

	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
Handwriting	<ul style="list-style-type: none"> • To develop and use a neat, joined handwriting style. • To continue to practise the formation of diagonal and horizontal joins and recognise when each is used. • To recognise which letters are best left un-joined (e.g. capital letters and others identified in teaching). 	<ul style="list-style-type: none"> • To improve the speed, legibility, consistency and quality of joined handwriting. To confidently use diagonal and horizontal joining strokes in independent writing to increase fluency. • To space lines of writing sufficiently so that the ascenders and descenders of letters do not touch. • To form the downward strokes of letters so that they are parallel and equidistant. 	<ul style="list-style-type: none"> • To write neatly, legibly and fluently. • To increase the speed of handwriting so that fluency enables ideas to be effectively captured. • To show understanding about which standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. 	<ul style="list-style-type: none"> • To write neatly, legibly, fluently and with increasing speed. • To consciously differentiate handwriting standard according to task e.g. note making versus best-writing. • To recognise when to use an un-joined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

<p>Punctuation (Previous years' punctuation should continue to be revised and used)</p>	<ul style="list-style-type: none"> To use commas to separate clauses in a sentence (e.g. before conjunctions in a sentence). To introduce inverted commas to identify direct speech in a sentence. To use a comma after a fronted adverbial. To use possessive apostrophes for regular singular and plural nouns e.g. the girl's name (singular) the girls' names (plural) 	<ul style="list-style-type: none"> To use inverted commas and other punctuation to indicate direct speech (including a comma after the reporting clause and end punctuation within inverted commas). To use a comma after a fronted adverbial. To use brackets, commas or dashes for parenthesis. 	<ul style="list-style-type: none"> To use brackets, commas or dashes for parenthesis. To use commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> To use a semi-colon or a dash to mark the boundary between independent clauses. To use a colon to introduce a list and use of semi-colons within lists. To use bullet points for a list (ensuring consistency in punctuation). To use hyphens to avoid ambiguity (e.g. man eating shark versus man-eating shark).
<p align="center">Children should be able to identify all word classes within a sentence at the appropriate level</p>				
<p>Grammar: Word classes</p>	<ul style="list-style-type: none"> To continue to recognise and use verbs, nouns, adjectives, adverbs and determiners. Introduce pronouns, prepositions synonyms and antonyms. 	<ul style="list-style-type: none"> To continue to recognise and use verbs, nouns, adjectives, adverbs, determiners, pronouns and prepositions, synonyms and antonyms. Introduce possessive pronouns (such as hers, theirs, the boy's, my, mine etc.). 	<ul style="list-style-type: none"> To continue to recognise and use verbs, nouns, adjectives, adverbs, determiners, pronouns (including possessive), prepositions synonyms and antonyms. Introduce modal verbs, relative pronouns. 	<ul style="list-style-type: none"> To continue to recognise and use verbs, nouns, adjectives, adverbs, determiners, pronouns (including possessive), prepositions synonyms, antonyms. modal verbs and relative pronouns. Introduce passive and active verbs and subjunctives.

