



Woolaston Primary School
Spelling and Grammar Progression Map

Year Group	End of Yr Expectation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<ul style="list-style-type: none"> •Read their own writing •Form lower and upper case letters correctly •Write captions, labels and simple sentences •Confidently spell using phase 4 graphemes and phonemes •Use story language in oral re-telling •Show awareness in their writing of full stops and capital letters •Use finger spaces 	<ul style="list-style-type: none"> * Learn initial sounds using RWI set 1 cards * Learn the correct formation of initial sounds taught through overwriting tasks * Read familiar stories and those with a repetitive pattern eg The Gruffalo, 	<ul style="list-style-type: none"> * Continue to practice initial sounds using RWI set 1 cards * Blend sounds to read cvc words * Begin to blend sounds to spell * Begin to learn common exception words * Read simple sentences consisting of cvc words, a and the * continue to reinforce letter formation through letter practice * retell stories verbally using pictures to support 	<ul style="list-style-type: none"> * Learn the sound made by digraphs sh, ch, th, nk, ng * Blend sounds to read cvc words and ccvc words * Spell cvc words * Learn common exception words * Read sentences with phonically decodable words and common exception words * Read books with phonically decodable words and common exception words * reorder words in jumbled sentences * write simple captions and labels 	<ul style="list-style-type: none"> * Learn the sound made by digraphs oo, ee * spell ccvc words using digraphs * sound out with digraphs to read them *spell ccvc words and words containing digraphs taught * Read sentences with phonically decodable words and common exception words * Read books with phonically decodable words and common exception words * Read books with phonically decodable words and common exception words * write short sentences using a word card and RWI sound card 	<ul style="list-style-type: none"> * Learn the sound made by digraphs ow, ay, ck * spell ccvc words and words containing digraphs taught * Read sentences with phonically decodable words and common exception words * Read books with phonically decodable words and common exception words * retell stories using pictures and simple sentences * write short sentences using a word card and RWI sound card * make simple predictions about 	<ul style="list-style-type: none"> * Learn the sound made by digraphs igh, ou, oy * spell ccvc words and words containing digraphs taught * Read sentences with phonically decodable words and common exception words * Read books with phonically decodable words and common exception words * retell stories using pictures and simple sentences * write short sentences using a word card and RWI sound card * make simple predictions about

					* Begin to make simple predictions about what will happen next in a story	what will happen next in a story	what will happen next in a story
Y1	<ul style="list-style-type: none"> •Regularly orally rehearse sentences before writing •Use a capital letter for the names of people, places and things and I •Demarcate most sentences using a capital letter and full stop •Join words and sentences using 'and' e.g. to list in a sentence •Begin to use 'because' to join ideas •Identify proper nouns •Write sequences of link sentences •Generally, use the present and past tense correctly •Begin to use a question and exclamation mark 	<ul style="list-style-type: none"> *discuss word meanings *recognise and join in with predictable phrases *predict what might happen on the basis of what has been read so far *learn to appreciate rhymes and poems, and to recite some by heart *discuss the significance of the title and events * Continue to practice set 2 RWI sounds * Read and spell words using set 2 RWI sounds * Write sentences dictated by the teacher using common exception words and words 	<ul style="list-style-type: none"> *discuss word meanings *recognise and join in with predictable phrases *predict what might happen on the basis of what has been read so far *learn to appreciate rhymes and poems, and to recite some by heart *discuss the significance of the title and events * Continue to practice set 2 RWI sounds * Read and spell words using set 2 RWI sounds * Write sentences dictated by the teacher using common exception words and words 	<ul style="list-style-type: none"> *discuss word meanings, linking new meanings to those already known *make inferences on the basis of what is being said and done * read words using -ing and -er * spell using -ing, -ed, where no change is needed in the spelling of root words * Learn RWI set 3 sounds * Decode words using RWI set 3 sounds * spell using RWI set 3 sounds *read words of more than one syllable that contain taught sounds 	<ul style="list-style-type: none"> *discuss word meanings, linking new meanings to those already known *make inferences on the basis of what is being said and done *read words of more than one syllable that contain taught sounds *read common exception words * spell common exception words from memory * Learn RWI set 3 sounds * Decode words using RWI set 3 sounds * spell using RWI set 3 sounds *form capital letters correctly 	<ul style="list-style-type: none"> *check that the text makes sense to them as they read, and correct inaccurate reading *explain clearly their understanding of what is read to them *read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) * spell common exception words from memory * Learn RWI set 3 sounds * Decode words using RWI set 3 sounds * spell using RWI set 3 sounds 	<ul style="list-style-type: none"> *check that the text makes sense to them as they read, and correct inaccurate reading *explain clearly their understanding of what is read to them * Learn RWI set 3 sounds * Decode words using RWI set 3 sounds * spell using RWI set 3 sounds * spell using the prefix un- * spell common exception words from memory * spell the days of the week *beginning to punctuate sentences using an exclamation mark

