



PROGRESSION IN WRITING: KEY KNOWLEDGE & KEY SKILLS MILESTONES (YEAR BY YEAR)

	Writer's Craft		Transcription
	Vocabulary, Grammar & Punctuation	Composition	Spelling & Handwriting
EYFS	<ul style="list-style-type: none"> Identify new vocabulary before planning writing activities, e.g. changes in materials: 'dissolving', 'drying' and 'evaporating.' Think out loud, ask questions to check understanding; answer who, where and when questions before moving on to why and 'how do you know' questions. Use new vocabulary through the day and repeat in different contexts, repeat this to show understanding, begin to use this in oral sentence building. Uses language to imagine and recreate roles and experiences in play situations which can influence planning for writing. Use talk to organise and sequence ideas, feelings and events. Use talk to clarify thinking. Show awareness of listeners' needs when communicating. Use past, present and future forms when discussing events and experiences. Develop own narratives by connecting ideas or events. Show awareness of the listener (audience) by making changes to language and non-verbal features Use a range of vocabulary to add information, express ideas and explain actions or events. Justify ideas and experiences. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Write a simple phrase with finger spaces that can be read back by themselves. <p>ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<ul style="list-style-type: none"> Orally compose a sentence and hold it in memory before attempting to write it. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Write a simple phrase with finger spaces that can be read back by themselves. Write simple sentences using finger spaces that can be read by themselves and others. Write different text forms for different purposes e.g. lists, stories, instructions, labels, captions, recipes, postcards, menus. Re-read what they have written to check that it makes sense. <p>ELG: Write simple phrases and sentences that can be read by others.</p>	<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes e.g. it, mop, bell. Make phonetically plausible attempts when writing more complex words. Develop the foundations of a handwriting style which is fast, accurate and efficient. Spell tricky words the, to, I, no, go independently. Write own name. Write left to right and top to bottom. <p>ELG: Write recognisable letters, most of which are correctly formed.</p> <p>ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>

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YEAR 1	<p>As previous and:</p> <p>Sentence & Vocabulary</p> <ul style="list-style-type: none"> Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with finger spaces. <p>Punctuation</p> <ul style="list-style-type: none"> Punctuate simple sentences with capital letters and full stops. Use capital letter for the personal pronoun. Use capital letters for names of people, places and days of the week. Identify and use question marks and exclamation marks. <p>Cohesion</p> <ul style="list-style-type: none"> Use simple addition connectives to link ideas e.g. <i>and</i>. 	<p>As previous and:</p> <p>Writing Process</p> <ul style="list-style-type: none"> Orally compose every simple sentence before writing. Re-read every simple sentence to check it makes sense. Orally plan and rehearse ideas. Sequence ideas/events in order. Use formulaic phrases to open and close texts. Use familiar plots for structuring the opening, middle and end of their stories. Discuss their writing with adults and peers. Read aloud their writing to adults and peers. <p>Purpose & Audience</p> <ul style="list-style-type: none"> Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts. Writing to instruct. Writing to entertain. Writing to inform. Writing to re-tell.</i> 	<p>As previous and:</p> <p>Spelling</p> <ul style="list-style-type: none"> Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Spell words containing each of the 40+ phonemes already taught, including making phonetically plausible attempts at more complex words. Be able to encode the sounds they hear in words. Be able to read back words they have spelt. Use their phonic knowledge when spelling unfamiliar words (<i>i.e. produce phonically plausible spellings</i>). Spell common exception words. Spell the days of the week. Use the spelling rule for adding <i>-s</i> or <i>-es</i> (<i>i.e. when the word has a /Iz/ sound</i>). Use the prefix <i>un-</i> for words without any change to the spelling of the root word. Use suffixes <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words. Write from memory simple sentences dictated by the teacher that include words taught so far. Singular & Plural: Pluralise nouns using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. <p>Handwriting</p> <ul style="list-style-type: none"> Hold a pencil with an effective grip. Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>. Have clear ascenders ('tall letters') and descenders ('tails'). Form capital letters correctly. <p>SEE SEPARATE SPELLING DOCUMENTATION FOR FULL SPELLING PATTERNS AND WORDS TO BE TAUGHT AND LEARNED.</p>

