



**Red type indicates non-statutory expectations – these are expectations that we believe children at Uplands Primary School could achieve and aspire to.**

**Statutory Requirements for Programmes of Study : Uplands Primary Progression in skills: Writing.**

Skill taught	ELG	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Phonics and Spelling Rules</b>	To continue a rhyming string.	To know all letters of the alphabet and the sounds which they most commonly represent.	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.	To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).	To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).	To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).	To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).
	To hear and say the initial sound in words.	To recognise consonant digraphs which have been taught and the sounds which they represent.	To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight).	To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).	To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).	To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).	To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terribly/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).
	To segment the sounds in simple words and blend them together.	To recognise vowel digraphs which have been taught and the sounds which they represent.	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.	To spell words with the /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).	To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).	To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).	To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).
	To link sounds to letters, naming and sounding the letters of the alphabet.	To recognise words with adjacent consonants.	To learn the possessive singular apostrophe (e.g. the girl's book).	To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).	To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).	To spell words with 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).	To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).
	To use their phonic knowledge to write words in ways which match their spoken sounds.	To accurately spell most words containing the 40+ previously taught phonemes and GPCs.	To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).	To spell words with a / shuhn/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).	To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).	To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).
	To write some irregular common words.	To spell some words in a phonically plausible way, even if sometimes incorrect.	To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.	To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).	To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).	To spell words with 'ion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).	To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).
		To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes	To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).	To spell words with a /k/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).	To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).	To spell words with the /s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).	To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.
		To spell simple compound words (e.g. dustbin, football). To read words that they have spelt.	To apply Y1 spelling rules and guidance* see appendix. 1	To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).	To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).	To spell words with the /s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).	To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
		To apply Y1 spelling rules and guidance* see appendix. 1	To apply further Y2 spelling rules and guidance* see appendix 2	To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).	To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).	To spell words with the /s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).	To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).
				To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).	To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).	To spell words with the /s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).	To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.



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**Statutory Requirements for Programmes of Study: Uplands Primary Progression in skills: Writing.**

Skill	ELG	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prefixes and Suffixes and common exception words	To write some irregular common words.	To spell all Y1 common exception words correctly.* To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.
		To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).  To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).	To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).



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Skill	ELG	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<p>To show good control and co-ordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>To write simple sentences which can be read by themselves and others.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>Use spacing between words that reflects the size of the letters</p> <p><i>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</i></p>	<p>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.</p> <p>Increase the legibility, consistency and quality of their handwriting with increasing accuracy and speed.</p>	<p>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.</p> <p>Increase the legibility, consistency and quality of their handwriting [e.g 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].</p> <p><i>Is able to maintain fluency of writing and has sufficient stamina for typical written tasks.</i></p> <p><i>Can correctly join letters in accordance with the school's agreed style.</i></p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>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</p> <p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul>



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<b>Composition and effect and vocabulary</b>	<p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To write simple poetry.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Re-read to check that writing makes sense e.g. verb tense</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>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</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</p> <p>In narratives, creates settings, characters and plot</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>To read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan their writing by discussing and recording ideas</p> <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>In narratives, creates settings, characters and plot</p> <p>Use a varied and rich vocabulary</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>To read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>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.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Select and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Use a thesaurus</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Choose the appropriate register for the audience and purpose (formal or informal)</p> <p>Viewpoint is established and generally maintained</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in poetry</p> <p>Editing sentences by either expanding or reducing for meaning and effect</p> <p>Content is balanced e.g. between action/ description/ dialogue, fact and comment</p>	<p>Identify the audience for and purpose of the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Select and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this to make improvements to their writing.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Use a thesaurus</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in a range of writing</p> <p>Select verb forms for meaning and effect e.g. deliberate change of tense</p> <p>Manage shifts in levels of formality within a text</p> <p>Select synonyms accurately for effect rather than as an alternative for an original word</p> <p>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision.</p>
		<p><b>Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</b></p> <p><b>Use simple prepositions</b></p> <p><b>Select basic ideas and content linked to the purpose of a task</b></p>	<p><b>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</b></p> <p><b>Use adventurous vocabulary appropriate to task.</b></p> <p><b>Use a range of prepositions (behind, before, above, along)</b></p>	<p><b>Writing is clear in purpose</b></p> <p><b>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation</b></p> <p><b>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</b></p>	<p><b>Writing is clear in purpose</b></p> <p><b>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</b></p> <p><b>Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)</b></p> <p><b>Use figurative language such as similes, alliteration to build a picture in the readers head</b></p>	<p><b>Writing is clear in purpose</b></p> <p><b>Choose the appropriate register for the audience and purpose (formal or informal)</b></p> <p><b>Viewpoint is established and generally maintained</b></p> <p><b>Use figurative language such as similes, alliteration, metaphors and personification in poetry</b></p> <p><b>Editing sentences by either expanding or reducing for meaning and effect</b></p> <p><b>Content is balanced e.g. between action/ description/ dialogue, fact and comment</b></p>	<p><b>Use figurative language such as similes, alliteration, metaphors and personification in a range of writing</b></p> <p><b>Select verb forms for meaning and effect e.g. deliberate change of tense</b></p> <p><b>Manage shifts in levels of formality within a text</b></p> <p><b>Select synonyms accurately for effect rather than as an alternative for an original word</b></p> <p><b>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision.</b></p>



