

# Springdale First School

*Imagine, Believe, Achieve*

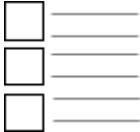
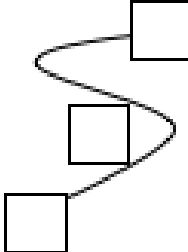
## Writing Subject overview



	Autumn	Spring	Summer
Reception			
Word	Use some of their print and letter knowledge in their early writing. Write some of their name.	Phonetically decodable words, CVC words, phase 2 tricky words. Write all of their name.	Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)
Sentence	Understanding of letters, words, sentences. Sentences are a collection of words in a coherent sequence that carry meaning.	Write a short sentence (or phrase) with words including known letter-sound correspondences (CIR)	Write simple phrases and sentences that can be read by others. (ELG)
Text	Initial sounds and CVC words using Phase 2 phonemes. Labels Story scribing	Story scribing Captions Simple sentence in a meaningful context. Simple descriptive sentence. Instructions – first, next, then (in line with 3-4 Maths lang)	Story scribing Retell a simple story Poster
Punctuation	Finger space	Capital letter Full stop Finger space	Basic punctuation -Capital letter -Full stop -Finger space
Handwriting	Use a comfortable grip with good control when holding pens and pencils (3-4) Show a preference for a dominant hand. (3-4) Write some letters correctly (3-4)	Develop the foundations of a handwriting style which is fast, accurate and efficient. (CIR) Form lower case and some upper-case letters correctly (CIR)	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG) Write recognisable letters, most of which are correctly formed (ELG)

Plan	Orally segmenting CVC words.	Orally segment unfamiliar words and captions.	Orally rehearse captions and sentences.
Draft	Opportunities to practise writing within Phonics – initial sounds.	Opportunities to practise writing within Phonics – cvc words.	Opportunities to practise writing within Phonic – sentences/phrases.
Evaluate and Edit		Respond to improvements – correct incorrect use of phonics	Respond to improvements – correct incorrect use of phonics
Proofread	Attempt to re-reread their writing with an adult.	Re read what they have written to make sure it makes sense(CIR) (with adult support)	Sentences to be read by themselves and others (ELG)
Terminology	<ul style="list-style-type: none"> <li>*Letter</li> <li>*Sound – phoneme, grapheme</li> <li>*Digraph</li> <li>*Word</li> <li>*Finger space</li> <li>*Tricky word</li> </ul>	<ul style="list-style-type: none"> <li>*Vowel</li> <li>*Consonant</li> <li>*Capital letter</li> <li>*Full stop</li> <li>*Trigraph</li> <li>*Sentence</li> <li>*Adjective</li> </ul>	<ul style="list-style-type: none"> <li>*Punctuation</li> </ul>

	Autumn	Spring	Summer
Year 1			
Word	<ul style="list-style-type: none"> <li>plural noun <b>suffixes</b> (s and es)</li> </ul>	<ul style="list-style-type: none"> <li><b>suffixes</b> added to verbs with no change (helper, helped, helping)</li> </ul>	<ul style="list-style-type: none"> <li><b>Prefix</b> 'un' to verbs and adjectives (unkind, untie)</li> </ul>
Sentence	<ul style="list-style-type: none"> <li>Words form together to make <b>sentences</b></li> <li>Joining <b>words</b> and joining clauses using <b>and</b></li> </ul>	Joining <b>words</b> and joining clauses using <b>and</b> and <b>because</b>	Joining <b>words</b> and joining clauses using <b>and</b> and <b>because</b>
Text	<ul style="list-style-type: none"> <li>Instructions (numbered or using 'first, next, then, last' – third person)</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing sentences to form short <b>narratives</b> (Once upon a time, One day, Unfortunately, Luckily, In the end – third person)</li> </ul>	<ul style="list-style-type: none"> <li>Recount from personal experience (whole class trip or event – first person)</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Separation of words with spaces</li> <li>Use of basic <b>punctuation</b></li> <li>o <b>Capital letter</b></li> <li>o <b>Full stop</b></li> </ul>	<ul style="list-style-type: none"> <li>Use of basic <b>punctuation</b></li> <li>o <b>Capital letter</b></li> <li>o <b>Full stop</b></li> <li>Use of basic <b>punctuation</b></li> <li>o <b>Question mark</b></li> <li>Capital letters for <b>names</b></li> </ul>	<ul style="list-style-type: none"> <li>Use of basic <b>punctuation</b></li> <li>o <b>Capital letter</b></li> <li>o <b>Full stop</b></li> <li>o <b>Question mark</b></li> <li>Use of basic <b>punctuation</b></li> <li>o <b>Exclamation mark</b></li> <li>Capital letters for <b>names</b> and <b>personal pronoun</b> I</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly (see handwriting grips for further information)</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to handwriting families (which letters are</li> </ul>		

