



English Curriculum

Intent - *Why do we teach what we teach?*

At Long Crendon School we passionately believe that children will only be enthusiastic and motivated learners if they are inspired by the curriculum on offer. We aim to nurture and develop our children's love of writing, reading, listening and speaking by listening to our children's voices and by structuring our planning, wherever possible, around their interests. We believe that our carefully planned provision, which allows for progression and enrichment, will provide our children with the tools they need to communicate and prosper within the real world.

Our English curriculum seeks to inspire our children to become the best they can be by:

- Providing a language-rich environment that promotes a culture of reading and writing
- Developing an interest in and love of books and literature that reflects our rich cultural and linguistic heritage
- Recognising the importance of the building blocks of our language – grammar, spelling, handwriting and punctuation
- Fostering in children the confidence to be critical and reflective learners – both orally and in writing
- Equipping the children with the skills they need to become confident writers who understand the requirements of different genres and who can adapt their voice to suit purpose and audience
- Ensuring that the statutory requirements for the teaching of English are met

Implementation - *How do we teach what we teach?*

Across all key stages, well planned and delivered lessons, in line with the relevant programmes of study, develop our pupils' spoken language, reading, writing grammar and vocabulary.

At Long Crendon we recognise the huge importance of our **Foundation Stage (FS)**. It is here that children are first encouraged to see that all elements of their learning are interconnected. In line with the seven areas of learning and development, opportunities are embedded to allow children to develop their use of language, literacy and communication.

In **Key Stage 1 and 2**, building on the strength of FS, we have a rigorous and well planned curriculum, delivered through daily Literacy lessons, that guarantees progression and provides meaningful opportunities for reading, writing, drama and discussion.

Recognition of the importance of reading underpins all that we do in our English curriculum. All children are encouraged to read for pleasure and teachers share story books with the children as part of their regular teaching routine. Children from Year 2 onwards have access to our well stocked library through regular library sessions. We also provide the children with a wealth of enrichment opportunities, including participating in the 'Pop-Up' literary festival programme, inviting authors into school and celebrating World Book day. Through these activities we seek to ensure that children have access to a range of positive role models from the local and wider literary community.

Daily discrete phonics lessons in FS and KS1 enable our children to decode confidently and to use these skills across the wider curriculum. Children are offered a range of levelled reading schemes to support early reading and are heard regularly to ensure fluency and comprehension. Children take home school reading books and are encouraged to read every day with an adult. A reading record is used to liaise with parents/guardians. In Key stage 2 as children move away from schemes and onto free readers, they are encouraged to share a book with an adult at home at least three times a week. Once again diaries are used to maintain home/school contact.

From Year 2 onwards, weekly reading comprehension/guided reading opportunities are built into the timetable as discrete whole class reading sessions. These sessions are carefully planned around high quality texts/excerpts with a specific assessment focus informing questioning. Through these sessions, children are explicitly taught the building-blocks of reading-for-meaning skills and begin to record and structure their answers to questions in full sentences.

In addition, in KS1 and KS2, each teacher has freedom to choose a high quality text to compliment their cross curricular topic work. These texts are used to stimulate writing opportunities in class. Our genre map (1) ensures that pupils are exposed to a wide range of styles of writing and they acquire the identified age-appropriate key knowledge and skills. Where pupils re-visit a particular form in subsequent year groups, they build on their existing knowledge. Children are given opportunities to write for different contexts with an emphasis on purpose and audience. An element of choice in writing tasks is offered - to ensure that the interests of all children are catered for wherever possible. Children are encouraged to write at length, revisit/edit and proof-read their work on a regular basis; they 'publish' two pieces of work per half-term.

