

The school's Christian vision
 Our five core Christian values
Trust, Honesty, Compassion, Respect and Kindness
 are centred on



'Do to others as you would like them to do to you.' (Luke 6:13)

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.

St Michael's CE VA Primary School, Lyme Regis

Statutory framework for early years and foundation stage – Reception Pupils should be taught:

Literacy: This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials such as books, poems, and other written materials to ignite their interest.



Writing:

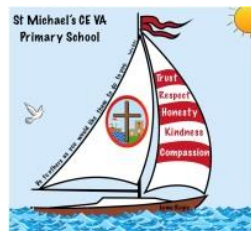
- Children use their phonic knowledge to write words in ways which match their spoken sounds
- They also write some irregular common words
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible

Progression in Writing

Focus in...

Autumn term	Spring term	Summer term
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		Writing Composition		Vocabulary, Grammar and Punctuation			Transcription and Spelling		
		Planning, Writing and Editing	Awareness of Audience, Purpose and Structure	Sentence Construction and Tense	Use of Phrases and Clauses	Terminology	Common Exception Words	Letter Formation, Placement, Positioning and Joining	Phonics and Spelling Rules
EYFS	Reception	30 – 50 months	30 – 50 months	30 – 50 months	30 – 50 months	30 – 50 months		30 – 50 months	
		40 – 60 months	40 – 60 months					40 – 60 months	40 – 60 months
		Early Learning Goals	Early Learning Goals	Early Learning Goals				Early Learning Goals	Early Learning Goals



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St Michael's CE VA Primary School, Lyme Regis

National Curriculum Requirements – Year 1 Pupils should be taught:

Handwriting

- 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.

Transcription

Spelling (see English Appendix 1)

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
 - name the letter of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
 - add prefixes and suffixes:
 - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un-
 - using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
 - apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.



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.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

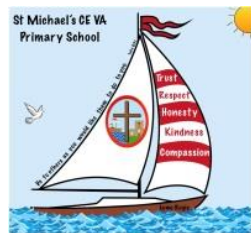
- develop their understanding of the concepts set out in English Appendix 2 by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names 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.

Progression in Writing

Focus in...

Autumn term Spring term Summer term

		Writing Composition		Vocabulary, Grammar and Punctuation				Transcription and Spelling							
		Planning, Writing and Editing	Awareness of Audience, Purpose and Structure	Sentence Construction and Tense	Use of Phrases and Clauses	Punctuation	Terminology	Common Exception Words	Prefixes and Suffixes	Further Spelling Conventions	Letter Formation, Placement, Positioning and Joining				
Key Stage 1	Year 1	<ul style="list-style-type: none"> □ To say out loud what they are going to write about. □ To compose a sentence orally before writing it. □ To sequence sentences to form short narratives. □ To read their writing aloud clearly enough to be heard by their peers and the teacher. 		<ul style="list-style-type: none"> □ To use simple sentence structures. 	<ul style="list-style-type: none"> □ To use the joining word (conjunction) 'and' to link ideas and sentences. 	<ul style="list-style-type: none"> □ To use capital letters for names, places, the days of the week and the personal pronoun 'I'. 			<ul style="list-style-type: none"> □ To use -s and -es to form regular plurals correctly. 	<ul style="list-style-type: none"> □ To spell simple compound words (e.g. dustbin, football). □ To read words that they have spelt. 	<ul style="list-style-type: none"> □ To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. □ To sit correctly at a table, holding a pencil comfortably and correctly. □ To form digits 0-9. 				
		<ul style="list-style-type: none"> □ To use adjectives to describe. □ To re-read their writing to check that it makes sense and to independently begin to make changes. □ To discuss what they have written with the teacher or other pupils. 	<ul style="list-style-type: none"> □ To start to engage readers by using adjectives to describe. 			<ul style="list-style-type: none"> □ To use finger spaces. □ To use full stops to end sentences. 	<ul style="list-style-type: none"> □ To recognise and use the terms: Letter, capital letter, Word, Singular, Plural, Sentence, Punctuation, full stop, question mark, exclamation mark. 	<ul style="list-style-type: none"> □ To spell days of the week correctly. 	<ul style="list-style-type: none"> □ To use the prefix 'un-' accurately. 	<ul style="list-style-type: none"> □ To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes. 	<ul style="list-style-type: none"> □ To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these 				
			<ul style="list-style-type: none"> □ To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. 		<ul style="list-style-type: none"> □ To begin to form simple compound sentences. 	<ul style="list-style-type: none"> □ To begin to use question marks and exclamation marks. 		<ul style="list-style-type: none"> □ To spell all Y1 common exception words correctly. 	<ul style="list-style-type: none"> □ 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). 						
Phonics and Spelling Rules															
<p>To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*, which includes:</p>				<p>the sounds /f/, /v/, /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:</p>				<p>'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);</p>				<p>'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);</p>			



