



## Achieving age-related expectations in Writing Yr 1- 6

### Fluency – Clarity – Accuracy – Coherence

#### The Aims of the Primary English Programme of Study

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

#### Non-Statutory Guidance

##### Spoken Language

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

WRITING						
Year 1	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
<b>Phase 1</b>	<ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught</li> <li>Spell common exception words <b>that have been taught</b></li> <li>Name the letters of the alphabet in order</li> <li>Use letter names to distinguish between alternative spellings of the same sound</li> <li>Use –ing and –ed, where no change is needed in the spelling of root words</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly</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 which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these.</li> </ul>	<ul style="list-style-type: none"> <li>Say out loud what they are going to write about</li> <li>Discuss what they have written with the teacher or other pupils</li> <li><b>Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Has an awareness that ideas can be organised into a sequence</b></li> </ul>	<ul style="list-style-type: none"> <li>Compose a sentence orally before writing it</li> <li><b>Write a simple sentence starting with a personal pronoun</b></li> <li><b>Write a simple sentence starting with a noun/proper noun</b></li> </ul>	<ul style="list-style-type: none"> <li>Leave spaces between words</li> <li>Use capital letter for names</li> <li>Use capital letter for the personal pronoun ‘I’</li> <li>Begin to punctuate sentences using a capital letter and a full stop</li> <li>Join words using ‘and’</li> </ul>
<b>Phase 2</b>	<ul style="list-style-type: none"> <li>Spell the days of the week</li> <li>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li><b>Begin to spell words using contracted forms</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Select basic ideas and content linked to the purpose of a task</b></li> <li>Re-read what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>Sequence sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li><b>Write a simple sentence with straight forward subject/ verb agreement</b></li> </ul>	<ul style="list-style-type: none"> <li>Begin to punctuate sentences using a question mark</li> <li>Join clauses using ‘and’</li> <li>Use a capital letter for days of the week</li> </ul>
<b>Phase 3</b>	<ul style="list-style-type: none"> <li>Can use the prefix un–</li> <li>Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>		<ul style="list-style-type: none"> <li><b>Use simple prepositions</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Write reliably formed simple and compound sentences</b></li> </ul>	<ul style="list-style-type: none"> <li>Begin to punctuate sentences using an exclamation mark</li> <li><b>Use simple noun phrases (adjective + noun)</b></li> <li>Can use the following terminology from Appendix 2 to discuss their writing: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i></li> </ul>

Year 2		WRITING					
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
<b>Phase 1</b>		<ul style="list-style-type: none"> <li>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</li> <li>Spell common homophones</li> <li>Spell common exception words <b>taught so far</b></li> <li>Add suffixes to spell longer words, including -ly</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</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 between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</li> <li>When planning, write down ideas and/or key words, including new vocabulary</li> <li>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</li> <li>Re-read to check that writing makes sense <b>e.g. verb tense</b></li> </ul>	<ul style="list-style-type: none"> <li>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</li> <li><b>Use brief opening and ending</b></li> <li><b>Appropriately sequences ideas</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Write questions (beginning with who/ what/ when/ where/ how etc)</b></li> <li><b>Write statements</b></li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation to demarcate sentences</li> <li>Use coordinating conjunctions (or/and/but)</li> <li>Write expanded noun phrases to describe and specify</li> <li>Use the present and past tenses correctly and consistently</li> <li>Use -ly to turn adjectives into adverbs – slow/ slowly</li> </ul>
	<b>Phase 2</b>	<ul style="list-style-type: none"> <li>Use the possessive apostrophe (singular)</li> <li>Add suffixes to spell longer words, including -ful, -less (to create adjectives)</li> <li>Spell more words with contracted forms</li> <li>Distinguish between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Proof-read to check for errors in spelling, grammar and punctuation</li> <li><b>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</b></li> <li><b>Use adventurous vocabulary appropriate to task</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Link related sentences through the use of pronouns and adverbials where appropriate</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Write commands using the imperative form of a verb</b></li> </ul>	<ul style="list-style-type: none"> <li>Use subordinating conjunctions (when/ if /that /because)</li> <li>Use commas to separate items in a list</li> <li>Use apostrophes to mark where letters are missing in spelling</li> <li>Use the suffixes -er, -est, in adjectives</li> </ul>
	<b>Phase 3</b>	<ul style="list-style-type: none"> <li>Add suffixes to spell longer words -ment, -ness</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>		<ul style="list-style-type: none"> <li><b>Use a range of prepositions (behind, before, above, along)</b></li> </ul>		<ul style="list-style-type: none"> <li>Use sentences with different forms: statement, question, exclamation, command</li> </ul>	<ul style="list-style-type: none"> <li>Use the progressive form correctly and consistently e.g. he was shouting.</li> <li>Use apostrophes to mark singular possession in nouns</li> <li>Form nouns using suffixes -ness, -er and by compounding e.g. whiteboard, superman</li> <li>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</i></li> </ul>