At Long Crendon School we also recognise that it is vital that pupils have familiarity with the conventions of standard English and that both the teaching of spellings and grammar is an integral part of this. In Years 1-6 we follow our pathway document (adapted from No-Nonsense Grammar) to ensure progression and continuity throughout the school (2). Our multi-sensory approach ensures that grammar is not seen as a separate subject but is integrated within our everyday English teaching. In addition, each year group also has a list of Non-Negotiables - the National Curriculum's minimum age related expectations for each specific year group. Children use this list to provide a focus for editing and proof-reading activities. (3)

Likewise, our regular short, targeted spelling sessions (based around The Rising Stars scheme which follows the National Curriculum) are lively and interactive and explore spellings in context. Children, from Years 2-6 will

spend two or three short sessions each week looking at each unit of work. Pupils are also given spelling practice opportunities in early morning work, lesson warm-ups, guided reading and so on.

Our teaching of spellings also includes common exception words, high frequency words, statutory words, topic words and words that the children themselves want to learn. Pupils use a spelling journal to record their learning and can use this as a resource for future writing. It also enables parents to share what their children are learning in school.

The emphasis is not on learning a list of words, as in the past, but rather a focus on spelling patterns, conventions and rules. We want children to apply their learning to new vocabulary when they encounter it and to demonstrate their knowledge in their independent writing.

All years have regular interactive handwriting lessons. They develop a clear and legible cursive script using the scheme Letter-join - which can also be accessed for home learning. Our children work hard in lower KS2 to achieve a pen licence and in upper KS2 they are encouraged to use a fountain pen for best copy work.

It is widely recognised that spoken language underpins the development of both reading and writing. A wide range of activities are embedded within our creative curriculum (e.g. drama lessons, school productions, public speaking opportunities, debating, hot-seating...) to ensure opportunities for developing pupils' confidence and competence in this area and to develop effective communication skills in readiness for later life.

At all times, staff model high level vocabulary and subject specific vocabulary is embedded in teaching. Contextual learning enables children to access unfamiliar vocabulary and to use it within their own work.

All the above is supplemented by our programme of homework. At Long Crendon we view homework as a valuable and important part of the curriculum – it is planned and prepared alongside all other programmes of learning. It has a dual role in that it helps pupils develop the skills of an independent learner (developing good working habits for the future) and it consolidates or extends the learning that has already taken place in school. The main focus of our English homework is reading and spellings - acquisition of the key words. It is also an opportunity for children to consolidate their understanding of the spelling patterns that are taught in school. Regular reading is vital. For children in FS and Key Stage 1 English homework largely consists of regular reading with parents and carers, looking at books together (expectation: daily opportunities to share texts and key words). As our children get older, the scope of English homework increases - providing opportunities for children to develop their skills as independent learners. Once children reach upper KS2, English homework may cover a much wider range of tasks and curriculum content. However, regular reading opportunities are still important and are part of the weekly expectation.

Homework expectations

Year group	Length of time per week	Details
Foundation Stage	Daily opportunities to read and look at key words	

Years 1&2	approx 1 hour per week	Reading, key words and additional activities on the learning grid
Years 3&4	approx 1 hour per week	Reading, Spellings and additional activities consolidating learning
Year 5	1 hour + per week	Reading, Spellings and an additional activity to consolidate and extend learning in class
Year 6	1 hour - 2 hrs per week	As above plus English Revision/SATs prep where necessary

Impact: *how do we know what pupils have learnt and how well they have learnt it?*

As a result of our carefully planned provision, we have a community of enthusiastic and confident readers and writers. They leave Long Crendon School equipped with the key skills needed to succeed and flourish at secondary school and in later adult life. We aim to imbue them with a life-long love of both reading and writing.

The impact of our teaching is measured through learning walks, book scrutiny and lesson observations to gauge the level of engagement and progression in lessons.

We assess the children’s knowledge in literacy in a variety of ways. We have our own writing criteria that we use to level the children’s writing and this is carried out half-termly. Regular moderation sessions are inbuilt. To ensure and monitor the progress of each individual child, formative assessments are also carried out through marking, individual target setting, teacher conferencing and opportunities for the children to reflect on their own learning. Biannual summative assessments are used (NTS) and results are used in conjunction with the class teacher’s formative assessment to plan next steps and to monitor progress within each academic year and across the whole school.