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St Michael's CE VA Primary School, Lyme Regis

National Curriculum Requirements – Year 2 Pupils should be taught:

Handwriting

- 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.

Transcription

Spelling (see English Appendix 1)

Pupils should be taught to:

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

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.



Writing – vocabulary, grammar and punctuation

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.

Progression in Writing

Focus in...

Autumn term Spring term Summer term

		Writing Composition		Vocabulary, Grammar and Punctuation			Transcription and Spelling				
		Planning, Writing and Editing	Awareness of Audience, Purpose and Structure	Sentence Construction and Tense	Use of Phrases and Clauses	Punctuation	Terminology	Common Exception Words	Prefixes and Suffixes	Further Spelling Conventions	Letter Formation, Placement, Positioning and Joining
Key Stage 1	Year 2	<ul style="list-style-type: none"> To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To encapsulate what they want to say, sentence by sentence. To re-read to check that their writing makes sense and that the correct tense is used throughout. 	<ul style="list-style-type: none"> To read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> To use the present tense and the past tense mostly correctly and consistently 	<ul style="list-style-type: none"> To use co-ordination (or/and/but). To use expanded noun phrases to describe and specify (e.g. the blue butterfly). 	<ul style="list-style-type: none"> To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks, exclamation marks, commas to separate lists, apostrophe to mark singular possession, contractions. 	<ul style="list-style-type: none"> To recognise and use the terms: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe, comma. 		<ul style="list-style-type: none"> To add suffixes to spell most words correctly in their writing, e.g. –ness, –ful, –less, –ly. 	<ul style="list-style-type: none"> 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 self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings). 	<ul style="list-style-type: none"> To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.
		<ul style="list-style-type: none"> To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To proof-read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. 	<ul style="list-style-type: none"> To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. 	<ul style="list-style-type: none"> To form sentences with different forms: statement, question, exclamation, command. 	<ul style="list-style-type: none"> To use some subordination (when/if/that/because) 			<ul style="list-style-type: none"> To spell most Y1 and Y2 common exception words correctly. 		<ul style="list-style-type: none"> To learn the possessive singular apostrophe (e.g. the girl's book). To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. 	<ul style="list-style-type: none"> To begin to use the diagonal and horizontal strokes needed to join letters.
			<ul style="list-style-type: none"> To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. 	<ul style="list-style-type: none"> To use some features of written Standard English. 						<ul style="list-style-type: none"> To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	

Phonics and Spelling Rules

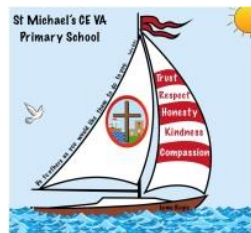
To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.

To 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 apply further Y2 spelling rules and guidance, which includes:

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 /ə/ 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 /n/ 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).



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National Curriculum Requirements – Lower Key Stage 2 Pupils should be taught:

- Transcription
Spelling (see English Appendix 1)
Pupils should be taught to:
- use further prefixes and suffixes and understand how to add them (English Appendix 1)
 - spell further homophones
 - spell words that are often misspelt (English Appendix 1)
 - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
 - use the first two or three letters of a word to check its spelling in a dictionary
 - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

- 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 - 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

Writing – vocabulary, grammar and punctuation

- 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.

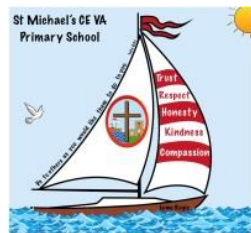


Progression in Writing

Focus in...