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YEAR 2	<p>As previous and:</p> <p>Sentence & Vocabulary</p> <ul style="list-style-type: none"> • Say, write and punctuate simple and compound sentences using co-ordination: addition and argument connectives <i>and, but and or</i>. • Learn how to use simple sentences with different forms: statements, questions, exclamations and command/imperative sentences. • Select, generate and effectively use verbs. • Use past tense when writing for appropriate purposes e.g. <i>story, historical report</i>. • Use present tense for relevant non-chronological reports and persuasive adverts. • Select, generate and effectively use nouns and adjectives to expand noun phrases. <p>Punctuation</p> <ul style="list-style-type: none"> • Use commas to separate items in a list. • Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>. • Use apostrophes for singular possession in nouns e.g. <i>the girl's name</i>. <p>Cohesion</p> <ul style="list-style-type: none"> • Use subordination for time using connectives e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i> Other connectives: <i>while, as, before, after</i>. • Use subordination for reason using connectives e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> Other connectives: <i>so, if, then, for, unless</i> • Using addition and argument connectives <i>and, but and or</i>. 	<p>As previous and:</p> <p>Writing Process</p> <ul style="list-style-type: none"> • Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. • Edit and improve their own writing in relation to audience and purpose. • <u>Evaluate their writing with adults and peers.</u> • <u>Develop stamina for writing in order to write at length.</u> • <u>Proofread to check for errors in spelling, grammar and punctuation.</u> <p>Purpose & Audience</p> <ul style="list-style-type: none"> • Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, to inform, to entertain, to explain, to discuss, to persuade</i>. • Write about real and fictional events. • Write simple poems based on models. • Read aloud their writing with intonation to make the meaning clear. 	<p>As previous and:</p> <p>Spelling</p> <ul style="list-style-type: none"> • <u>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</u> • Learn new ways of spelling phonemes for which one or more spellings are already known. • Learn some words with each spelling, including a few common homophones. • <u>Learn to spell common exception words.</u> • Learn to spell more words with contracted forms. • Distinguish between homophones and near homophone. • Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>. • Select, generate and effectively use adjectives. • Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. • Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. • Use suffix <i>ly</i> to turn adjectives into manner adverbs e.g. <i>slowly, gently, carefully</i>. • Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. <p>Handwriting</p> <ul style="list-style-type: none"> • <u>Form lower-case letters of the correct size relative to one another.</u> • <u>Use upper case letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words.</i></u> • Write upper case letters of the correct size relative to lower case letters. • Start using some of the diagonal and horizontal strokes needed to join letters. <p>SEE SEPARATE SPELLING DOCUMENTATION FOR FULL SPELLING PATTERNS AND WORDS TO BE TAUGHT AND LEARNED.</p>

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YEAR 3

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<p>As previous and:</p> <p>Sentence & Vocabulary</p> <ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. Explore, identify, select and create complex sentences using a range of time, argument, reason, place, manner and addition connectives: <ul style="list-style-type: none"> conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case</i>. prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. 'ly' manner adverbs e.g. <i>suddenly, silently, eventually</i>. Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>. <p>Punctuation</p> <ul style="list-style-type: none"> Use inverted commas/speech marks to punctuate direct speech. Developing Tense into perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</i> Use commas to separate clauses in complex sentences where the subordinate clause appears first e.g. <i>Although it was raining, we decided not to take our coats.</i> <p>Cohesion</p> <ul style="list-style-type: none"> Complex sentences using a range of time, argument, reason, place, manner and addition connectives. 	<p>As previous and:</p> <p>Writing Process</p> <ul style="list-style-type: none"> Reading and analysing <i>narrative, non-fiction and poetry</i> in order to plan and write their own versions. Discussing and recording ideas for planning e.g. <i>chunking a plot, flow charts, story maps, boxing up, use of supporting frames</i>. Creating and developing settings for narratives. Creating and developing characters for narrative. Creating and developing plots based on a model. Grouping related material into paragraphs. Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. Discussing and proposing changes with partners and in small groups. Improving writing in the light of evaluation. <p>Purpose & Audience</p> <ul style="list-style-type: none"> Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. Generating and selecting from vocabulary banks e.g. <i>noun phrases, power verbs, technical language, synonyms for said (speech verbs)</i> appropriate to text type. Using headings and sub headings to organise information. Using appropriate intonation, tone and volume to present their writing to a group or class. <p><i>* Reference could be made to the terms 'First Person Narrator' and 'Third Person Narrator' to support teaching of purpose and audience from hereon.</i></p>	<p>As previous and:</p> <p>Spelling</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Spell further homophones. Spell words that are often misspelt. Use the first two letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Learn to spell new words correctly and have plenty of practice in spelling them. Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys'). Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. Explore and collect words with prefixes <i>super, anti, auto</i>. <p>Handwriting</p> <ul style="list-style-type: none"> Form and use the four basic handwriting joins. Write legibly. <p>SEE SEPARATE SPELLING DOCUMENTATION FOR FULL SPELLING PATTERNS AND WORDS TO BE TAUGHT AND LEARNED.</p>

