

# National Curriculum 2017-18

## English Objectives



“Creating Writers”

# Aims of Curriculum

The overarching aim for English in the National Curriculum is to promote high standards of 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 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

## Guidelines

- The English curriculum is organised into Reading and Writing. There is also guidance on 'Spoken Language' and its place across the curriculum.
- Across Years 1 to 6 children should be given the opportunities to develop the skills set out for 'Spoken Language.' While there is not specific year group guidance, every attempt should be made to cover as many skills/objectives as appropriate in each year group. This will ensure that by Year 6 children will be confident at using spoken language for a variety of tasks and in a variety of situations.
- At the beginning of the section on Reading, there are clear expectations of what the children should be learning at each stage. The objectives for Reading are organised into year groups in KS 1 and into phases in KS 2. They indicate what the children should be learning and also what experiences of reading they should be provided with. This will inform 'Teaching of Reading' sessions both in terms of content and context. These objectives need to be taught repeatedly across the school year, with the children consolidating their learning in 'Teaching of Reading' sessions and through other curriculum subjects. There are also notes provided from the National Curriculum. This is only guidance and is not statutory.
- The section on Writing indicates clear expectations of what the children should be learning at each stage. There are objectives for Writing for each year group and they are organised into:
  - Sentence
  - Text
  - Punctuation
  - Spelling
  - Handwriting

Writing objectives indicate new learning to be introduced throughout the year. However, the children also need to regularly be given the opportunity to consolidate previous learning within their writing. Through thorough assessment, teachers should identify the areas where children need to revisit previous learning. There are also notes provided from the National Curriculum. This is only guidance and is not statutory.

# Spoken Language

The importance of spoken language in pupil's development across the curriculum – cognitively, socially and linguistically cannot be underestimated. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. We should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also learn to understand and use the conventions for discussion and debate. All pupils should have the opportunity to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have the opportunities to improvise, devise and script drama for one another and a range of audiences, as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances.

## Spoken Language – Years 1-6

Pupils should learn to:

- Listen and respond appropriately to adults and their 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

### Guidance Notes (Non-Statutory):

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, 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 be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to develop a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to 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.

# Expectations for Reading

The teaching of reading should focus on developing pupils' competence in both word reading and comprehension. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speeding recognition of familiar printed words. Underpinning both is the understanding that letters on the page represent the sounds in spoken words.

Good comprehension draws from linguistic knowledge and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussion a wide range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that all pupils are able to read fluently, and with confidence in any subject.

Year 1	<p>During Year 1, teachers should build on the work from the EYFS, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learned. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learned earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupil's reading and spelling of words, including those with unusual GPC's and common exception words (HFW).</p> <p>Alongside this knowledge of GPC's pupils will need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practising their reading with books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.</p> <p>Pupils should be helped to read words without overt sounding blending after a few encounters. Those who are slow to develop this skill should have extra practise. Those pupils who have not yet met the early learning goals for Literacy should continue to follow their school's curriculum or the EYFS to develop their word reading, spelling and language skills. However, these pupils should follow the Year 1 Programme of Study in terms of the books they listen to and discuss, as well as their knowledge more generally across the curriculum. If they are still struggling to decode, they will need to receive intervention to teach them to do this urgently so that they catch up rapidly.</p> <p>Teachers should ensure that their teaching develops pupil's oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.</p>
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Year 2	<p>By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.</p> <p>During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.</p> <p>For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.</p>
Year 3 and 4	<p>By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.</p> <p>As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.</p>
Year 5 and 6	<p>By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.</p> <p>They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. It is essential that pupils whose decoding skills are poor are given focused opportunities to develop their skills. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.</p>

# Reading Objectives for Year 1

Word Reading	Comprehension
<ul style="list-style-type: none"> <li>• To apply phonic knowledge and skills as the route to decode words</li> <li>• To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• To read other words of more than one syllable that contain taught GPCs</li> <li>• To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• To read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• To re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p>Children will develop pleasure in reading, the motivation to read, their vocabulary and understanding through the following objectives</p> <ul style="list-style-type: none"> <li>• To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• To link what they read or hear read to their own experiences</li> <li>• To become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• To recognise and join in with predictable phrases</li> <li>• To appreciate rhymes and poems, and to recite some by heart</li> <li>• To discuss word meanings, linking new meanings to those already known</li> </ul> <p>Children will understand both the books they can already read accurately and fluently and those they listen through the following objectives</p> <ul style="list-style-type: none"> <li>• To draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• To check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• To discuss the significance of the title and events</li> <li>• To make inferences on the basis of what is being said and done</li> <li>• To predict what might happen on the basis of what has been read so far</li> </ul>
<p><b>Reading Experiences:</b></p> <ul style="list-style-type: none"> <li>- Children will be encouraged to read for pleasure and to develop their motivation for reading by experiencing wide range of engaging, interesting and relevant texts that are read to them and that they can read for themselves.</li> <li>- Children will participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>- Children will explain clearly their understanding of what is read to them.</li> </ul>	