Inclusivity

We aim to provide for all our children, so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to support them in order for them to make sustained progress. Likewise, more able children are identified and suitable learning challenges are provided. Children with identified SEND in English receive tailored support from teachers and TAs. Similarly, more able children in English are identified and challenged appropriately. Challenges for these gifted pupils are provided within English lessons or in addition - through a range of wider opportunities e.g. More Able Writers workshops.

Appendices

Genre Map

Writing/Speaking and Listening

Primary Stimulus - the book at heart of the topic for the term. This will vary according to the interest of the teacher. Please refer to the book centered curriculum document.

Year 1

Purpose of writing: To Entertain Inform Persuade Explain Instruct Discuss Advise Describe Review

Focus/suggested outcomes

Fiction	Poetry	Non-fiction
Stories with predictable phrasing	Vocabulary building - read/write perform free verse	Labels,lists and captions
Contemporary fiction - stories reflecting children’s own experiences	Structure - rhyming couplets Sharing and writing my own poetry.	Recount - simple first person
Traditional tales	Poetry appreciation - personal response to poetry	Report - non-chron
Letters - formal/informal		Instructions

Speaking and Listening

- Listen and respond appropriately to adults and peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Year 2

Purpose of writing: To Entertain Inform Persuade Explain Instruct Discuss Advise Describe Review

Focus/suggested outcomes

Fiction	Poetry	Non-fiction
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Retelling of traditional stories	Vocab building - personal response to poetry	Persuasion - letters/posters
Using familiar stories as a model to write a new, extended story	Structure - calligrams	Explanation
Settings/character descriptions	Poetry appreciation - personal response to poetry Recite poems by heart	Recount/report (non-chron)
Diary entries		Instructions

Speaking and Listening

- Listen and respond appropriately to adults and peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Year 3

Purpose of writing: To Entertain Inform Persuade Explain Instruct Discuss Advise Describe Review

Focus/suggested outcomes

Fiction	Poetry	Non-fiction
Stories - with a focus on dialogue to move the action on	Vocab building - read/write perform examples of different types of poetry	Recount - newspaper focus
Adventure/mystery and suspense stories	Structure - limericks. Recite favourites by heart Haiku/tanka	Instruction
Myths and legends - settings/character descriptions	Poetry appreciation Personal responses to poems	explanation
Stories by the same author - comparative work		Report - focus on research/note-taking techniques
Playscripts		Persuasion - letter writing

Speaking and Listening

- Listen and respond appropriately to adults & peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Year 4

Purpose of writing: To Entertain Inform Persuade Explain Instruct Discuss Advise Describe Review

Focus/suggested outcomes

Fiction	Poetry	Non-fiction
Stories with a historical setting	Vocab building - read/write and perform poetry - with a focus on figurative language	Discussion - different sides of an argument
Stories that raise issues/dilemmas	Structure - riddles. Explore and write	Persuasion - leaflets/brochures
Stories from other cultures	Poetry appreciation Personal responses to poems	Explanation
Diaries		Report/recount
Playscripts		Letter writing - for a real life purpose

Speaking and Listening

- Listen and respond appropriately to adults and peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Year 5

Purpose of writing: To Entertain Inform Persuade Explain Instruct Discuss Advise Describe Review

Focus/suggested outcomes

Fiction	Poetry	Non-fiction
Traditional tales - legends with a focus on creating cohesion	Vocab building - read/write and perform narrative poetry	Report Recount - journalistic writing
Suspense and mystery writing	Structure - Kennings Spoken word/rap Explore and write	Explanation
Fiction from our literary heritage	Poetry appreciation - research a particular poet Personal responses to poems by that poet	Persuasion
Character/setting descriptions - with a focus on figurative language		Letter writing - formal v informal
Alternative endings		Balanced argument/discussion

Speaking and Listening

- Listen and respond appropriately to adults and peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Year 6

Purpose of writing: To Entertain Inform Persuade Explain Instruct Discuss Advise Describe Review

Focus/suggested outcomes.