Year 3		WRITING					
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
<b>Phase 1</b>		<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li><b>Writing is clear in purpose</b></li> <li>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</li> <li>When planning, discuss and record ideas</li> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul>	<ul style="list-style-type: none"> <li><b>Organise writing into logical chunks and write a coherent series of linked sentences for each</b></li> <li><b>Select nouns and pronouns to provide clarity for the reader</b></li> <li>Use simple organisational devices, e.g. headings and subheadings</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write an increasing range of sentence structures (simple and compound)</li> <li><b>Use some variation in sentence types (statement/ command/ question/ exclamation)</b></li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions to express time, place and cause</li> <li>Use adverbs and prepositions to express time, place and cause</li> <li>Use inverted commas to punctuate direct speech</li> <li>Know when to use 'a' and 'an'</li> <li>Proof-read for spelling and punctuation errors</li> <li><b>Use irregular simple past-tense verbs e.g. awake / awoke</b></li> </ul>
	<b>Phase 2</b>	<ul style="list-style-type: none"> <li>Form nouns using prefixes e.g. super, anti, auto</li> <li>Spell further homophones and understand their meanings</li> </ul>		<ul style="list-style-type: none"> <li>In narratives, creates settings, characters and plot</li> <li><b>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</b></li> </ul>	<ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> <li><b>Vary nouns and pronouns to avoid repetition</b></li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>
	<b>Phase 3</b>	<ul style="list-style-type: none"> <li>Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>		<ul style="list-style-type: none"> <li><b>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Uses varied nouns and pronouns for cohesion</b></li> </ul>		<ul style="list-style-type: none"> <li>Use fronted adverbials</li> <li>Use commas after fronted adverbials</li> <li>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></li> </ul>

WRITING						
Year 4	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
<b>Phase 1</b>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Spell further homophones</li> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li><b>Is able to maintain fluency of writing and has sufficient stamina for typical written tasks</b></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>Plan their writing by discussing and recording ideas</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>In narratives, creates settings, characters and plot</li> <li><b>Writing is clear in purpose</b></li> <li>Use a varied and rich vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Non-narrative material uses simple organisational devices</li> <li>Organise paragraphs around a theme</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li><b>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</b></li> </ul>	<ul style="list-style-type: none"> <li>Compose and rehearse sentences orally (including dialogue)</li> <li>Use an increasing range of sentence length and structure</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>	<ul style="list-style-type: none"> <li>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!"</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair</li> <li>Understand the difference between plural and possessive -s</li> <li>Proof-read for spelling and punctuation errors</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>
<b>Phase 2</b>	<ul style="list-style-type: none"> <li><b>Plural nouns of words ending in 'o'.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Can correctly join letters in accordance with the school's agreed style</b></li> <li>Increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li><b>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</b></li> <li><b>Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Openings and closings are clearly signalled and well developed</b></li> <li><b>Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</b></li> </ul>		<ul style="list-style-type: none"> <li>Standard English forms for verb inflections instead of local spoken forms</li> <li>Use fronted adverbials followed by a comma</li> <li>Use the present perfect form of verbs in contrast to the past tense</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> </ul>
<b>Phase 3</b>	<ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>		<ul style="list-style-type: none"> <li><b>Use figurative language such as similes, alliteration to build a picture in the readers head</b></li> </ul>			<ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>determiner, pronoun, possessive pronoun, adverbial</i></li> </ul>