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Text Structure and Organisation		<p>Has an awareness that ideas can be organised into a sequence</p> <p>Sequence sentences to form short narratives</p> <p>Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</p>	<p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>When planning, write down ideas and/or key words, including new vocabulary</p> <p><b>Use brief opening and ending</b></p> <p><b>Appropriately sequences ideas</b> <b>Link related sentences through the use of pronouns and adverbials where appropriate</b></p>	<p>Use simple organisational devices, e.g. headings and subheadings</p> <p>Organise paragraphs around a theme</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p><b>Vary nouns and pronouns to avoid repetition</b></p> <p><b>Uses varied nouns and pronouns for cohesion</b></p> <p><b>Organise writing into logical chunks and write a coherent series of linked sentences for each</b></p> <p><b>Select nouns and pronouns to provide clarity for the reader</b></p>	<p>Non-narrative material uses simple organisational devices</p> <p>Organise paragraphs around a theme</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p><b>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</b></p> <p><b>Openings and closings are clearly signalled and well developed</b></p> <p><b>Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</b></p>	<p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> <p>Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly)</p> <p>Linking ideas across paragraphs through tense choice (he had seen her before)</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p><b>Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences</b></p>	<p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables</p> <p>Draft and write by using a wide range of devices to build cohesion within paragraphs</p> <p>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (<b>tense choice/ adverbials</b>) and ellipsis</p>



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		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Sentence Structure and Clauses</b></p>	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>To use simple sentence structures.</p> <p>Compose a sentence orally before writing it.</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p> <p><i>Write a simple sentence starting with a personal pronoun</i></p> <p><i>Write a simple sentence starting with a noun/proper noun</i></p> <p><i>Write reliably formed simple and compound sentences</i></p> <p><i>Write a simple sentence with straight forward subject/ verb agreement</i></p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p> <p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>Draft and write an increasing range of sentence structures <i>(simple and compound)</i></p> <p><i>Use some variation in sentence types (statement/ command/ question/ exclamation)</i></p>	<p>To maintain an accurate tense throughout a piece of writing.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences, including when, if, because, although (complex)</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that.</p> <p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p><i>Make deliberate choices of sentence length and structure for impact on the reader</i></p> <p><i>Fronted prepositional phrases for greater effect</i> <i>Throughout the stormy winter ...</i> <i>Far beneath the frozen soil ...</i></p> <p><i>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports</i></p> <p><i>Use a wide range of clause structures, sometimes varying their position within the sentence</i></p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <p><i>Use a wide range of clause structures, sometimes varying their position within the sentence</i></p> <p>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken</p> <p>Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he?</p> <p>Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as <u>If I were</u> or <u>Were they</u> to come.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use question tags in informal writing.</p>



**Red type indicates non-statutory expectations – these are expectations that we believe children at Uplands Primary School could achieve and aspire to.**