## Year 1 Reading Notes and Guidance (non-statutory)

Word Reading	Comprehension
<p>Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.</p>	<p>Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.</p> <p>Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.</p> <p>Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.</p> <p>Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.</p> <p>Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.</p>

## Reading Objectives for Year 2

Word Reading	Comprehension
<ul style="list-style-type: none"> <li>• To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds or graphemes</li> <li>• To read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• To read words containing common suffixes</li> <li>• To read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>• To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• To read aloud books closely matched to their improving phonics knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• To re-read these books to build up their fluency and confidence in word reading</li> </ul>	<p>Children will develop pleasure in reading, the motivation to read, their vocabulary and understanding through the following objectives</p> <ul style="list-style-type: none"> <li>• To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• To discuss the sequence of events in books and how items of information are related</li> <li>• To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• To read a range of non-fiction texts that are structure in different ways</li> <li>• To recognise simple recurring literary language in stories and poetry</li> <li>• To discuss and clarify the meaning of words, linking new meanings to known vocabulary</li> <li>• To discuss their favourite words and phrases</li> <li>• To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>Children will understand both the books they can already read accurately and fluently and those they listen through the following objectives</p> <ul style="list-style-type: none"> <li>• To draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• To check that the text makes sense to them as they read and correct inaccurate reading</li> <li>• To make inferences on the basis of what is being said and done</li> <li>• To answer and ask questions</li> <li>• To predict what might happen on the basis of what has been read so far</li> </ul>



**Reading Experiences:**

- Children will be encouraged to read for pleasure and to develop their motivation for reading by experiencing wide range of engaging, interesting and relevant texts that are read to them and that they can read for themselves.
- Children will participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Children will explain their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

## Year 2 Reading Notes and Guidance (non-statutory)

Word Reading	Comprehension
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<p>Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.</p> <p>When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.</p> <p>Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.</p> <p>Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.</p>	<p>Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace').</p> <p>Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</p> <p>The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.</p> <p>Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.</p> <p>Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p> <p>Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</p> <p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>
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## Reading Objectives for Year 3 and 4

<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>To apply their knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> </ul>
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- To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

## Comprehension

Children will develop positive attitudes to reading and understanding of what they read through the following objectives

- To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books
- To read books that are structured in different ways and to read for a range of purposes
- To use dictionaries to check the meaning of words they have read
- To become increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- To identify themes and conventions in a wide range of books
- To prepare poems, play scripts and other short texts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- To discuss words and phrases that capture the reader's interest and imagination
- To recognise some different forms of poetry e.g. free verse, narrative poetry

Children will understand what they read, in books they can read independently, through the following objectives

- To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- To ask questions to improve their understanding of a text
- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inference with evidence
- To predict what might happen from details stated and implied
- To identify main ideas drawn from more than one paragraph and summarising these
- To identify how language, structure and presentation contribute to meaning
- To retrieve and record information from non-fiction texts

### Reading Experiences:

- Children will be encouraged to read for pleasure and to develop their motivation for reading by experiencing wide range of engaging, interesting and relevant texts that are read to them and that they can read for themselves.
- Children will participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Children will explain their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

## Year 3 and 4 Reading Notes and Guidance (non-statutory)

## Word Reading

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /teknɪkəl/ ('teknical') should].

## Comprehension

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.

They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).

Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.

Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

## Reading Objectives for Year 5 and 6

## Word Reading

- To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

## Comprehension

Children will maintain positive attitudes to reading and understanding of what they read through the following objectives:

- To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- To read books that are structure in different ways and read for a range of purposes
- To increase their familiarity with a wide range of books, comparing and contrasting characters, events and themes. (Range of texts to include myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.)
- To recommend books that they have read to their peers, giving reasons for their choices
- To identify and discuss themes and conventions in and across a wide range of writing
- To make comparisons within and across books
- To learn a wider range of poetry by heart
- To prepare poems, plays and other texts to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience

Children will understand what they read through the following objectives:

- To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- To ask questions to improve their understanding
- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- To predict what might happen from details stated and implied
- To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- To identify how language, structure and presentation contribute to meaning

Children will respond to texts through the following objectives:

- To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- To distinguish between statements of fact and opinion
- To retrieve, record and present information from non-fiction texts
- To provide reasoned justifications for their views

## Reading Experiences:

- Children will be encouraged to read for pleasure and to develop their motivation for reading by experiencing wide range of engaging, interesting and relevant texts that are read to them and that they can read for themselves.
- Children will participate in discussions about books that are read to them and those they read for themselves, building on their own and others' ideas and challenging views courteously
- Children will explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

## Year 5 and 6 Reading Notes and Guidance (non-statutory)

### Word Reading

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word.

Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

### Comprehension

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.

Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.

Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.

The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.

Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.

Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

# Writing

The teaching of writing should focus on developing pupils' competence in both transcription and composition. In addition, pupils should learn how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising the coherently for the reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and eventually, speedy handwriting.

Year 1	Pupils' writing in Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.
Year 2	In writing, pupils at the beginning of Year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in Year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learned. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning. It is important to recognise that pupils begin to meet extra challenges in terms of spelling during Year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the -le ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.
Year 3 and 4	Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

<p>Year 5 and 6</p>	<p>Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</p> <p>During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.</p> <p>By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.</p>
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# Writing Objectives for Year 1

Sentence Focus						
	A1	A2	Sp1	Sp2	S1	S2
To combine words to make sentences: <ul style="list-style-type: none"> <li>• Caption in one word e.g. dog</li> <li>• Caption in two words e.g. a dog</li> <li>• Caption in three words or more to create an event e.g. a dog walked</li> <li>• Write a simple sentence with one event</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>• Captions, lists and labels</li> <li>• Instructions</li> </ul>						
To join words and clauses using 'and' <ul style="list-style-type: none"> <li>• Match and link objects, e.g. cat and dog, boy and girl</li> <li>• Describe object using adjectives, e.g. shiny, blue, helpful</li> <li>• Join adjectives with and within a simple sentence e.g. the car is shiny and blue</li> <li>• Write a sentence with two ideas or events joined by 'and' e.g. The car is blue and the wheels are shiny.</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>• Simple character/place descriptions</li> <li>• Instructions</li> </ul>						

Text Focus						
	A1	A2	Sp1	Sp2	S1	S2
To sequence sentences to form short narratives <ul style="list-style-type: none"> <li>• Write simple sentences for each part of the story/text</li> <li>• Link what is happening now and what is happening next</li> <li>• Identify beginning, middle and end in a short narrative</li> <li>• Use first, next, then, after, finally to show time moving on</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>• Recounts for a trip and from a character's perspective</li> <li>• Simple narratives – Stories with beginning, middle and end</li> </ul>						

Punctuation Focus						
	A1	A2	Sp1	Sp2	S1	S2
To separate words with spaces <ul style="list-style-type: none"> <li>Match words to objects</li> <li>Use post it notes/story arms/claps to identify separate words</li> <li>Write sentence with spaces within</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Captions, lists and labels</li> <li>Simple narratives – Stories with beginning, middle and end</li> <li>Simple information texts</li> </ul>						
To introduce and use capital letters, full stops to demarcate sentences To introduce and begin to use question marks and exclamation marks to demarcate sentences <ul style="list-style-type: none"> <li>Identify different form of punctuation at the end of the sentences</li> <li>Use full stop to end an idea or event</li> <li>Sort sentences into questions, statements and exclamations by the punctuation</li> <li>Use exclamation mark to mark when a sentence is funny/exciting/shocking</li> <li>Identify words that start a question</li> <li>Use a question word at the start of a question sentence</li> <li>Use a question mark to mark where a question has been asked</li> <li>Use capital letters at the start of a sentence</li> <li>Use capital letters for names of people, places, days of the week and the personal pronoun 'I'</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Simple narratives – Stories with beginning, middle and end</li> <li>Simple information texts using questions as titles</li> </ul>						

