



Manor Field
 PRIMARY SCHOOL
 Respect Believe Achieve



Manor Field Curriculum Intent: All pupils become socially and emotionally intelligent, as well as academically, so they can access all learning and life opportunities, now and in the future.

Writing Curriculum Progression
 (Spelling and handwriting progression to be found in their own documents)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
P L A N N I N G	Planning Y1 <ul style="list-style-type: none"> • say out loud what they are going to write about • compose sentences orally before writing it 	Planning Y2 <ul style="list-style-type: none"> • say out loud what they are going to write about • write ideas and/or keywords, including new vocabulary 	Planning Y3 <ul style="list-style-type: none"> • discuss and record ideas • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	Planning Y4 <ul style="list-style-type: none"> • prior to writing, discuss and record ideas • compose and rehears sentences orally (include dialogue), progressively build a varied and rich vocabulary and an increasing range of sentence structures 	Planning Y5 <ul style="list-style-type: none"> • note and develop initial ideas, drawing on reading and research where necessary 	Planning Y6 <ul style="list-style-type: none"> • note and develop initial ideas, drawing on reading and research where necessary
C O M P O S I N G	Composing Y1 <ul style="list-style-type: none"> • write sentences they have orally rehearsed • sequence sentences to form short narratives • separation of words with spaces 	Composing Y2 <ul style="list-style-type: none"> • write narratives about personal experiences and those of others (real and fictional) • write about real events • write poetry • write for different purposes 	Composing Y3 <ul style="list-style-type: none"> • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • organising paragraphs 	Composing Y4 <ul style="list-style-type: none"> • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • organise paragraphs 	Composing Y5 <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and 	Composing Y6 <ul style="list-style-type: none"> • identify the audience for and purpose of the writing, selecting the appropriate form and use other similar writing as models for their own • in writing narratives,

G			<p>around a theme</p> <ul style="list-style-type: none"> • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) 	<p>around a theme</p> <ul style="list-style-type: none"> • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices • Write sentences from memory, dictated by the teacher 	<p>integrating dialogue to convey character and advance the action</p> <ul style="list-style-type: none"> • précie longer passages • using a wide range of devices to build cohesion within and across paragraphs • use further organisational and presentational devices to structure text and to guide the reader 	<p>consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précie longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader
E D I T I N G	<p>Editing Y1</p> <ul style="list-style-type: none"> • read aloud their writing clearly enough to be heard by their peers and teacher • discuss their writing with a teacher or peer 	<p>Editing Y2</p> <ul style="list-style-type: none"> • re-read what they have written to check that it makes sense • make simple corrections with the support of their teacher or peers 	<p>Editing Y3</p> <ul style="list-style-type: none"> • re-read what they have written to check that it makes sense • begin redraft select passages of writing with the support of their teacher or peers 	<p>Editing Y4</p> <ul style="list-style-type: none"> • redraft select passages of writing with the support of their teacher or peers 	<p>Editing Y5</p> <ul style="list-style-type: none"> • redraft full pieces of extended writing 	<p>Editing Y6</p> <ul style="list-style-type: none"> • redraft full pieces of extended writing
G R A M M A	<p>Grammar Y1</p> <ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, 	<p>Grammar Y2</p> <ul style="list-style-type: none"> • write sentences with different forms: statement, question, exclamation, command 	<p>Grammar Y3</p> <ul style="list-style-type: none"> • use the present perfect form of verbs in contrast to the past tense • form nouns use prefixes 	<p>Grammar Y4</p> <ul style="list-style-type: none"> • use fronted adverbials • difference between plural and possessive -s • Standard English verb 	<p>Grammar Y5</p> <ul style="list-style-type: none"> • use the perfect form of verbs to mark relationships of time and cause 	<p>Grammar Y6</p> <ul style="list-style-type: none"> • recognise vocabulary and structures that are appropriate for formal speech and writing,

R	<ul style="list-style-type: none"> -ed, -er) • un- prefix to change meaning of adjectives/adverbs <p>Endpoint: Children will be able change the meaning of some words with prefixes and suffixes.</p>	<ul style="list-style-type: none"> • the present and past tenses correctly and consistently (including the progressive form) • coordination (or, and, or but) • some subordination (when, if, that, or because) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • demarcate sentence including question marks and exclamation marks • commas in lists • apostrophes for omission & singular possession • expanded noun phrases to describe and specify 	<p>(super-, anti-)</p> <ul style="list-style-type: none"> • use the correct form of 'a' or 'an' • word families based on common words • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use conjunctions, adverbs and prepositions to express time and cause (and place) • prepositions to show where 	<p>inflections (I did vs I done)</p> <ul style="list-style-type: none"> • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • use relative clauses • convert nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number • use expanded noun phrases to convey complicated information concisely • use modal verbs or adverbs to indicate degrees of possibility 	<p>including subjunctive forms</p> <ul style="list-style-type: none"> • use passive verbs to affect the presentation of information in a sentence • use the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & antonyms • further cohesive devices such as grammatical connections and adverbials • use ellipsis • using expanded noun phrases to convey complicated information concisely • use modal verbs or adverbs to indicate degrees of possibility
G R A M M A R V O C A B	<p>Grammar Vocab Y1</p> <p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>Grammar Vocab Y2</p> <p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma</p>	<p>Grammar Vocab Y3</p> <p>adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant, letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>Grammar Vocab Y4</p> <p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>Grammar Vocab Y5</p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>Grammar Vocab Y6</p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
P	Punctuation Y1	Punctuation Y2	Punctuation Y3	Punctuation Y4	Punctuation Y5	Punctuation Y6

<p>U N C T U A T I O N</p>	<p>Begin to punctuate sentences using:</p> <ul style="list-style-type: none"> • a capital letter and a full stop, question mark or exclamation mark • capital letter for names of people, places, the days of the week, • capital letter for the personal pronoun 'I' 	<ul style="list-style-type: none"> • full stops • capital letters • exclamation marks • question marks • commas for lists • apostrophes for contracted forms • apostrophes for the possessive (singular) 	<ul style="list-style-type: none"> • inverted commas / speech marks for direct speech 	<ul style="list-style-type: none"> • commas after fronted adverbials • possessive apostrophe with • singular and plural nouns • direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> • commas to clarify meaning or avoid ambiguity • brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • hyphens to avoid ambiguity • semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently
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