Autumn term Spring term Summer term

		Writing Composition		Vocabulary, Grammar and Punctuation				Transcription and Spelling				
		Planning, Writing and Editing	Awareness of Audience, Purpose and Structure	Sentence Construction and Tense	Use of Phrases and Clauses	Punctuation	Terminology	Common Exception Words	Prefixes and Suffixes	Further Spelling Conventions	Letter Formation, Placement, Positioning and Joining	Phonics and Spelling Rules
Lower Key Stage 2	Year 3	<ul style="list-style-type: none"> To begin to use ideas from their own reading and modelled examples to plan their writing. To compose and rehearse sentences orally (including dialogue). 	<ul style="list-style-type: none"> To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To begin to create settings, characters and plot in narratives. 	<ul style="list-style-type: none"> To use 'a' or 'an' correctly throughout a piece of writing. 	<ul style="list-style-type: none"> To use a range of conjunctions, adverbs and prepositions to show time, place and cause. 	<ul style="list-style-type: none"> To use the full range of punctuation from previous year groups. 			<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male. 	<ul style="list-style-type: none"> To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> To spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). 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 /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).
		<ul style="list-style-type: none"> To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. 	<ul style="list-style-type: none"> To make deliberate ambitious word choices to add detail. 	<ul style="list-style-type: none"> To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To punctuate direct speech accurately, including the use of inverted commas. 	<ul style="list-style-type: none"> To recognise and use the terms: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or speech marks). 		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To use the first two or three letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> To begin to use the diagonal and horizontal strokes needed to join letters. 	<ul style="list-style-type: none"> To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). 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 short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).
								<ul style="list-style-type: none"> To spell many of the Y3 and Y4 statutory spelling words correctly. 	<ul style="list-style-type: none"> To spell many of the Y3 and Y4 statutory spelling words correctly. 			<ul style="list-style-type: none"> To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).



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National Curriculum Requirements – Lower Key Stage 2
Pupils should be taught:

Transcription

Spelling (see English Appendix 1)
 Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's)
- use the first two or three letters of a word to check its spelling in a dictionary

write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

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]

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

Writing – vocabulary, grammar and punctuation

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 writing and reading.



repetition

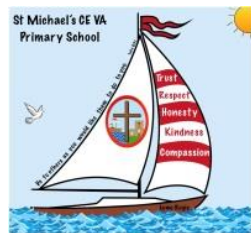
when discussing their

Progression in Writing

Focus in...

Autumn term Spring term Summer term

		Writing Composition		Vocabulary, Grammar and Punctuation				Transcription and Spelling				
		Planning, Writing and Editing	Awareness of Audience, Purpose and Structure	Sentence Construction and Tense	Use of Phrases and Clauses	Punctuation	Terminology	Common Exception Words	Prefixes and Suffixes	Further Spelling Conventions	Letter Formation, Placement, Positioning and Joining	Phonics and Spelling Rules
Lower Key Stage 2	Year 4	<ul style="list-style-type: none"> To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. 	<ul style="list-style-type: none"> To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> To always maintain an accurate tense throughout a piece of writing. 	<ul style="list-style-type: none"> To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it 	<ul style="list-style-type: none"> To consistently use apostrophes for singular and plural possession 		<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). 	<ul style="list-style-type: none"> To 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]. 	<ul style="list-style-type: none"> 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). 	
		<ul style="list-style-type: none"> To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. 	<ul style="list-style-type: none"> To write a range of narratives that are well-structured and well-paced. 	<ul style="list-style-type: none"> To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. 	<ul style="list-style-type: none"> To recognise and use the terms: determiner pronoun possessive pronoun adverbial. 	<ul style="list-style-type: none"> To spell all of the Y3 and Y4 statutory spelling words correctly. 	<ul style="list-style-type: none"> To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). 	<ul style="list-style-type: none"> To use their spelling knowledge to use a dictionary more efficiently. 	<ul style="list-style-type: none"> To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. 	<ul style="list-style-type: none"> 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).
		<ul style="list-style-type: none"> To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. 	<ul style="list-style-type: none"> To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). 						<ul style="list-style-type: none"> To spell words with the suffix -ous with no change to root words, no definite root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous). 			<ul style="list-style-type: none"> To spell words with the /s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).