	<ul style="list-style-type: none"> •Sequence sentences to form short narratives •Add -er, -est, -ing, -ed •Proof-read/edit 	<p>spelt using set 2 sounds.</p> <ul style="list-style-type: none"> * Begin to use a capital letter at the start of a sentence and a full stop at the end. *read common exception words *form letters correctly *write sentences by saying out loud what they are going to write about * use finger spaces 	<p>spelt using set 2 sounds.</p> <ul style="list-style-type: none"> * Begin to use a capital letter at the start of a sentence and a full stop at the end. * read words containing taught -s, -es, *using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs *read common exception words *understand which family letters belong to *join words using 'and' *write sentences by composing orally before writing it *begin to punctuate sentences using a capital letter and a full stop 	<ul style="list-style-type: none"> *read common exception words *understand which family letters belong to *sequence sentences to form short narratives * join clauses using 'and' * punctuate sentences using a capital letter and a full stop 	<ul style="list-style-type: none"> * learn letter names *sequence sentences to form short narratives * join clauses using 'and' 	<ul style="list-style-type: none"> *beginning to punctuate sentences using a question mark *sequence sentences to form short narratives * join clauses using 'and' 	<ul style="list-style-type: none"> **sequence sentences to form short narratives * join clauses using 'and'
Y2	* Write for a range of purpose and audience (personal	* read aloud books closely matched to their improving	* read aloud books closely matched to their improving	* read words containing common suffixes	*read most words quickly and accurately, without	* read most words quickly and accurately, without	* read words quickly and accurately, without

<p>experiences and high quality texts)</p> <ul style="list-style-type: none"> • Use full stops and capital letters consistently • Use sentences with different forms • Use expanded noun phrases • Use co-ordination • Use sentences with different forms: questions/commands • Use question/exclamation marks accurately • Use a variety of simple pronouns • Use the progressive form of verbs • Use subordination • Use present and past tense • Use simple, compound and complex sentences • Use apostrophes for contractions and singular possession • Maintain stamina • Use standard written English 	<p>phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <ul style="list-style-type: none"> * make inferences on the basis of what is being said and done * Continue to learn RWI set 3 sounds * Decode words using RWI set 3 sounds to read * Spell words using RWI set 3 sounds * spell common exception words * form lower-case letters of the correct size relative to one another * write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters * plan by writing down ideas and/or key words, 	<p>phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <ul style="list-style-type: none"> * read words containing common suffixes * make inferences on the basis of what is being said and done * spell common exception words * learn to spell words with contracted forms * form lower-case letters of the correct size relative to one another * write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters * plan by writing down ideas and/or key words, 	<ul style="list-style-type: none"> * continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear * make inferences on the basis of what is being said and done * answer and ask questions * spell common exception words * learn the possessive apostrophe * distinguish between homophones and near-homophones * add suffixes to spell longer words -ment, -ness * start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one 	<p>overt sounding and blending, when they have been frequently encountered</p> <ul style="list-style-type: none"> * answer and ask questions * distinguish between homophones and near-homophones * add suffixes to spell longer words -ful * 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 * plan by writing down ideas and/or key words, * encapsulating what they want to say, sentence by sentence * proofread to check for errors in spelling, grammar and punctuation 	<p>overt sounding and blending, when they have been frequently encountered</p> <ul style="list-style-type: none"> * add suffixes to spell longer words -less, -ly * 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 * plan by writing down ideas and/or key words, * proofread to check for errors in spelling, grammar and punctuation * read aloud what they have written with appropriate intonation to make the meaning clear * use the present and past tenses correctly and consistently, 	<p>sounding and blending</p> <ul style="list-style-type: none"> * add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly * 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 * plan by writing down ideas and/or key words, * proofread to check for errors in spelling, grammar and punctuation * read aloud what they have written with appropriate intonation to make the meaning clear * use the present and past tenses correctly and consistently, including the progressive form