<p style="text-align: center;">Grammar: Sentence Level Grammar</p>	<ul style="list-style-type: none"> • To remember to use “a” (preceding a consonant) and “an” (before a vowel or a word beginning with “h”). • To understand that pronouns can be used instead of nouns to avoid repetition. • To understand that fronted adverbials are words or phrases that tell us how, when, where or why something happens. (To describe the action that follows). • To join sentences with a wider range of coordinating conjunctions such as: and, but, or, so, for, nor, yet: E.g. The boy ate his dinner quickly, so he could go out to play, • To construct sentences using a wider range of subordinating conjunctions, to add extra information, such as: if, since, although, when, as, while, after, before, until, because. E.g. We go out to play, although it is raining. • To express time, place and cause using: <ul style="list-style-type: none"> • Conjunctions: when, before, after, while, so, because of, finally • Adverbs: then, next, soon, therefore, since, even though • Prepositions: before, after, during, in, because of • To recognise and write using the present perfect form of verbs: “has/have” + past participle: She has gone to the shops, instead of: She went to the shops. (Present perfect form always contains have or has.) • To identify informal and formal language in speech and writing 	<ul style="list-style-type: none"> • To vary the use of nouns and pronouns appropriately for clarity, cohesion and to avoid repetition. • To understand and use further prepositions: at, underneath, since, towards, beneath, beyond. • To understand and use possessive pronouns: yours, mine, theirs, ours, hers, his, its • To use fronted adverbials to describe how, when, where or why something happens. (To describe the action that follows). • To understand and use noun phrases that are expanded with modifying nouns and prepositional phrases EG. Instead of ‘the old lady’, ‘The quiet, old lady next door’. • To extend or join sentences using a wide range of coordinating conjunctions: and, but, or, so, for, nor, yet E.g. The boy ate his dinner quickly, so he could go out to play. • To add extra information to sentences using a wide range of subordinating conjunctions: if, since, 	<ul style="list-style-type: none"> • To understand and use relative pronouns: who, which, that, who, whose • To understand and indicate degrees of possibility using modal verbs such as: might, should will, must etc. • To further develop the range of conjunctions used. E.g. currently, ultimately, simultaneously, concurrently, meanwhile, subsequently, formerly, previously, consequently, nevertheless, despite, accordingly, furthermore, on the other hand • To include relative clauses to add detail that begin with: who, which, where, when, whose, that etc. • To link ideas across paragraphs using adverbials of time. • To use a range of informal and formal language in speech and writing • To understand the difference between passive and active voice. 	<ul style="list-style-type: none"> • To indicate degrees of possibility using a wider range of modal verbs such as: might, should will, must, perhaps, must, should, could, maybe, occasionally etc. • To further develop the range of conjunctions used. E.g. currently, ultimately, simultaneously, concurrently, meanwhile, subsequently, formerly, previously, consequently, nevertheless, despite, accordingly, furthermore, on the other hand. • To formalise writing through use of the passive voice. <ul style="list-style-type: none"> • Active voice: I broke the window in the greenhouse. • Passive voice: The window in the greenhouse was broken. • To identify and use the subjunctive form for formal writing: If I were you... • To use a range of informal and formal language in speech and writing.
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		<p>although, when, as, while, after, before, until, because. E.g. We went out to play, although it was raining.</p> <ul style="list-style-type: none">• To further develop the range of conjunctions used. E.g. whilst, eventually, after a while, earlier, meanwhile, during, currently, as a result, due to, in order, although, in conclusion, for example, nevertheless.• To understand and use – past perfect continuous tense: ‘had’ + past participle + ‘ing’ Steven had been running• To identify and use informal and formal language in speech and writing.		
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Sentence Structure (Bold statements are broken down into suggested small steps)

- **To begin to understand what a complex sentence is.**

- Understand what a main clause is.
- Identify main clauses within a complex sentence.
- Identify subordinate clauses in the final position.
- Add modelled subordinate clauses in final position to main clauses to make complex sentences.
- Use a wider range of subordinating conjunctions to create complex sentences.

- **To understand the difference between simple, compound and complex sentences.**

- Identify the 3 types of sentences in reading and writing.
- Sort and categorise the 3 types of sentences.
- Identify the components of the different sentences (see previous years).

- To understand how to embed a subordinate clause in the middle of a complex sentence.
- **To understand how to use a subordinate clause at the beginning of a complex sentence.**

- Explore moving the subordinate clause around to the 3 different positions (beginning, middle and end) in a complex sentence.

- To use subordinate clauses in the beginning, embedded and final positions within a complex sentence.
- To explore writing sentences using brackets, dashes and commas for parenthesis.
- **To understand how to use relative clauses (starting with the relative pronouns: who, which, when, that, whose, whom).**

- Explore relative clauses in the middle and at the end of a complex sentences.