	formed in similar ways) and practise these.		
<b>Plan</b>	<ul style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> <li>Compose a sentence orally before writing it</li> <li>Using picture prompts and sentence starters</li> </ul> 	<ul style="list-style-type: none"> <li>Using a story 'S' with picture prompts and key vocabulary to sequence a narrative</li> </ul> 	<ul style="list-style-type: none"> <li>Using a story 'S' with picture prompts and key vocabulary to sequence a narrative</li> </ul>
<b>Draft</b>	<ul style="list-style-type: none"> <li>Writing simple sentences to form a set of instructions</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives in the third person</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives in the first person</li> </ul>
<b>Evaluate and Edit</b>	<ul style="list-style-type: none"> <li>Discuss what they have written with an adult on 1:1 basis, making changes were necessary</li> <li>Read aloud their writing clearly enough to be heard by the teacher or a partner</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what they have written with the teacher and a small group of children, making changes where necessary</li> <li>Read aloud their writing clearly enough to be heard by a small group of peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what they have written with the teacher and a larger group of children, making changes where necessary</li> <li>Read aloud their writing clearly enough to be heard by a larger group of peers and the teacher</li> </ul>
<b>Proofread</b>	<ul style="list-style-type: none"> <li>Re-reading what they have written to check that it makes sense</li> <li>Check basic punctuation of full stops and capital letters</li> </ul>	<ul style="list-style-type: none"> <li>Re-reading what they have written to check that it makes sense</li> <li>Check basic punctuation of full stops, capital letters, and capital letters for pronouns.</li> <li>Improve by extending a sentence using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>Re-reading what they have written to check that it makes sense</li> <li>Check basic punctuation of full stops, capital letters, and capital letters for pronouns.</li> <li>Improve by extending a sentence using 'and'</li> <li>Improve a sentence by replacing a full stop with an exclamation mark</li> </ul>

<b>Terminology</b>	<ul style="list-style-type: none"> <li>Letter, capital letter</li> <li>Word</li> <li>Singular, plural</li> <li>Sentence</li> <li>Punctuation, full stop</li> </ul>	<ul style="list-style-type: none"> <li>Question mark</li> </ul>	<ul style="list-style-type: none"> <li>Exclamation mark</li> </ul>
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	Autumn	Spring	Summer
<b>Year 2</b>			
<b>Word</b>	<ul style="list-style-type: none"> <li>Use of the <b>suffixes</b> –ly in Standard English to turn adjectives into adverbs (no change to root word: slowly, quickly etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Use of the <b>suffixes</b> –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs (change in root word: happily, angrily)</li> <li>Formation of nouns by <b>compounding</b> [for example, whiteboard, superman]</li> </ul>	<ul style="list-style-type: none"> <li>Formation of nouns using <b>suffixes</b> such as –ness, –er</li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li><b>Joining words and joining clauses using and</b></li> <li><b>Co-ordination</b> (using or, and, but) (not explicitly teaching the term ‘co-ordination’ at this stage)</li> <li>How the grammatical patterns in a sentence indicate its function as a <b>statement, question</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Subordination</b> (using when, if, that, because) (not explicitly teaching the term ‘subordination’ at this stage)</li> <li><b>Expanded noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>How the grammatical patterns in a sentence indicate its function as a <b>command</b></li> </ul>	<ul style="list-style-type: none"> <li>How the grammatical patterns in a sentence indicate its function as an <b>exclamation</b></li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</li> </ul>	<ul style="list-style-type: none"> <li>Use of the <b>progressive</b> form of verbs in the <b>present</b> tense to mark actions in progress [for example, she is drumming]</li> </ul>	<ul style="list-style-type: none"> <li>Use of the <b>progressive</b> form of verbs in the <b>past</b> tense to mark actions in progress [for example, he was shouting]</li> </ul>