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		<ul style="list-style-type: none"> * proofread to check for errors in spelling, grammar and punctuation * use full stops, capital letters, exclamation marks, question marks * introduce the term adjectives and use adjectives for description * use expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> * proofread to check for errors in spelling, grammar and punctuation * use commas for lists * introduce the term adjectives and use adjectives for description * use expanded noun phrases to describe and specify 	<p>another, are best left unjoined</p> <ul style="list-style-type: none"> * plan by writing down ideas and/or key words, * encapsulating what they want to say, sentence by sentence * proofread to check for errors in spelling, grammar and punctuation * use apostrophes for the contracted form and possession * use the present and past tenses correctly and consistently, including the progressive form * use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> * use apostrophes for the contracted form and possession * use the present and past tenses correctly and consistently, including the progressive form * use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<p>including the progressive form</p> <ul style="list-style-type: none"> * use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> * use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
Y3	<ul style="list-style-type: none"> • Write with accurate use of all expected punctuation • Use a or an correctly 	<ul style="list-style-type: none"> * discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> * discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> * identify the main ideas drawn from 1 paragraph and summarise these * identify how language, 	<ul style="list-style-type: none"> * use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> * use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> * use dictionaries to check the meaning of words that they have read

<ul style="list-style-type: none"> •Use noun phrases to clarify/add detail •Use a range of coordinating conjunctions •Use difference sentence forms •Demarcate direct speech •Use nouns and pronouns •Use a range of adverbs, conjunctions and prepositions (time, place and cause) •Use the present perfect form of verbs •Use a range of coordinating and subordinating conjunctions •Use simple and progressive tenses •Use the present perfect form of verbs •Use paragraphs to group related ideas •Use nouns and pronouns to aid cohesion •Form nouns using a range of prefixes 	<ul style="list-style-type: none"> *identify the main ideas drawn from 1 paragraph and summarise these * recap adding the suffix - ly to an adjective to form an adverb * adding -ly when the root word ends in y - happy - happily *adding -ly when the root word ends in -le * adding -ly when the root word ends in -ic * spelling using -tion if the root words ends in t or te * spelling using -sion if the word ends in d or se * adding -ssion if the root word ends in ss or mit *use the first 2 or 3 letters of a word to check its spelling in a dictionary *use the diagonal and horizontal 	<ul style="list-style-type: none"> *identify the main ideas drawn from 1 paragraph and summarise these * identify how language, structure, and presentation contribute to meaning * retrieve and record information from non-fiction * possessive apostrophe with plural words * spell homophones *use the first 2 or 3 letters of a word to check its spelling in a dictionary *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 *express time and place using conjunctions, 	<ul style="list-style-type: none"> structure, and presentation contribute to meaning * retrieve and record information from non-fiction * add the suffix -ous *adding ous to -our words * adding -ous to words with an I sound including exception words *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 *Introduce paragraphs as a way to group related material *use inverted commas for direct speech * extend the range of sentences with more than one 	<ul style="list-style-type: none"> *identify the main ideas drawn from more than 1 paragraph and summarise these * retrieve and record information from non-fiction * adding suffixes in, im or il to words to mean not *adding -ir if a root word begins with r * adding the prefix -un to root words for negative meaning * adding the prefix -dis to root words for negative meaning *adding the prefix -mis to root words for negative meaning *increase the legibility, consistency and quality of their handwriting *Introduce paragraphs as a way to group related material 	<ul style="list-style-type: none"> *identify the main ideas drawn from more than 1 paragraph and summarise these *spell words where s is sc - science, scene, discipline *spell words where the 'ai' sounds is ei, eigh or ey - they, weight, vein * the i sound spelt y elsewhere than at the end of words eg gypsy, Egypt *spell ou words as in young, country, * spelling using ture and sure eg creature, measure *increase the legibility, consistency and quality of their handwriting * use headings and sub-headings to aid presentation *introduce the present perfect form of verbs in contrast to the past tense 	<ul style="list-style-type: none"> *identify the main ideas drawn from more than 1 paragraph and summarise these * spell words with the k sounds spelt ch - chemist, chorus, scheme * spell words where sh wounds is ch - chef, machine, chalet, brochure *Spell -gue and -que words - league, antique *add the prefix -super meaning above * add the prefix anti meaning against * add the prefix meaning self or auto *increase the legibility, consistency and quality of their handwriting * use headings and sub-headings to aid presentation *introduce the present perfect