**Statutory Requirements for Programmes of Study: Uplands Primary Progression in skills: Writing.**

Skill	ELG	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Punctuation and Grammar</b>		To use capital letters for names, places, the days of the week and the personal pronoun 'I'.	Use capital letters, full stops, question marks and exclamation to demarcate sentences	Use conjunctions to express time, place and cause	Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: "The conductor shouted, "Sit down!"	To use commas consistently to clarify meaning or to avoid ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
		To begin to use question marks and exclamation marks.	Use coordinating conjunctions (or/and/but)	Use adverbs and prepositions to express time, place and cause	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair	To use brackets, dashes or commas to indicate parenthesis.	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
		To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	Write expanded noun phrases to describe and specify	Use inverted commas to punctuate direct speech	Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play	Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'	Use correct subject and verb agreement when using singular and plural
		Leave spaces between words	Use the present and past tenses correctly and consistently	Know when to use 'a' and 'an'	Use the present perfect form of verbs in contrast to the past tense	Use the perfect form of verbs to mark relationships of time and cause	Use brackets, dashes or commas to indicate parenthesis
		Use capital letter for names	Use -ly to turn adjectives into adverbs – slow/ slowly	Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play	Understand the difference between plural and possessive -s	Use modal verbs or adverbs to indicate degrees of possibility	Use a colon to introduce a list and use a semi colon within lists
		Use capital letter for the personal pronoun 'I'	Use subordinating conjunctions (when/ if /that /because)	Indicate possession by using the possessive apostrophe with plural nouns	To consistently use apostrophes for singular and plural possession.	Use a colon to introduce a list	Use semi colons, colons or dashes to mark boundaries between independent clauses
		Punctuate sentences using a capital letter and a full stop	Use commas to separate items in a list	Use fronted adverbials	Use fronted adverbials followed by a comma	Proof-read for spelling and punctuation errors	Use hyphens to avoid ambiguity
		Join words using 'and'	Use apostrophes to mark where letters are missing in spelling	Use commas after fronted adverbials	Indicate possession by using the possessive apostrophe with plural nouns	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i>	Use the perfect form of verbs to mark relationships of time and cause
		Use simple noun phrases (adjective + noun)	Use the suffixes -er, -est, in adjectives	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Standard English forms for verb inflections instead of local spoken forms		Use modal verbs or adverbs to indicate degrees of possibility
			Use the progressive form correctly and consistently e.g. he was shouting.	Use irregular simple past-tense verbs e.g. <i>awake / awoke</i>	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences		Punctuate bullet points consistently.
		Use apostrophes to mark singular possession in nouns	Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma</i>			Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points</i>	
		Form nouns using suffixes -ness, -er and by compounding e.g. whiteboard, superman					
		Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma.					



## Appendix 1 Year 1 words

- the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;
- the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);
- dividing words into syllables (e.g. rabbit, carrot);
- the /tʃ/ sound is usually spelt as 'tch' and exceptions;
- the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);
- adding -s and -es to words (plural of nouns and the third person singular of verbs);
- adding the endings  
-ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);
- adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);
- spelling words with the vowel digraphs and trigraphs: - 'ai' and 'oi' (e.g. rain, wait, train, point, soil);
- 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);
- a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune);
- 'ar' (e.g. car, park);
- 'ee' (e.g. green, week);
- 'ea' (e.g. sea, dream);
- 'ea' (e.g. meant, bread);
- 'er' stressed sound (e.g. her, person);
- 'er' unstressed schwa sound (e.g. better, under);
- 'ir' (e.g. girl, first, third);
- 'ur' (e.g. turn, church);
- 'oo' (e.g. food, soon);
- 'oo' (e.g. book, good);
- 'oa' (e.g. road, coach);
- 'oe' (e.g. toe, goes);
- 'ou' (e.g. loud, sound);
- 'ow' (e.g. brown, down);
- 'ow' (e.g. own, show);
- 'ue' (e.g. true, rescue, Tuesday);
- -'ew' (e.g. new, threw); 'ie' (e.g. lie, dried);
- -'ie' (e.g. chief, field);
- -'igh' (e.g. bright, right);
- -'or' (e.g. short, morning);
- -'ore' (e.g. before, shore);



- 'aw' (e.g. yawn, crawl);
- 'au' (e.g. author, haunt);
- 'air' (e.g. hair, chair);
- 'ear' (e.g. beard, near, year);
- 'ear' (e.g. bear, pear, wear);
- 'are' (e.g. bare, dare, scared);
- spelling words ending with -y (e.g. funny, party, family);
- spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);
- using 'k' for the /k/ sound (e.g. sketch, kit, skin).

#### Appendix 2 Year 2 Words

- the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);
- the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);
- the /r/ sound spelt 'wr' (e.g. write, written);
- the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);
- the /aɪ/ sound spelt -y (e.g. cry, fly, July);
- adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);
- adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;
- adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);
- adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);
- the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);
- the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);
- the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);
- the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)
- the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);
- the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);
- the /z/ sound spelt 's' (e.g. television, usual).