- **To begin to use a variety of lengths of sentences for effect**
For example:

- Short sentences for tension and suspense
- Questions for suspense.
- One word sentences
- Rhetorical questions
- Power of 3 (e.g. Shaking, sweating and panting, he ran from the dark figure that chased him.)

- **To use subordinate/relative clauses in various positions within a complex sentence.**

- Experiment with changing the order of clauses in a sentence for effect.
- Vary use of 3 types of complex sentences.

- Write sentences with more than one subordinate clause.

- To use a variety of lengths of sentences for effect. For example:**

- Short sentences for tension and suspense
- Questions for suspense
- One word sentences
- Rhetorical questions
- Power of 3 (e.g. Shaking, sweating and panting, he ran from the dark figure that chased him.)

- To write sentences using the subjunctive mood.**

- Use the structure of the subjunctive mood within formal writing. (If I were... Were we to... If it were possible...)

Composition – Plan, Write, Proof-Read, Edit and Draft

- To plan settings, characters and plot in fictional narratives drawing on reading and modelled examples.
- To plan non-fiction using simple organisational devices in work drawing on reading and modelled examples.
- To organise and plan paragraphs around a theme (e.g. build up, main events, resolution).
- To compose and rehearse sentences orally (including dialogue).
- To proofread work for errors in spelling, punctuation, vocabulary and grammar.
- To edit work, learning from the effectiveness of own and others' writing to make improvements.
- To read own writing to a partner, group or class demonstrating confidence and appropriate volume.
- To produce a final draft of a piece of writing.

- To plan and develop settings, characters and plot in fictional narratives, and nonfiction (using a wider range of organisational devices) drawing on reading and modelled examples, adapting form and style to show awareness of audience.
- To organise paragraphs around a theme, linking them when appropriate.
- To continue to compose and rehearse sentences orally (including dialogue).
- To proofread work; checking for errors in spelling, punctuation, vocabulary and grammar.
- To edit writing, learning from the effectiveness of own and others' writing and making improvements.
- To read own writing to a partner, group or class using appropriate intonation/volume to make the meaning clear.
- To produce a final draft of a piece of writing.

- To plan all writing (drawing on modelled examples) by identifying the purpose and target audience; selecting the appropriate form/register, noting initial ideas using reading/ research and consider how an author has developed characters and settings.
- To describe settings, characters and atmosphere, and use dialogue to convey character and advance the action.
- To use other devices in non-fiction (e.g. headings, bullet points and diagrams) to organise and present writing.
- To change paragraph cohesively, accurately and consistently.
- To proofread work; checking for errors in spelling, punctuation, grammar (including tense), vocabulary and for repetition or irrelevant details.
- To edit own and others' writing; learning from high quality examples; making improvements to sentence structure,

- To plan all writing (drawing on modelled examples) by identifying the purpose and target audience; selecting the appropriate form/register, noting initial ideas using reading/ research and consider how a range of authors have developed characters and settings.
- To describe settings, characters and atmosphere, and use dialogue to convey character and advance the action. To use other devices in nonfiction (e.g. headings, bullet points and diagrams) to organise and present writing.
- To change paragraph cohesively, accurately and consistently.
- To establish and maintain a clear purpose and choose relevant content to inform/engage the reader.
- To proofread work; checking for errors in spelling, punctuation, grammar (including tense), vocabulary, and for repetition or irrelevant details.

			<p>grammar, vocabulary and formality/register.</p> <ul style="list-style-type: none">• To confidently read/perform own writing to a partner, group or class using appropriate intonation/volume to make the meaning clear	<ul style="list-style-type: none">• To edit own and others' writing; learning from high quality examples; making improvements to sentence structure, grammar, vocabulary and formality/register.• To expertly read/perform own compositions using appropriate intonation, volume and movement so that meaning is clear.• To summarise longer passages
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