Spelling Focus						
	A1	A2	Sp1	Sp2	S1	S2
To spell words <ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught</li> <li>Spell common exception words (HFW)</li> <li>Spell the days of the week</li> </ul>						
To name the letters of the alphabet <ul style="list-style-type: none"> <li>Name the letters of the alphabet in order</li> <li>Use letter names to distinguish between alternative spellings of the same sound</li> </ul>						
To add prefixes and suffixes <ul style="list-style-type: none"> <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>Use the prefix un-</li> <li>Use –ing, -ed, -er and –est where no change is needed in the spelling of root words</li> </ul>						
Possible activity: <ul style="list-style-type: none"> <li>Write from memory simple sentences dictated to by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>						
NB: Children should be able to apply the simple spelling rules and guidelines as listed in Appendix 1 (Spelling) and as taught in Phase 5 and 6 of Letters and Sounds						

Handwriting Focus						
	A1	A2	Sp1	Sp2	S1	S2
To adopt appropriate position for handwriting <ul style="list-style-type: none"> <li>Sit correctly at a table</li> <li>Practise exercises to strengthen muscles needed for handwriting</li> <li>Hold a pencil comfortably and correctly</li> </ul>						
To form letters and numbers correctly <ul style="list-style-type: none"> <li>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> </ul>						
To understand which letters belong to which handwriting 'families' <ul style="list-style-type: none"> <li>To practise formation of letters from these families in a variety of ways including on a large-scale and using different sensory and tactile materials</li> <li>To learn rhymes to support recall of formation of letters in these families</li> </ul>						

Composition Focus						
	A1	A2	Sp1	Sp2	S1	S2
To write sentences: <ul style="list-style-type: none"> <li>Say out loud what they are going to write about</li> <li>Compose sentence orally before writing it</li> <li>Re-read sentence to check that it makes sense</li> <li>Read aloud what they have written clearly</li> <li>Discuss what they have written with others</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Captions, lists and labels</li> <li>Instructions</li> <li>Simple narratives</li> <li>Simple information texts</li> </ul>						
To discuss what they have written with an adult or other children						
To read aloud their writing clearly enough to be heard by their peers and the teacher						

# Year 1 Writing Notes and Guidance (non-statutory)

## Text Focus

At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

## Sentence and Punctuation Focus

Children should be taught to recognise sentence boundaries in spoken sentences and to use the correct terminology listed in Appendix 2 when their writing is discussed.

Pupils should begin to use some of the distinctive features of Standard English in their writing.

## Spelling

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.

Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.

At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.

Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

## Handwriting Focus

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young child's hand. Whatever is being used should allow the child to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

## Composition Focus

At the beginning of Year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear

## Writing Objectives for Year 2

Sentence Focus						
	A1	A2	Sp1	Sp2	S1	S2
<p>To use conjunctions for coordination (e.g. or, but, and, however)</p> <ul style="list-style-type: none"> <li>Extend sentences with and, e.g. I can see the dog jumping up on the chair and I can see the cat hiding under the chair</li> <li>Extend sentences with but, e.g. I can see the dog but he cannot see me.</li> <li>Extend sentences with 'or' e.g. Can you see the dog or the cat?</li> </ul>						
<p>Possible text types:</p> <ul style="list-style-type: none"> <li>Information Texts</li> <li>Narratives – Stories with simple problems</li> </ul>						
<p>To use conjunctions for subordination (e.g. when, if, that, because, so)</p> <ul style="list-style-type: none"> <li>Extend sentences to explain why using 'because' e.g. the cat ran behind the sofa because the dog was chasing him</li> <li>Identify when 'so' is a good alternative for 'because'</li> <li>Extend sentences to explain when something happened, e.g. when I got home, the dog was asleep</li> <li>Respond to 'what if...' questions, using 'If...'</li> <li>Extend sentences to express possibility e.g. If I go out, then the dog howls.</li> <li>Write 'If... then...' sentences within letters to put forward a point of view</li> </ul>						
<p>Possible text types:</p> <ul style="list-style-type: none"> <li>Narrative – Stories with simple problems</li> <li>Letters with persuasive elements e.g. can we persuade a character to come and visit/be nicer/buy something</li> <li>Wanted/Lost/Warning Posters</li> <li>Information texts – Non-chronological reports</li> </ul>						
<p>To expand noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon (Link to comma expectations from punctuation to support the structure of this)</p> <ul style="list-style-type: none"> <li>Describe an object using a single adjective</li> <li>Sort adjectives into different types e.g. opinion, colour, age, texture, size etc.</li> <li>Use more than one type of adjective within a sentence to create a noun phrase</li> </ul>						
<p>Possible text types:</p> <ul style="list-style-type: none"> <li>Character and setting descriptions</li> </ul>						
<p>To use adverbs within sentences to describe when, where and how something has taken place (Link to work requirement: Use of -ly in Standard English to turn adjectives into adverbs)</p> <ul style="list-style-type: none"> <li>Convert adjectives to adverbs using 'ly' suffix</li> <li>Apply adverbs to simple sentences, asking when, where and how something has taken place</li> <li>Use adverbs within sentences, as well as at the front</li> </ul>						
<p>Possible text types:</p> <ul style="list-style-type: none"> <li>Narrative – Stories where character behaves in a certain way</li> </ul>						