Fiction	Poetry	Non-fiction
Dialogue	Vocab building - read/write and perform narrative poetry	Instruction
Playscripts - writing and performing	Structure - Nonsense poetry	Explanation
recount/report	Poetry appreciation - research a particular poet Personal responses to poems by that poet	Recount/report
Diary		Persuasion
Biography/autobiography		Journalistic writing
Narrative - character descriptions/settings/whole story planning with an emphasis on cohesion.		Discussion/argument
		Letter writing - formal/informal

Grammar Pathway Documents

KS1

	Year 1	Year 2
Revision	<ul style="list-style-type: none"> • Oral rehearsal of sentences 	<ul style="list-style-type: none"> • Oral rehearsal of sentences • Extending oral sentences
Strand 1 Constructing sentences Coordination and subordination Sentence Types	<ul style="list-style-type: none"> • How words can combine to make sentences. • Introduction to capital letters, full stops ... to demarcate sentences. • Capital letters for names and for the personal pronoun. • Sequencing sentences to form short narratives. • Joining words and joining clauses using <i>and</i>. • Introduction to capital letters, full stops ... to demarcate sentences. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun. 	<ul style="list-style-type: none"> • Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>). • Compound verbs • Use of capital letters, full stops. - to demarcate sentences. • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
Strand 2 Nouns and Noun Phrases	<ul style="list-style-type: none"> • Regular plural noun suffixes -s or -es for example, <i>dog, dogs; wish, wishes</i>), 	<ul style="list-style-type: none"> • Formation of nouns using suffixes such as -ness, -er and by compounding (for example, <i>whiteboard, superman</i>). • Formation of adjectives using suffixes such as -ful, less -er,

	<p>including the effects of these suffixes on the meaning of the noun.</p> <ul style="list-style-type: none"> • How the prefix un- changes the meaning of verbs and adjectives (negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>) • singular plural 	<p>-est</p> <ul style="list-style-type: none"> • Expanded noun phrases for description and specification (for example, <i>the blue butterfly, plain flour, the man in the moon</i>). • Commas to separate items in a list. • Apostrophes to mark singular possession in nouns (for example, <i>the girl's name</i>).
Strand 3 Adverbials	<ul style="list-style-type: none"> • Preparation: understanding how, when, where in sentences 	<ul style="list-style-type: none"> • Use of <i>-ly</i> in Standard English to turn adjectives into adverbs.
Strand 4 Verbs	<ul style="list-style-type: none"> • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>). • How the prefix un- changes the meaning of verbs and adjectives (negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>). 	<ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing. • Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, <i>she is drumming, he was shouting</i>). • Apostrophes to mark where letters are missing in spelling.
Strand 5 Cohesion	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives. (To be taught through teaching and learning sequences.) 	<ul style="list-style-type: none"> • Correct and consistent choice/ use of present tense and past tense throughout writing. (Link with teaching of verbs.)
Strand 6 Punctuation	<ul style="list-style-type: none"> • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun. (Link with teaching of sentence types.) 	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. (Link with teaching of sentence types.) • Commas to separate items in a list. (Link with teaching of noun/noun phrases.) • Apostrophes to mark where letters are missing in spelling. (Link with teaching of verbs.) • Apostrophes to mark singular possession in nouns (for example, <i>the girl's name</i>). (Link with teaching of noun/noun phrases)