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	<p>•Word families showing how words are related in form and meaning</p>	<p>strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>*express time and place using conjunctions, adverbs or prepositions</p> <p>*introduce inverted commas for direct speech</p> <p>*join a range of sentences with more than one clause by using range of conjunctions such as when, before, after, while, so, because</p>	<p>adverbs or prepositions</p> <p>*introduce inverted commas for direct speech</p> <p>*join sentences with more than one clause by using range of conjunctions such as when, before, after, while, so, because</p>	<p>clause by using range of conjunctions such as when, before, after, while, so, because</p>	<p>*use inverted commas for direct speech</p> <p>extend the range of sentences with more than one clause by using range of conjunctions such as when, before, after, while, so, because</p>	<p>*extend the range of sentences with more than one clause by using a wider range of conjunctions, including: if, although</p>	<p>form of verbs in contrast to the past tense</p> <p>*extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p>
Y4	<p>•Write with accurate use of all expected punctuation</p> <p>• Use possessive pronouns</p> <p>•Use noun phrases expanded using modifying adjectives,</p>	<p>*identify the main ideas drawn from more than 1 paragraph and summarise these</p> <p>*Add suffixes -en, ing, -er to words by doubling the last consonant</p>	<p>*identify the main ideas drawn from more than 1 paragraph and summarise these</p> <p>*add the suffix -ation to verbs to make nouns</p>	<p>* spell near homophones</p> <p>* recap adding the suffix - ous</p> <p>*recap adding ous to -our words</p> <p>* recap adding -ous to words with an I</p>	<p>* recap adding suffixes in, im or il to words to mean not</p> <p>*reca padding -ir if a root word begins with r</p> <p>*recap adding the prefix -un to root</p>	<p>* spell year 3 and 4 common exception words from memory</p> <p>* plan writing by: discussing writing similar to that which they are planning to write in</p>	<p>* spell year 3 and 4 common exception words from memory</p> <p>* plan writing by: discussing writing similar to that which they are planning to write in</p>

	<p>modifying nouns and using preposition</p> <ul style="list-style-type: none"> •Use a range of coordinating conjunctions accurately •Use fronted adverbials •Use commas after fronted adverbials •Use nouns and pronouns to aid cohesion •Use inverted commas and other punctuation to indicate direct speech •Use a wider range of connectives to extend the range of complex •Use simple compound and complex sentences •Use paragraphs to organise ideas •Use past and present tense accurately •Know grammatical difference between plural and possessive -s 	<p>eg forget - forgotten, forgetting, is not doubled if the syllable is unstressed.</p> <ul style="list-style-type: none"> * adding the prefix re meaning to do again * adding the prefix -sub to mean under *adding the prefix inter meaning among or between *add the prefix -super meaning above * add the prefix anti meaning against * add the prefix meaning self or auto *plan 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 	<ul style="list-style-type: none"> * recap spelling using -tion if the root words ends in t or te * recap spelling using -sion if the word ends in d or se * adding -ssion if the root word ends in ss or mit *plan 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), *introduce fronted adverbials * begin to commas after fronted adverbials 	<p>sound including exception words</p> <ul style="list-style-type: none"> * plan 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 progressively building a varied and rich vocabulary and an increasing range of sentence structures *introduce fronted adverbials * begin to commas after fronted adverbials *use inverted commas and other punctuation to indicate direct speech *extend the range of sentences with more than one 	<p>words for negative meaning</p> <ul style="list-style-type: none"> * recap adding the prefix -dis to root words for negative meaning *recapadding the prefix -mis to root words for negative meaning * plan 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 progressively building a varied and rich vocabulary and an increasing range of sentence structures *use fronted adverbials * use commas after fronted adverbials *use inverted commas and other punctuation to indicate direct speech *extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although * use a broad range of subordinating conjunctions in 	<p>order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> discussing and recording ideas * draft and write by progressively building a varied and rich vocabulary and an increasing range of sentence structures *use fronted adverbials * use commas after fronted adverbials *use inverted commas and other punctuation to indicate direct speech *extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although * use a broad range of subordinating conjunctions in 	<p>order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> discussing and recording ideas * draft and write by progressively building a varied and rich vocabulary and an increasing range of sentence structures *use fronted adverbials * use commas after fronted adverbials *use inverted commas and other punctuation to indicate direct speech *extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although * use a broad range of subordinating conjunctions in