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YEAR 4	<p>As previous and:</p> <p>Sentence & Vocabulary</p> <ul style="list-style-type: none"> Create complex sentences with 'ly' adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> Create sentences with fronted adverbials for when/time e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> Create sentences with fronted adverbials for where/place e.g. <i>In the distance, a lone wolf howled.</i> Identify, select and effectively use pronouns. Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>. Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i> Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. Identify, select and use determiners: quantifiers (noun helpers) e.g. many, most, few, some, all. Generating and select from vocabulary banks e.g. powerful 'ly' adverbs, technical language, persuasive phrases (e.g. play on words), alliteration appropriate to text type. <p>Punctuation</p> <ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> Use commas to mark clauses in complex sentences and after fronted adverbials. Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>. <p>Cohesion</p> <ul style="list-style-type: none"> Linking ideas within paragraphs e.g. fronted adverbials for when, where and how (time, place, manner). e.g. consider the idea of hooks and cliff hangers to aid cohesion between paragraphs in narrative writing. 	<p>As previous and:</p> <p>Writing Process</p> <ul style="list-style-type: none"> Reading and analysing narrative, non-fiction and poetry in order to plan and write their own. Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. Discussing and recording ideas for planning e.g. <i>story rollercoaster, story map, text map, spider report, story board, boxing-up, text types and frames to create a plan.</i> Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Planning and writing an opening paragraph which combines the introduction of a setting and character/s. Organising paragraphs in narrative and non-fiction. Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. Discussing and proposing changes with partners and in small groups. Improving writing in light of evaluation. <p>Purpose & Audience</p> <ul style="list-style-type: none"> Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. Perform own compositions for different audiences. Use appropriate intonation, tone and volume to present their writing to a range of audiences. <p>* Reference could be made to the terms 'First Person Narrator' and 'Third Person Narrator' to support teaching of purpose and audience.</p>	<p>As previous and:</p> <p>Spelling</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Spell further homophones. Spell words that are often misspelt. <u>Use the first three letters of a word to check its spelling in a dictionary.</u> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Learn to spell new words correctly and have plenty of practice in spelling them. Understand how to place the apostrophe in words with irregular plurals (e.g. children's). Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. <p>Handwriting</p> <ul style="list-style-type: none"> <u>Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</u> Use a joined style throughout their independent writing. <p>SEE SEPARATE SPELLING DOCUMENTATION FOR FULL SPELLING PATTERNS AND WORDS TO BE TAUGHT AND LEARNED.</p>

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YEAR 5

Writer's Craft

Vocabulary, Grammar & Punctuation

As previous and:

Sentence & Vocabulary

- Create **complex sentences** by using **relative clauses** with **pronouns** *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.*
- Create and punctuate **complex sentences** using **ed and ing** relative opening **clauses** e.g. *Exhausted from the race, Sam collapsed in a heap. Grinning with anticipation, Paul launched himself from the diving board.*
- Create and punctuate **complex sentences** using **simile** relative opening **clauses** e.g. *Like a fish out of water, she smiled awkwardly at the hotel guests.*
- Use different sentence structures with increasing **control – simple sentences** (*these may include snappy rhetorical questions*) and a range of **complex sentences** (*with clauses at the start, middle and end*).
- Explore, collect and use **modal verbs** to indicate degrees of possibility e.g. *might, could, shall, will, must.*
- Use **expanded noun phrases** to convey complicated information concisely e.g. *carnivorous predators with surprisingly weak jaws and small teeth.*
- Further explore **adverbs** to indicate degrees of possibility e.g. *surely, maybe, perhaps, definitely, alternatively, certainly, probably.*

Punctuation

- Identify and use **brackets** and **dashes**. **Brackets** in formal writing e.g. *The Cheetah (Acinonyx Jubatus) inhabits open grassland in Africa.* **Dashes** in less formal writing e.g. *The cake was lovely – delicious in fact – so I had another slice.*
- Demarcate **complex sentences** using **commas** to indicate parenthesis e.g. *The house, lonely and abandoned, teetered on the edge of the cliff* and to avoid ambiguity of meaning e.g. *Let's eat Grandma/Let's eat, Grandma.*

Cohesion

- Use **devices to build cohesion within a paragraph** e.g. *firstly, then, presently, subsequently.*
- **Link ideas across paragraphs using adverbials for time, place and numbers** e.g. *later, nearby, secondly.*

* **Metaphor** and **simile** only referred to within the UKS2 National Curriculum for Reading.