<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Capital letters for <b>names and personal pronoun I</b></li> <li>Use of <b>capital letters, full stops, question marks, exclamation marks</b> to demarcate sentences</li> </ul>	<ul style="list-style-type: none"> <li><b>Commas</b> to separate <b>items in a list</b></li> <li><b>Apostrophes</b> to mark where <b>letters are missing (contractions)</b> in spelling</li> </ul>	<ul style="list-style-type: none"> <li><b>plural noun suffixes (s and es)</b></li> <li>Use of <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences including exclamatory sentences</li> <li><b>Apostrophes</b> to mark <b>singular possession</b> in nouns [for example, the girl's name]</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Form lower case letters of the correct size relative to one another</li> <li>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</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>Use spacing that reflects the size of the letters</li> </ul>		
<b>Plan</b>	<ul style="list-style-type: none"> <li>Planning or saying out loud what they are going to write about to a partner</li> <li>Using a story 'S' with picture prompts and key words to plan a narrative</li> </ul>	<ul style="list-style-type: none"> <li>Planning or saying out loud what they are going to write about to a small group</li> <li>Using a story 'S' with picture prompts to plan a narrative</li> <li>Writing down ideas and/or key words, including new vocabulary on their plan</li> </ul>	<ul style="list-style-type: none"> <li>Planning or saying out loud what they are going to write about</li> <li>Using a story 'S' with picture prompts to plan a narrative</li> <li>Writing down ideas and/or key words, including new vocabulary on their plan</li> </ul>
<b>Draft</b>	<ul style="list-style-type: none"> <li>Orally encapsulating what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>Orally encapsulating what they want to say in several sentences - chunking the story into beginning (day 1), middle (day 2) and end (day 3)</li> </ul>	<ul style="list-style-type: none"> <li>Orally rehearse the whole story</li> </ul>
<b>Evaluate and Edit</b>	<ul style="list-style-type: none"> <li>Evaluating with the teacher and small groups</li> <li>Re-reading to check that their writing makes sense and that verbs indicate time are used correctly and consistently</li> <li>Read aloud what they have written with the appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating with the teacher or another pupil</li> <li>Re-reading to check that their writing makes sense and that verbs indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>Make simple additions and revision to their word to improve the quality of their writing</li> </ul>	<ul style="list-style-type: none"> <li><b>Re-reading to check that their writing makes sense and that verbs indicate time are used correctly and consistently, including verbs in the continuous form</b></li> <li><b>Make simple additions and revision to their word to improve the quality of their writing</b></li> </ul>

<b>Proofread</b>	<ul style="list-style-type: none"> <li>Proofreading to check for errors punctuation (full stops, capital letters, question marks)</li> </ul>	<ul style="list-style-type: none"> <li>Proofreading to check for errors in spelling and punctuation</li> <li>Beginning to choose more powerful vocabulary to make their writing more exciting and descriptive</li> </ul>	<ul style="list-style-type: none"> <li>Proofreading to check for errors in spelling, punctuation (full stops, capital letters, question marks, exclamation marks), and grammar</li> <li>Replacing words with more sophisticated vocabulary</li> <li>Extending sentences using conjunctions taught</li> </ul>
<b>Terminology</b>	<ul style="list-style-type: none"> <li>Question mark, Exclamation mark, full stop, capital letter</li> <li>Statement, question</li> <li>Suffix</li> <li>Noun, verb</li> <li>Tense (past/ present)</li> <li>Conjunction</li> </ul>	<ul style="list-style-type: none"> <li>Question mark, Exclamation mark, full stop, capital letter</li> <li>Conjunction</li> <li>Command</li> <li>Compound</li> <li>Adjective</li> <li>Apostrophe, comma</li> </ul>	<ul style="list-style-type: none"> <li>exclamation</li> <li>adverb</li> </ul>
<b>Year 3</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Word</b>	<ul style="list-style-type: none"> <li><b>Word families</b> based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> <li>Use of the forms <b>a or an</b> according to whether the next word begins with a <b>consonant or a vowel</b> focusing on <b>nouns</b> (a box, an orange)</li> </ul>	<ul style="list-style-type: none"> <li>Formation of nouns using a range of <b>prefixes</b> [for example super–]</li> <li>Use of the forms <b>a or an</b> according to whether the next word begins with a <b>consonant or a vowel focusing on adjectives</b> [an open box]</li> </ul>	<ul style="list-style-type: none"> <li>Formation of nouns using a range of <b>prefixes</b> [for example anti–, auto–]</li> <li>Use of the forms <b>a or an</b> according to whether the next word begins with a <b>consonant or a vowel focusing on silent and long letter sounds</b> [an hour, a unicorn etc]</li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li><b>Co-ordination</b> (using <b>or, and, but</b>)</li> <li><b>Subordination</b> (using <b>when, if, that, because</b>) including identifying the main and subordinate clause</li> <li>Expressing time, place and cause using: <ul style="list-style-type: none"> <li><b>conjunctions</b> [for example, when, before, after, while, so, because],</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using: <ul style="list-style-type: none"> <li><b>adverbs</b> [for example, then, next, soon, therefore]</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using: <ul style="list-style-type: none"> <li><b>prepositions</b> [for example, before, after, during, in, because of]</li> </ul> </li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li><b>Headings</b> and <b>sub-headings</b> to aid presentation (non fiction) and as a precursor to paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to <b>paragraphs</b> as a way to group related material (narrative and recounts)</li> </ul>	<ul style="list-style-type: none"> <li><b>Headings</b> and <b>sub-headings</b> to aid presentation (fiction - chapters)</li> <li>Use of the <b>present perfect form</b> of verbs instead of the <b>simple past</b> [for example, He has gone out to play contrasted with He went out to play]</li> </ul>

