others (within core text).

Year 3 Writing Assessment

Year 3 must continue to recap on Y1, Y2 spelling patterns through weekly Spelling & Vocab lessons.

Year 3 to revisit grammar concepts taught in Y1 & Y2 to imbed.

Writing – composition

Pupils should be taught to:

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

Handwriting (statutory requirements)

Pupils should be taught to:

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

Writing – vocabulary, grammar and punctuation (statutory requirements)

Pupils should be taught to:

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

English Appendix 2 for Year 3

Year 3: Detail of content to be introduced (statutory requirement)

Word	Formation of **nouns** using a range of **prefixes** [for example super–, anti–, auto–] Use of the **forms** a or an according to whether the next **word** begins with a **consonant** or a **vowel** [for example, a rock, an open box] **Word families** based on common **words**, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Sentence	Expressing time, place and cause using **conjunctions** [for example, when, before, after, while, so, because], **adverbs** [for example, then, next, soon, therefore], or **prepositions** [for example, before, after, during, in, because of]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

Punctuation	Introduction to inverted commas to **punctuate** direct speech

Recap of Y1 cohesive devices (embed)

Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Recap of Y2 cohesive devices (embed)

Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Introduce Y3 cohesive devices

Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

National Curriculum

Children must apply and explore taught grammar within their own writing and to note where it is used by others (within core text)

Year 4 Writing Assessment

Year 4 must continue to recap on Y1, Y2 spelling patterns through weekly Spelling & Vocab lessons.

Year 4 to revisit grammar concepts taught in Y1, Y2 & Y3 to imbed.

Writing – composition

Pupils should be taught to:

- plan their writing by:

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

Handwriting (statutory requirements)

Pupils should be taught to:

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

Writing – vocabulary, grammar and punctuation (statutory requirements)

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
    - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
    - using the present perfect form of verbs in contrast to the past tense
    - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
    - using conjunctions, adverbs and prepositions to express time and cause
    - using fronted adverbials
    - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

English Appendix 2 for Year 4

Year 4: Detail of content to be introduced (statutory requirement)

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

Recap of Y1 cohesive devices (embed)

Terminology for pupils	letter, capital letter word, singular, plural sentence

	punctuation, full stop, question mark, exclamation mark

Recap of Y2 cohesive devices (embed)

Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Recap of Y3 cohesive devices (embed)

Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

National Curriculum

Children must apply and explore taught grammar within their own writing and to note where it is used by others (within core text).

Year 5 Writing Assessment

Year 5 must continue to recap on Y3/Y4 spelling patterns through weekly Spelling & Vocab lessons.

Year 5 must revisit grammar concepts taught in Y1, Y2, Y3 & Y4 to imbed.

Writing – composition (statutory requirements)

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 authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:

    - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
    - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
    - 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 [for example, headings, bullet points, underlining]
- 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 and choosing the appropriate register
- proof-read for spelling and punctuation errors

Handwriting (statutory requirements)

Pupils should be taught to:

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

Writing – vocabulary, grammar and punctuation (statutory requirements)

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
    - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
    - using passive verbs to affect the presentation of information in a sentence
    - using the perfect form of verbs to mark relationships of time and cause
    - using expanded noun phrases to convey complicated information concisely
    - using modal verbs or adverbs to indicate degrees of possibility
    - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
    - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

English Appendix 2 for Year 5

Year 5: Detail of content to be introduced (statutory requirement)

Word	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –ate; –ise; –ify] **Verb prefixes** [for example, dis–, de–, mis–, over– and re–]
Sentence	**Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, perhaps, surely] or **modal verbs** [for example, might, should, will, must]
Text	Devices to build **cohesion** within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using **adverbials** of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Recap of Y1 cohesive devices (embed)

Terminology for pupils	letter, capital letter word, singular, plural sentence

	punctuation, full stop, question mark, exclamation mark

Recap of Y2 cohesive devices (embed)

Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Recap of Y3 cohesive devices (embed)

Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Recap of Y4 cohesive devices (embed)

Terminology for pupils	determiner pronoun, possessive pronoun adverbial

National Curriculum

Children must apply and explore taught grammar within their own writing and to note where it is used by others (within core text).

Year 6 Writing Assessment

Year 6 must continue to recap on Y3/Y4 spelling patterns through weekly Spelling & Vocab lessons.

Year 6 must revisit grammar concepts taught in Y1, Y2, Y3, Y4 & Y5 to imbed.

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 authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
    - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
    - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
    - 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 [for example, headings, bullet points, underlining]
- 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 and choosing the appropriate register
- proof-read for spelling and punctuation errors

Writing – vocabulary, grammar and punctuation (statutory requirements)

Pupils should be taught to:

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

- using a colon to introduce a list
- punctuating bullet points consistently

- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

English Appendix 2 for Year 6

Year 6: Detail of content to be introduced (statutory requirement)

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

	synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Recap of Y1 cohesive devices (embed)

Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Recap of Y2 cohesive devices (embed)

Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Recap of Y3 cohesive devices (embed)

Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)

Recap of Y4 cohesive devices (embed)

Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Recap of Y5 cohesive devices (embed)

Terminology for pupils	modal verb, relative pronoun relative clause

	parenthesis, bracket, dash cohesion, ambiguity

National Curriculum

Children must apply and explore taught grammar within their own writing and to note where it is used by others (within core text).