Text Focus						
	A1	A2	Sp1	Sp2	S1	S2
<p>To choose correctly and consistently use present tense and past tense throughout writing</p> <ul style="list-style-type: none"> <li>Identify verbs in sentences</li> <li>Change tense using suffixes 'ed' and 'ing'</li> <li>Write a sentence set in the present tense</li> <li>Write a sentence in the past, e.g. recounting an event that took place yesterday</li> <li>Identify irregular past tense forms, e.g. <i>are-were</i>, <i>run-ran</i>, <i>break-broken</i></li> </ul>						
<p>Possible text types:</p> <ul style="list-style-type: none"> <li>Recounts</li> <li>Information texts e.g. non-chronological reports, instructions</li> </ul>						
<p>To use the progressive form of verbs in the present and past tense to mark actions in progress</p> <ul style="list-style-type: none"> <li>Know that verbs ending in 'ing' can sometimes be used in the past tense e.g. We had been running.</li> <li>Write captions using present continuous tense</li> </ul>						
<p>Possible text types:</p> <ul style="list-style-type: none"> <li>Recounts</li> <li>Narrative – Stories from first/third person</li> </ul>						

Punctuation Focus						
	A1	A2	Sp1	Sp2	S1	S2
<p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <ul style="list-style-type: none"> <li>Identify different types of sentences: statements, questions and commands</li> <li>Use capital letters consistently to demarcate the start of the sentence</li> <li>Place the appropriate punctuation at the end of a given sentences</li> <li>Know to use punctuation to end compound and complex sentences (and for those ready, use a comma to mark a subordinate clause at the outset when sentences start with a subordinate clause)</li> </ul>						
<p>Possible text types:</p> <ul style="list-style-type: none"> <li>Instructions</li> <li>Wanted/Lost/Warning posters</li> </ul>						
<p>To use commas to separate items in a list</p> <ul style="list-style-type: none"> <li>Make a list of two objects with 'and'</li> <li>Make a list of three objects using a comma in between them</li> <li>Know when to replace 'and' with a comma</li> </ul>						
<p>Possible text types:</p> <ul style="list-style-type: none"> <li>Character descriptions</li> <li>Lists with a set of instructions</li> </ul>						
<p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p> <ul style="list-style-type: none"> <li>Identify apostrophes in text</li> <li>Sort apostrophes by their purpose – possessive or contractions</li> <li>Use a possessive apostrophe to mark something that belongs to a person</li> <li>Identify the letter missing within a contracted word (e.g. see spelling requirements)</li> </ul>						

Possible text types:						
<ul style="list-style-type: none"> <li>• Lists of items</li> <li>• Narrative – Stories with dialogue</li> <li>• Letters – Informal</li> </ul>						

Spelling Focus						
	A1	A2	Sp1	Sp2	S1	S2
To spell words <ul style="list-style-type: none"> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>• Learn new ways of spelling phonemes for which one more more spellings are already know, and learn some words with each spelling, including a few common homophones</li> <li>• Learn to spell common exception words</li> <li>• Distinguish between homophones and near homophones</li> </ul>						
To use apostrophes in spelling <ul style="list-style-type: none"> <li>• Learn to spell more words with contracted forms</li> <li>• Learn to use the possessive apostrophe</li> </ul>						
To add prefixes and suffixes <ul style="list-style-type: none"> <li>• Use suffixes to spell longer words e.g. –ment, -ness, -ful, -less, -ly</li> </ul>						
Possible activity: <ul style="list-style-type: none"> <li>• Write from memory simple sentences dictated to by the teacher that include words using the GPCs and common exception words taught</li> </ul>						
Handwriting Focus						
	A1	A2	Sp1	Sp2	S1	S2
To form lower-case letters of the correct size relative to one another						
To start to join letters <ul style="list-style-type: none"> <li>• To use some of the diagonal and horizontal strokes that are needed to join letters</li> <li>• To understand which letter, when adjacent to one another, are best left unjoined</li> </ul>						
To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters						
To use spacing between words that reflects the size of the letters						