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	<p>•Control the use of standard and non-standard English</p>	<p>discussing and recording ideas</p> <p>* draft and write by composing and rehearsing sentences orally (including dialogue),</p> <p>*use the present perfect form of verbs in contrast to the past tense</p> <p>*introduce fronted adverbials</p> <p>* begin to commas after fronted adverbials</p> <p>*use inverted commas and other punctuation to indicate direct speech</p> <p>*extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>*introduce a broader range of subordinating conjunctions in</p>	<p>*use inverted commas and other punctuation to indicate direct speech</p> <p>*extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>* introduce a broader range of subordinating conjunctions in sentences - FANBOYS</p> <p>* use conjunctions, adverbs and prepositions to express time and cause</p>	<p>clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>* use a broad range of subordinating conjunctions in sentences - FANBOYS</p> <p>* use conjunctions, adverbs and prepositions to express time and cause</p>	<p>*use inverted commas and other punctuation to indicate direct speech</p> <p>*extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>* use a broad range of subordinating conjunctions in sentences - FANBOYS</p> <p>* use conjunctions, adverbs and prepositions to express time and cause* expand noun phrases using modifying adjectives, nouns and preposition phrases</p> <p>*use apostrophes to mark plural possession</p>	<p>sentences - FANBOYS</p> <p>* use conjunctions, adverbs and prepositions to express time and cause* expand noun phrases using modifying adjectives, nouns and preposition phrases</p> <p>*use apostrophes to mark plural possession</p> <p>*use paragraphs to organise ideas around a theme</p> <p>*make appropriate pronoun or noun choices within and across sentences to aid cohesion and avoid repetition</p>	<p>sentences - FANBOYS</p> <p>* use conjunctions, adverbs and prepositions to express time and cause</p> <p>* expand noun phrases using modifying adjectives, nouns and preposition phrases</p> <p>*use apostrophes to mark plural possession</p> <p>*use paragraphs to organise ideas around a theme</p> <p>*make appropriate pronoun or noun choices within and across sentences to aid cohesion and avoid repetition</p>
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		sentences - FANBOYS * use conjunctions, adverbs and prepositions to express time and cause					
Y5	<ul style="list-style-type: none"> • Write with accurate use of all expected punctuation • Revise use of noun phrases expanded using modifying adjectives, nouns and prepositional phrases • Identify main and subordinate clauses • Write sentences with the subordinate clause at the start and at the end of the sentence • Use commas to separate main and subordinate clauses • Indicate degrees of 	<ul style="list-style-type: none"> * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, * add cious to root words ending in -ce * spell words ending in -tious * spell words ending in -tial after consonants and -cial after vowels * spell words using -ant and -ance * spell words using -ence and ent * spell words using -able * spell words using -ible * use dictionaries to check the spelling and meaning of words 	<ul style="list-style-type: none"> * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions * spell words ending in -ably and -ibly * Adding suffixes beginning with vowel letters to words ending in -fer * spell words with hyphens * teach the spelling rule I before e except after c * teach the exceptions to the spelling rule I before e except after c * use dictionaries to check the 	<ul style="list-style-type: none"> * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, * summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas * spell words containing the letter-string ough * spell words with silent letters * spell homophones and other words that are often confused * use the first 3 or 4 letters of a word to check spelling, 	<ul style="list-style-type: none"> * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas * spell homophones and other words that are often confused * use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas * spell homophones and other words that are often confused * use a thesaurus * use relative clauses beginning with who, which, where, when, whose, that, or an 	<ul style="list-style-type: none"> * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas * begin to spell Y5 and 6 common exception words * use a thesaurus * use relative clauses beginning with who, which, where, when, whose, that, or an

	<p>possibility using model verbs and modal adverbs</p> <ul style="list-style-type: none"> • Use brackets and dashes for parenthesis • Use a range of devices to link paragraphs • Use embedded clauses • Use relative clauses • Use commas to mark main and subordinate clauses • Use a range of cohesive devices within paragraphs • Use of inverted commas and other punctuation for direct and reported speech • Use a range of verb forms • Write with appropriate levels of formality for the audience and purpose 	<p>* write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>• begin to link 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]</p> <p>• Use commas to clarify meaning or avoid ambiguity</p>	<p>spelling and meaning of words</p> <p>* write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>• begin to link 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]</p> <p>• Use commas to clarify meaning or avoid ambiguity</p>	<p>meaning or both of these in a dictionary</p> <p>* write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>*introduce relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>* link 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]</p> <p>*introduce devices to build cohesion</p>	<p>*introduce relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>* link 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]</p> <p>*introduce devices to build cohesion within a paragraph [for example, then, after that, this, firstly</p> <p>*use brackets, dashes or commas to indicate parenthesis</p>	<p>omitted relative pronoun</p> <p>*use devices to build cohesion within a paragraph [for example, then, after that, this, firstly</p> <p>*use brackets, dashes or commas to indicate parenthesis</p>	<p>omitted relative pronoun</p> <p>*introduce devices to build cohesion within a paragraph [for example, then, after that, this, firstly</p> <p>*use brackets, dashes or commas to indicate parenthesis</p>