<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• <b>Commas</b> to separate <b>items in a list</b></li> <li>• <b>Apostrophes</b> to mark where <b>letters are missing (contractions)</b> in spelling</li> <li>• plural noun <b>suffixes</b> (s and es)</li> <li>• <b>Apostrophes</b> to mark <b>singular possession</b> in nouns [for example, the girl's name]</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Apostrophes</b> to mark <b>singular possession</b> in nouns [for example, the girl's name]</li> <li>• Introduction to <b>inverted commas</b> to punctuate direct speech where the reporting clause is at the end of speech (<i>"Let me in," said the wolf.</i>) including more than one sentence inside speech e.g.: <i>"I'm hungry. What is for dinner?" said the wolf.</i> (SCAPS)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Apostrophes</b> to mark <b>singular possession</b> in nouns [for example, the girl's name]</li> <li>• Introduction to <b>inverted commas</b> to punctuate direct speech where the reporting clause is at the end of speech and extended using a conjunction or adverb (<i>"Let me in," said the wolf hungrily, or, "Let me in," said the wolf as he huffed and he puffed.</i>)</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	



<b>Plan</b>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> <li>In non-narrative material, using simple organisational devices (headings and subheadings) to help organise paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>In narratives, create settings, characters and plot</li> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Using a story 'S' with picture prompts to plan a narrative and boxing these up to form paragraphs</li> <li>Writing down ideas and/or key words, including new vocabulary on their plan</li> </ul> <table border="1" data-bbox="976 639 1554 791"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>																	<ul style="list-style-type: none"> <li>In narratives, create settings, characters and plot</li> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>'Boxing up' their writing to plan what they are going to write</li> <li>Writing down ideas and/or key words, including new vocabulary on their plan</li> </ul>
<b>Draft</b>	<ul style="list-style-type: none"> <li>Composing and rehearsing orally progressively building a varied and rich vocabulary and an increasing range of sentence structures using conjunctions taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Composing and rehearsing orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures using conjunctions and adverbs taught so far</li> </ul>	Composing and rehearsing orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures using conjunctions, adverbs, and prepositions taught so far																
<b>Evaluate and Edit</b>	<ul style="list-style-type: none"> <li>Assessing the effectiveness of their others writing and suggesting improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency</li> </ul>	<ul style="list-style-type: none"> <li>Assessing the effectiveness of their own writing and suggesting improvements</li> </ul>																	
<b>Proofread</b>	<ul style="list-style-type: none"> <li>Proofread for spelling and grammar mistakes</li> <li>Read aloud their own writing to a group, using appropriate intonation and controlling the tone and volume so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their own writing to a the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear</li> </ul>																	