Composition Focus						
	A1	A2	Sp1	Sp2	S1	S2
To develop positive attitudes towards and stamina for writing <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> <li>• Write about real events</li> <li>• Write for different audiences and purposes</li> <li>• Read and write poetry</li> </ul>						
To consider what they are going to write before beginning <ul style="list-style-type: none"> <li>• Plan or say out loud what they are going to write about</li> <li>• Writing down ideas and/or key words, including new vocabulary</li> <li>• Encapsulating what they want to say, sentence by sentence</li> </ul>						
To make simple additions, revisions and corrections to their own writing <ul style="list-style-type: none"> <li>• Evaluating their writing with an adult and other pupils</li> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>						
To read aloud what they have written with appropriate intonation to make the meaning clear						



## Year 2 Writing Notes and Guidance (non-statutory)

### Text Focus

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.

Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

### Sentence and Punctuation Focus

The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.

### Spelling

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words.

At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.

Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

### Handwriting Focus

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

### Composition Focus

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.

Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

## Writing Objectives for Year 3

Sentence Focus						
	A1	A2	Sp1	Sp2	S1	S2
<p>To express time, place and cause using conjunctions, adverbs or prepositions.</p> <ul style="list-style-type: none"> <li>To use an adverb to write a sentence, which states <i>when</i> and <i>how</i> the event is taking place, e.g., '<i>In the woods, the duck waddled gently to the pond</i>'.</li> <li>To label pictures for prepositions; above, below, through, around, before</li> <li>To use prepositions to start sentences to state position.</li> <li>To extend given sentences using conjunctions, when, while, so, because</li> <li>To express cause using adverbs for example, then, next, soon, therefore</li> </ul>						
<p>Possible text types:</p> <ul style="list-style-type: none"> <li>Narrative – Story which introduces character and/or setting</li> <li>Explanations</li> </ul>						

Text Focus						
	A1	A2	Sp1	Sp2	S1	S2
<p>To introduce paragraphs as a way to group related material</p> <ul style="list-style-type: none"> <li>Identify purpose of paragraph in book.</li> <li>Sort sentences by topic into group.</li> <li>Identify how sentences are linked together within a paragraph.</li> <li>Use paragraphs within information writing to organise subject</li> </ul>						
<p>Possible text types:</p> <ul style="list-style-type: none"> <li>Reports (non-chronological)</li> </ul>						
<p>To develop use of the present perfect form of verbs instead of the simple past</p> <ul style="list-style-type: none"> <li>To explore difference between past and present through focus on verbs</li> </ul>						
<p>Possible text types:</p> <ul style="list-style-type: none"> <li>Questions for interviews</li> <li>Witness statements</li> </ul>						

Punctuation Focus						
	A1	A2	Sp1	Sp2	S1	S2
<p>To introduce inverted commas to punctuate direct speech</p> <ul style="list-style-type: none"> <li>To use speech bubbles to write what character is directly saying.</li> <li>To transfer speech from bubble into direct speech, using inverted commas</li> </ul>						
<p>Possible text types:</p> <ul style="list-style-type: none"> <li>Narratives – Stories with dialogue/Converting play scripts to narrative</li> </ul>						

Spelling Focus						
	A1	A2	Sp1	Sp2	S1	S2
To use further prefixes and suffixes and understanding how to add them (English Appendix 1)						
To spell further homophones						
To spell words that are often misspelt (English Appendix 1)						
To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals						
To use first two or three letters of a word to check it's spelling in a dictionary						
Possible activity: <ul style="list-style-type: none"> <li>Write from memory simple sentences dictated to by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>						

Handwriting Focus						
	A1	A2	Sp1	Sp2	S1	S2
To start to join letters <ul style="list-style-type: none"> <li>To use the diagonal and horizontal strokes that are needed to join letters</li> <li>To understand which letter, when adjacent to one another, are best left unjoined</li> </ul>						
To increase the legibility, consistency and quality of their handwriting <ul style="list-style-type: none"> <li>To ensure that the down strokes are parallel and equidistant</li> <li>To ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>						