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	<ul style="list-style-type: none"> • use dictionaries to check the spelling and meaning of words • 			<p>within a paragraph [for example, then, after that, this, firstly</p> <p>*Introduce brackets, dashes or commas to indicate parenthesis</p>			
Y6	<p>* Write with accurate use of all expected punctuation</p> <p>• Use hyphens to avoid ambiguity</p> <p>• Use dashes for after-thoughts</p> <p>• Use expanded noun phrases</p> <p>• Use of formal and informal question tags</p> <p>• Write with appropriate levels of formality for the audience and purpose</p> <p>• Use the passive voice to create empathy or suspense</p> <p>• Use the passive voice to create a formal tone</p> <p>• Use relative clauses</p>	<p>* spell Y5 and 6 common exception words</p> <p>* use a thesaurus</p> <p>*use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>* Use the passive to affect the presentation of information in a sentence</p> <p>*use subjunctive forms such as If I were or Were they to come in some very formal writing and speech</p> <p>*Link ideas across paragraphs using a</p>	<p>* spell Y5 and 6 common exception words</p> <p>* use a thesaurus</p> <p>*use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>* Use the passive to affect the presentation of information in a sentence</p> <p>*use subjunctive forms such as If I were or Were they to come in some very formal writing and speech</p> <p>*Link ideas across paragraphs using a</p>	<p>* spell Y5 and 6 common exception words</p> <p>* use a thesaurus</p> <p>*use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>* Use the passive to affect the presentation of information in a sentence</p> <p>*use subjunctive forms such as If I were or Were they to come in some very formal writing and speech</p> <p>*Link ideas across paragraphs using a</p>	<p>* spell Y5 and 6 common exception words</p> <p>* use a thesaurus</p> <p>*use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>* Use the passive to affect the presentation of information in a sentence</p> <p>*use subjunctive forms such as If I were or Were they to come in some very formal writing and speech</p> <p>*Link ideas across paragraphs using a</p>	<p>* spell Y5 and 6 common exception words</p> <p>* use a thesaurus</p> <p>*use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>* Use the passive to affect the presentation of information in a sentence</p> <p>*use subjunctive forms such as If I were or Were they to come in some very formal writing and speech</p> <p>*Link ideas across paragraphs using a</p>	<p>* spell Y5 and 6 common exception words</p> <p>* use a thesaurus</p> <p>*use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>* Use the passive to affect the presentation of information in a sentence</p> <p>*use subjunctive forms such as If I were or Were they to come in some very formal writing and speech</p> <p>*Link ideas across paragraphs using a</p>

	<ul style="list-style-type: none"> •Use commas to make main and subordinate clauses •Use a range of simple, compound and complex sentence structures •Link ideas across paragraphs using a wider range of cohesive devices •Write with appropriate levels of formality for audience and purpose •Use semicolons and colons •Use multi-clause sentences •Use the subjunctive form •Use a range of verb forms for effect •Demonstrate assured and conscious control over formality 	<p>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</p> <p>*use a variety of layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>* begin to use a semi-colon, colon and dash to mark the boundary between independent clauses</p>	<p>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</p> <p>*use a variety of layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>* begin to use a semi-colon, colon and dash to mark the boundary between independent clauses</p>	<p>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</p> <p>*use a variety of layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>* use a semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>*Use a colon to introduce a list and use semi-colons within lists</p> <p>* use hyphens to avoid ambiguity</p>	<p>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</p> <p>*use a variety of layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>* use a semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>*Use a colon to introduce a list and use semi-colons within lists</p> <p>* use hyphens to avoid ambiguity</p>	<p>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</p> <p>*use a variety of layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>* use a semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>*Use a colon to introduce a list and use semi-colons within lists</p> <p>* use hyphens to avoid ambiguity</p>	<p>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</p> <p>*use a variety of layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>* use a semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>*Use a colon to introduce a list and use semi-colons within lists</p> <p>* use hyphens to avoid ambiguity</p>
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