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St Michael's CE VA Primary School, Lyme Regis

National Curriculum Requirements – Upper Key Stage 2 Pupils should be taught:

- Writing – Transcription**
Spelling (see English Appendix 1)
Pupils should be taught to:
- use further prefixes and suffixes and understand the guidance for adding them
 - spell some words with 'silent' letters [for example, knight, psalm, solemn]
 - continue to distinguish between homophones and other words which are often confused
 - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
 - use dictionaries to check the spelling and meaning of words
 - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
 - use a thesaurus.

Handwriting and Presentation

- 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 – 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
 - precising 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
 - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation

- 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.

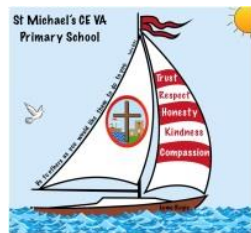


Progression in Writing

Focus in...

Autumn term	Spring term	Summer term
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		Writing Composition		Vocabulary, Grammar and Punctuation				Transcription and Spelling				
		Planning, Writing and Editing	Awareness of Audience, Purpose and Structure	Sentence Construction and Tense	Use of Phrases and Clauses	Punctuation	Terminology	Common Exception Words	Prefixes and Suffixes	Further Spelling Conventions	Letter Formation, Placement, Positioning and Joining	Phonics and Spelling Rules
Upper Key Stage 2	Year 5	<ul style="list-style-type: none"> Toplan 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. Toproofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. 	<ul style="list-style-type: none"> To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. 	<ul style="list-style-type: none"> To ensure the consistent and correct use of tense throughout all pieces of writing. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> To use commas consistently to clarify meaning or to avoid ambiguity. 	<ul style="list-style-type: none"> To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. 		<ul style="list-style-type: none"> To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate). 	<ul style="list-style-type: none"> To spell complex homophones and near-homophones, including who's/whose and stationary/stationery. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).
		<ul style="list-style-type: none"> To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. 	<ul style="list-style-type: none"> To regularly use dialogue to convey a character and to advance the action. To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. 	<ul style="list-style-type: none"> To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. 	<ul style="list-style-type: none"> To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scuffle, who was a famous inventor, had made a new discovery. 	<ul style="list-style-type: none"> To use brackets, dashes or commas to indicate parenthesis. 		<ul style="list-style-type: none"> 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 -ise (e.g. criticise, advertise, capitalise). 	<ul style="list-style-type: none"> To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. 	<ul style="list-style-type: none"> To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. 	<ul style="list-style-type: none"> To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). 	
			<ul style="list-style-type: none"> To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. 					<ul style="list-style-type: none"> To spell many of the Y5 and Y6 statutory spelling words correctly. 	<ul style="list-style-type: none"> To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). 	<ul style="list-style-type: none"> To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. 	<ul style="list-style-type: none"> To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough). 	



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Progression in Writing

Focus in...

Autumn term Spring term Summer term

		Writing Composition		Vocabulary, Grammar and Punctuation				Transcription and Spelling				
		Planning, Writing and Editing	Awareness of Audience, Purpose and Structure	Sentence Construction and Tense	Use of Phrases and Clauses	Punctuation	Terminology	Common Exception Words	Prefixes and Suffixes	Further Spelling Conventions	Letter Formation, Placement, Positioning and Joining	Phonics and Spelling Rules
Upper Key Stage 2	Year 6	<ul style="list-style-type: none"> To note down and develop initial ideas, drawing on reading and research where necessary. To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. 	<ul style="list-style-type: none"> To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To use the passive voice. To use question tags in informal writing. 	<ul style="list-style-type: none"> To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. 	<ul style="list-style-type: none"> To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. 	<ul style="list-style-type: none"> To spell all of the Y5 and Y6 statutory spelling words correctly. 	<ul style="list-style-type: none"> 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, reference, referee, preference, transference). 	<ul style="list-style-type: none"> To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. 	<ul style="list-style-type: none"> To write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).
		<ul style="list-style-type: none"> To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). 								<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