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KS2

	Year 3	Year 4	Year 5	Year 6
Revision	<ul style="list-style-type: none"> • Sentence types • Tenses – present and past • Punctuation • Word classes • Expanded noun phrases 	<ul style="list-style-type: none"> • Word classes • Conjunctions and prepositions to express time, place and cause • Formation of nouns using a range of prefixes - including (un/dis/mis/re/in/il/im/ir) 	<ul style="list-style-type: none"> • Word classes – nouns, verbs, conjunctions, pronouns, adverbs, prepositions and determiners • Clauses and phrases – development of understanding around coordination and subordination • Expanded noun phrases • Present and past perfect • Subject and verb agreement • Speech punctuation • Apostrophes 	<ul style="list-style-type: none"> • Revision of previous teaching as necessary
Strand 1 Constructing sentences	<ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions • Punctuating speech 	<ul style="list-style-type: none"> • Fronted adverbials • Punctuating speech 	<ul style="list-style-type: none"> • Use of commas to clarify meaning and ambiguity • Brackets, dashes or commas to indicate parenthesis • Standard English – informal/formal speech 	<ul style="list-style-type: none"> • Subject, object, verb and article • Clauses and phrases – development of understanding around coordination and subordination • Sentence types and question tags

				<ul style="list-style-type: none"> • Use of colon, semicolon and dash to mark the boundary between Independent clauses
<p>Strand 2</p> <p>Nouns and noun phrases</p>	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes including (un/dis/mis/re/in/il/im/ir) • Word families • Using determiners - a or an (consonants and vowels) • Apostrophes to mark contractions and singular possession 	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes including super/anti/sub/auto/Inter • Using determiners • Common, proper abstract and collective nouns • Apostrophes to mark contractions, singular and plural possession • Expanded noun phrases • Appropriate choice of pronoun/noun across sentences – link with cohesion 	<ul style="list-style-type: none"> • Relative clauses • Synonyms and antonyms • Hyphens to avoid ambiguity 	<ul style="list-style-type: none"> • Developing adjectival phrases in complement slots - the power of three • Developing adjectival phrases in complement slots • using adverbial modifiers
<p>Strand 3</p> <p>Adverbials</p>	<ul style="list-style-type: none"> • Expressing time, place and cause using adverbs or prepositions 	<ul style="list-style-type: none"> • Fronted adverbials – use of commas 	<ul style="list-style-type: none"> • Indicating degrees of possibility using adverbs • Devices to create cohesion 	<ul style="list-style-type: none"> • Linking ideas across paragraphs using adverbials/cohesive devices

			within paragraphs	
Strand 4 Verbs	<ul style="list-style-type: none"> • Present perfect use of verbs 	<ul style="list-style-type: none"> • Investigating verb tenses 	<ul style="list-style-type: none"> • Modal verbs • Changing nouns or adjectives into verbs using suffixes – including ate/ise/ify/en • Using and spelling verb prefixes – including dis/de/mis/over/re/pre 	<ul style="list-style-type: none"> • Active and passive voice • Progressive tense • Subject and verb agreement • Subjunctive mode
Strand 5 Cohesion	<ul style="list-style-type: none"> • Introducing paragraphs by grouping related materials - headings/subheadings 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme 	<ul style="list-style-type: none"> • Devices to create cohesion within paragraphs 	<ul style="list-style-type: none"> • Linking ideas across paragraphs
Strand 6 Punctuation	<ul style="list-style-type: none"> • Demarcation of sentences using capital letters, full stops, question and exclamation marks • Introduction to inverted commas to punctuate direct speech • Apostrophes for contraction and to mark singular possession 	<ul style="list-style-type: none"> • Use of commas after fronted adverbials • Use of inverted commas and other punctuation • Apostrophes for contraction and to mark singular/plural possession 	<ul style="list-style-type: none"> • Brackets, dashes and commas for parenthesis • Commas -to clarify meaning and avoid ambiguity • Commas in lists 	<ul style="list-style-type: none"> • Layout devices – to structure texts • Use of colon, semicolon and dash to mark the boundary between independent clauses • Use of colon to introduce lists and use of semicolon within lists • Bullet points

Our non-negotiables

Year 1 Writing – Our Non-negotiables

- Correct posture is in evidence when sitting down to write.
- Finger spaces are evident between words.
- Capital letters are used for names and the personal pronoun 'I'.
- Capital letters are used at the start of sentences and full stops at the end.