Year 5		WRITING					
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1		<ul style="list-style-type: none"> <li>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</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>Use a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li>Identify audience for, and purpose of, the writing</li> <li>Select the appropriate form and use other similar writing as models for their own</li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Use a range of devices to build cohesion within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Make deliberate choices of sentence length and structure for impact on the reader</li> <li>Fronted prepositional phrases for greater effect</li> <li>Throughout the stormy winter ...</li> <li>Far beneath the frozen soil ...</li> </ul>	<ul style="list-style-type: none"> <li>Proof-read for spelling and punctuation errors</li> <li>Use relative clauses beginning with who, which, where, when, whose, that</li> <li>Use commas to clarify meaning or avoid ambiguity in writing</li> <li>Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'</li> <li>Ensure correct subject and verb agreement when using singular and plural</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> </ul>
	Phase 2	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them e.g. -dis-, 'de-', 'mis-', 'over-' and 're-'</li> <li>Spell some words with 'silent' letters</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>In narratives, describe settings, characters and atmosphere</li> <li>Choose the appropriate register for the audience and purpose (formal or informal)</li> <li>Viewpoint is established and generally maintained</li> <li>Use figurative language such as similes, alliteration, metaphors and personification in poetry</li> </ul>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) number (<i>secondly</i>)</li> <li>Linking ideas across paragraphs through tense choice (he had seen her before)</li> </ul>	<ul style="list-style-type: none"> <li>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports</li> <li>Use a wide range of clause structures, sometimes varying their position within the sentence</li> </ul>	<ul style="list-style-type: none"> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Use modal verbs or adverbs to indicate degrees of possibility</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>Use a colon to introduce a list</li> </ul>
	Phase 3	<ul style="list-style-type: none"> <li>Continue to distinguish between homophones and other words which are often confused</li> </ul>		<ul style="list-style-type: none"> <li>Editing sentences by either expanding or reducing for meaning and effect</li> <li>Content is balanced e.g. between action/description/ dialogue, fact and comment</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of devices to build cohesion within paragraphs</li> </ul>		<ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</li> </ul>

Year 6		WRITING					
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
<b>Phase 1</b>		<ul style="list-style-type: none"> <li>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</li> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Use a thesaurus</li> <li>Recognise how words are related by meaning as synonyms and antonyms</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li>Identify the audience for and purpose of the writing</li> <li>Select the appropriate form and use other similar writing as models for their own</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision</li> <li>Use range of devices to build cohesion within and across paragraphs</li> <li>Select language that shows good awareness of the reader</li> <li>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter</li> </ul>	<ul style="list-style-type: none"> <li>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables</li> <li>Draft and write by using a wide range of devices to build cohesion within paragraphs</li> <li>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of clause structures, sometimes varying their position within the sentence</li> <li>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</li> <li>Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he?</li> <li>Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If <u>I were</u> or <u>Were they</u> to come</li> </ul>	<ul style="list-style-type: none"> <li>Proof-read for spelling and punctuation errors</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>Use correct subject and verb agreement when using singular and plural</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Use a colon to introduce a list</li> <li>Use a semi colon within lists</li> <li>Use semi colons, colons or dashes to mark boundaries between independent clauses</li> <li>Use hyphens to avoid ambiguity</li> </ul>
	<b>Phase 2</b>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them</li> <li>Spell some words with 'silent' letters</li> </ul>		<ul style="list-style-type: none"> <li>In narratives, describe settings, characters and atmosphere</li> <li>Integrate dialogue to convey character and advance the action</li> <li>Use figurative language such as similes, alliteration, metaphors and personification in a range of writing</li> <li>Select verb forms for meaning and effect e.g. deliberate change of tense</li> <li>Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this</li> </ul>			<ul style="list-style-type: none"> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Use modal verbs or adverbs to indicate degrees of possibility</li> <li>Punctuate bullet points consistently</li> </ul>
	<b>Phase 3</b>	<ul style="list-style-type: none"> <li>Continue to distinguish between homophones and other words which are often confused</li> </ul>		<ul style="list-style-type: none"> <li>Select synonyms accurately for effect rather than as an alternative for an original word</li> </ul>			<ul style="list-style-type: none"> <li>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></li> </ul>