Composition

As previous and:

Writing Process

- Identifying the audience and purpose.
- Selecting the appropriate language and structures.
- Using similar writing models.
- Noting and developing ideas.
- Drawing on reading and research.
- Thinking how authors develop characters and settings (in books, films and performances).
- Selecting appropriate grammar and vocabulary.
- Blending action, dialogue and description within and across paragraphs.
- **Using organisation and presentational devices** e.g. *headings, sub headings, bullet points, diagrams, text boxes.*
- **Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.**
- Ensuring consistent and correct use of tense throughout a piece of writing.
- Ensuring consistent subject and verb agreement.
- Proofreading for spelling and punctuation errors.

Purpose & Audience

- Identifying the audience and purpose – selecting the appropriate language and structures.
- Perform own compositions for different audiences: using appropriate intonation and volume; adding movement; ensuring meaning is clear.
- Assessing the effectiveness of own and others' writing in relation to audience and purpose.

Transcription

Spelling & Handwriting

As previous and:

Spelling

- Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.
- Use further **prefixes** and **suffixes** and understand the guidelines for adding them.
- Spell some words with 'silent' letters, e.g. *knight, psalm, solemn.*
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- **Use dictionaries to check the spelling and meaning of words.**
- **Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.**
- **Use a thesaurus.**
- Use **suffixes** *-ate, -ise, -ify* to convert nouns and adjectives into verbs.
- Investigate verb **prefixes** e.g. *dis-, re-, pre-, mis-, over-*

Handwriting

- Write fluently using a joined style as appropriate for independent writing.
- **Choose when it is appropriate to print (lower or upper case) or join**
- **writing** e.g. *printing for labelling a scientific diagram or data, filling in a form, writing an email address.*

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YEAR 6	<p>As previous and:</p> <p>Sentence & Vocabulary</p> <ul style="list-style-type: none"> Manipulate and control sentences to create particular effects. Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i> Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for – request, go in – request. Question tags e.g. <i>He's your friend, isn't he?</i> Subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest.</i> Use of reported speech. Identify the subject and object of a sentence. Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i> Perfect form of verbs to mark relationships of time and cause e.g. <i>I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</i> <p>* Revise determiners during the academic year.</p> <p>Punctuation</p> <ul style="list-style-type: none"> Identify and use colons to introduce a list. Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i> Use ellipsis to link ideas between paragraphs. Punctuate bullet points consistently. Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark v maneatingshark.</i> <p>Cohesion</p> <ul style="list-style-type: none"> Use devices to build cohesion within and between paragraphs in <i>persuasive, discursive and explanatory texts</i> argument + addition/reason connectives e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i> Use devices to build cohesion within and between paragraphs in <i>narrative time connectives/adverbials of time</i> e.g. <i>in the meantime, meanwhile, in due course, until then.</i> Use repetition of a word or phrase to link ideas between paragraphs. <p>* Metaphor and simile only referred to within the UKS2 National Curriculum for Reading.</p>	<p>As previous and:</p> <p>Writing Process/Purpose & Audience</p> <ul style="list-style-type: none"> Identifying audience and purpose. Choose appropriate text-form and type for all writing. Selecting the appropriate vocabulary, grammar and structures appropriate to task, audience and purpose for precision and impact. Drawing on similar writing models, reading and research. Using a range of planning approaches e.g. <i>storyboard, story rollercoaster, discussion group, post-it notes and tory maps.</i> Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair".</i> Compare how authors develop characters and setting (in books, films and performances). Select appropriate register for formal and informal purposes (HT office v playground language) e.g. <i>a speech for a debate (formal), dialogue within a narrative (either), text message to a friend (informal).</i> Deviating narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i> Combining text-types to create hybrid texts e.g. <i>persuasive speech.</i> Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences e.g. <i>headings, sub-headings, columns, bullet points, tables.</i> Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i> Make conscious choices about techniques to engage the reader including appropriate tone and style and different sentences structures e.g. rhetorical questions, simple/snappy/complex sentences, direct address to the reader. Use active and passive voice to achieve intended effects e.g. <i>in formal reports, explanations and mystery narrative.</i> Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Proofreading for grammatical, spelling and punctuation errors. Evaluate and improve performances of compositions focusing on: intonation and volume; gesture and movement; audience engagement. 	<p>As previous and:</p> <p>Spelling</p> <ul style="list-style-type: none"> Secure with all spelling rules previously taught. Write increasingly confidently, accurately and fluently, spelling with automaticity. Use a number of different strategies interactively in order to spell correctly. Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus. Use independent spelling strategies for spelling unfamiliar words. Identify root words, derivations and spelling patterns as a support for spelling. Distinguish between homophones and other words that are often confused. <p>Handwriting</p> <ul style="list-style-type: none"> Write, using a joined style, with increasing speed. Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i> <p>SEE SEPARATE SPELLING DOCUMENTATION FOR FULL SPELLING PATTERNS AND WORDS TO BE TAUGHT AND LEARNED.</p>