Year 2 Writing – Our Non-negotiables

Handwriting and Presentation

- Handwriting is legible and consistent in size.
- Letter formation is now generally correct and there is evidence of some joining – cursive script.
- Headings are underlined, in pencil, with a ruler.

Grammar and Punctuation

- Capital letters are used correctly as is end of sentence punctuation.
- Year 2 statutory words are spelt correctly. This may be with word mat support if necessary.
- Apostrophes of omission (common contractions) are secure.
- Apostrophes to show singular possession are being used but may not yet be secure.
- Commas for lists are used appropriately.

Year 3 Writing – Our Non-negotiables

Handwriting and Presentation

- Handwriting is joined - cursive script.
- Headings are underlined, in pencil, with a ruler.

Grammar and Punctuation

- Basic punctuation is past its sell by date. Capital letters and end of sentence punctuation must be used accurately.
- A/an are both used accurately.
- Apostrophes of omission are secure.
- Apostrophes to show singular possession are correct.
- There is consistent use of tense.
- There is evidence of speech punctuation around direct speech. (This may not yet be secure)
- Year 2 words are spelt correctly. Year 3 4 words beginning to be spelt correctly with use of word mats for support.

Year 4 Writing – Our Non-negotiables

Handwriting and Presentation

- All headings are underlined, in pencil, with a ruler.
- Handwriting is increasing legible, consistent and fluent.
- A blue handwriting pen is used (no biro) once a pen licence has been issued.

Grammar and Punctuation

- Basic punctuation is past its sell by date.
- Commas should be used for lists, to mark clauses and for fronted adverbials.
- Apostrophes for omission are secure.
- Apostrophes for possession are becoming more secure. (Should be secure for singular)
- Year 3 4 statutory words are mostly spelt correctly. This may be with the support of a word mat. Speech punctuation is becoming more secure. (Evidence of experimentation with commas/correct use of lower case /starting a new line for a new speaker)
- Paragraphs are used to organise ideas around a theme.

Year 5 Writing – Our Non-negotiables

Handwriting and Presentation

- All headings are underlined, in pencil, with a ruler.
- Handwriting should be joined. It is increasingly legible, consistent and fluent.
- Blue ink must be used.

Grammar and Punctuation

- Basic punctuation is past its sell by date. Capital letters and end of sentence punctuation must be used correctly.
- Work is consistently organised into paragraphs. Ideas are organised around a theme and connecting adverbs are used to link paragraphs.
- Commas are used in lists and to clarify meaning.
- Speech punctuation is secure.
- Apostrophes of omission are accurate.
- Apostrophes to show singular and plural possession are used correctly.
- Spelling of familiar core vocabulary (including common homophones) is accurate.
- Year 5/6 statutory words are spelt correctly. (This may be with the aid of a spelling mat)

Year 6 Writing – Our Non-negotiables

Handwriting and Presentation

- All headings are underlined, in pencil, with a ruler.
- Handwriting should be joined. It is increasingly legible, consistent and fluent.

- Blue ink must be used.

Grammar and Punctuation

- Basic punctuation is past its sell by date. Capital letters and end of sentence punctuation must be used correctly.
- In addition, a full range of punctuation should be used accurately. This should be matched to the requirements of the text type.
- Commas are used in lists and to clarify meaning.
- Speech punctuation is secure.
- Apostrophes of omission are accurate.
- Apostrophes to show singular and plural possession are used correctly.
- Work is consistently organised into paragraphs.
A wide range of devices are used to build cohesion within and across paragraphs.
- Spelling of familiar core vocabulary (including common homophones) is accurate.
- Year 5/6 common exception words are spelt correctly. (This may be with the aid of a spelling mat)