<b>Terminology</b>	<ul style="list-style-type: none"> <li>· <b>Noun, verb, adjective, adverb</b></li> <li>· Conjunction</li> <li>· Word family, prefix</li> <li>· Clause, subordinate clause</li> </ul>	<ul style="list-style-type: none"> <li>· Direct speech</li> <li>· Inverted commas/ speech marks</li> <li>· Consonant, consonant letter, vowel, vowel letter</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Tense (past/ present) progressive</b> and present perfect</li> <li>· preposition</li> </ul>
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	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 4</b>			
<b>Word</b>	<ul style="list-style-type: none"> <li>· <b>plural noun suffixes</b> (s and es)</li> <li>· <b>Apostrophes</b> to mark <b>singular possession</b> in nouns [for example, the girl's name]</li> <li>· Use of the forms <b>a or an</b> according to whether the next word begins with a <b>consonant or a vowel</b> [for example, a rock, an open box]</li> <li>· The grammatical difference between <b>plural</b> and <b>possessive</b> –s (including irregular plurals)</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Standard English forms</b> for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> </ul>	
<b>Sentence</b>	<ul style="list-style-type: none"> <li>· <b>Fronted adverbials (time and frequency)</b> [for example, Later that day, I heard the bad news.]</li> <li>·</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Noun phrases expanded</b> by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>· <b>Fronted adverbials (manner and possibility)</b> [for example, Quietly, they snuck out of the building.]</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Fronted adverbials (prepositions and similes)</b> [for example, Under the tree, the children quietly played their game., As quiet as a mouse, they snuck out of the house.)</li> </ul> <p><b><i>SJ -SPEAK TO YEAR 4 ABOUT WHAT THEY USE</i></b></p>
<b>Text</b>	<ul style="list-style-type: none"> <li>· Use of <b>paragraphs</b> to organise ideas around a theme</li> </ul>	<ul style="list-style-type: none"> <li>· Appropriate choice of <b>pronoun or noun</b> within and across sentences to aid cohesion and avoid repetition</li> </ul>	
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>· Recall and retrieve to <b>inverted commas</b> to punctuate direct speech where the reporting clause is at the end of speech and extended using a conjunction or adverb (<i>"Let me in," said the wolf hungrily, or, "Let me in," said the wolf as he huffed and he puffed.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>· Use of commas after <b>fronted adverbials</b></li> <li>· Apostrophes to mark <b>plural possession</b> [for example, the girl's name, the girls' names]</li> <li>· Use of <b>inverted commas</b> and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted</li> </ul>	<ul style="list-style-type: none"> <li>· Use of <b>inverted commas</b> and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: "Let me in!" growled the wolf, "Or I will blow your house down!"</li> </ul>

		commas: The conductor shouted, "Sit down!"] .	
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>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</li> <li>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch</li> </ul>		
<b>Plan</b>	<ul style="list-style-type: none"> <li>In narratives, create settings, characters and plot</li> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>'Boxing up' their writing to plan what they are going to write</li> <li>Writing down ideas and/or key words, including new vocabulary on their plan</li> <li>Discussing and recording ideas</li> </ul>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> <li>'Boxing up' their writing to plan what they are going to write</li> <li>In narratives, create settings, characters and plot</li> <li>In non-narrative material, using simple organisational devices (headings and subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> <li>Children are beginning to plan their own writing in a format that they choose (S, Boxing Up, Story Mountain etc.)</li> <li>In narratives, create settings, characters and plot</li> <li>In non-narrative material, using simple organisational devices (headings and subheadings)</li> </ul>
<b>Draft</b>	<ul style="list-style-type: none"> <li>Composing and rehearsing orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>		
<b>Evaluate and Edit</b>	<ul style="list-style-type: none"> <li>Assessing the effectiveness of others writing and suggesting improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency</li> </ul>	<ul style="list-style-type: none"> <li>Assessing the effectiveness of their own writing and suggesting improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency,</li> </ul>	

		including the accurate use of pronouns in sentences	
<b>Proofread</b>	<ul style="list-style-type: none"> <li>· Proofread a partner's writing as a class and alongside them for spelling and grammar mistakes, feeding back on correct use of the success criteria and areas of improvement</li> <li>· Acting upon feedback given to them by either an adult or peer</li> <li>· Read aloud their own writing to a group, using appropriate intonation and controlling the tone and volume so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>· Proofread a partner's writing independently for spelling and grammar mistakes, feeding back on correct use of the success criteria and areas of improvement</li> <li>· Acting upon their own feedback</li> <li>· Read aloud their own writing to a the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>· Proofread their own writing for spelling and grammar mistakes, feeding back on correct use of the success criteria and areas of improvement</li> <li>· Acting upon their own feedback</li> <li>· Read aloud their own writing to a the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear</li> </ul>
<b>Terminology</b>	<ul style="list-style-type: none"> <li>· Noun, verb, adjective, adverb</li> <li>· Consonant, consonant letter, vowel, vowel letter</li> <li>· Main clause, subordinate clause</li> <li>· Conjunction (coordinating and subordinating)</li> </ul>	<ul style="list-style-type: none"> <li>· Direct speech</li> <li>· Inverted commas/ speech marks</li> <li>· Determiner</li> <li>· Adverbial</li> <li>· Pronoun</li> <li>· Possessive pronoun</li> </ul>	