Composition Focus						
	A1	A2	Sp1	Sp2	S1	S2
To plan their writing <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>Discuss and record ideas</li> </ul>						
To draft and write <ul style="list-style-type: none"> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organise paragraphs around a theme</li> <li>Create settings, characters and plot in narrative</li> <li>Use simple organisation devices [for example, headings and sub-heading] in non-fiction</li> </ul>						
To evaluate and edit <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>						
To proof-read for spelling and punctuation errors						

To read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.						
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## Year 3 Writing Notes and Guidance (non-statutory)

### Text Focus

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

### Sentence and Punctuation Focus

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

### Spelling

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.

As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2).

Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

### Handwriting Focus

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

### Composition Focus

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.

Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

## Writing Objectives for Year 4

Sentence Focus						
	A1	A2	Sp1	Sp2	S1	S2
To expand noun phrases by the addition of modifying adjectives, nouns and prepositions. <ul style="list-style-type: none"> <li>To identify concrete and abstract nouns within writing</li> <li>To build noun phrases using 'of' e.g. the door of despair</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Narrative – Stories with opening, build up, dilemma and conclusions</li> </ul>						
To use frontal adverbials <ul style="list-style-type: none"> <li>To identify words and phrases that tell you how, when and where something is happening at the beginning of a sentence</li> <li>To place fronted adverbials before the main clause within a sentence to say where, when or how the event is taking place.</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Recounts - From character's perspectives or from trips/events</li> </ul>						

Text Focus						
	A1	A2	Sp1	Sp2	S1	S2
To use paragraphs to organise ideas around a theme <ul style="list-style-type: none"> <li>To write paragraphs without subheadings.</li> <li>To use paragraphs to show a change of time or place</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Persuasive report (one-sided)</li> </ul>						
To make appropriate choices of pronoun or noun within and across sentences to aid cohesion and avoid repetition <ul style="list-style-type: none"> <li>To identify pronouns within a text</li> <li>To replace nouns in a sentence with specific and appropriate pronouns</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Narrative</li> </ul>						

Punctuation Focus						
	A1	A2	Sp1	Sp2	S1	S2
To use inverted commas and other punctuation to indicate direct speech <ul style="list-style-type: none"> <li>To identify rules for using punctuation in and around speech, (place full stops and commas inside, exclamation marks and question marks within)</li> <li>To embed direct speech into narrative</li> <li>To use synonyms for 'said' and add around the direct speech.</li> <li>To identify and use adverbs to say how a character is speaking</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Narratives – Stories with dialogue/Converting play scripts to narrative</li> </ul>						
To use apostrophes to mark plural possession <ul style="list-style-type: none"> <li>To sort sentences into those that need an apostrophe for ownership, and those that do not.</li> <li>To identify the words with plurals that require ownership to be shown through an apostrophe</li> </ul>						
To use commas after fronted adverbials <ul style="list-style-type: none"> <li>To identify an added piece of information for where/when/how at the front of a sentence</li> <li>To know to place a comma after an additional phrase or clause at the front of a sentence</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Explanations</li> <li>Newspaper Reports</li> </ul>						

Spelling Focus						
	A1	A2	Sp1	Sp2	S1	S2
To use further prefixes and suffixes and understanding how to add them (English Appendix 1)						
To spell further homophones						
To spell words that are often misspelt (English Appendix 1)						
To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals						
To use first two or three letters of a word to check it's spelling in a dictionary						
Possible activity: <ul style="list-style-type: none"> <li>Write from memory simple sentences dictated to by the teacher that include words using the GPCs and common exception words taught s</li> </ul>						

Handwriting Focus						
	A1	A2	Sp1	Sp2	S1	S2
To start to join letters <ul style="list-style-type: none"> <li>To use the diagonal and horizontal strokes that are needed to join letters</li> <li>To understand which letters are best left unjoined</li> </ul>						
To increase the legibility, consistency and quality of their handwriting <ul style="list-style-type: none"> <li>To ensure that the down strokes are parallel and equidistant</li> </ul>						

<ul style="list-style-type: none"> <li>To ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>						
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Composition Focus						
	A1	A2	Sp1	Sp2	S1	S2
To plan their writing <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>Discuss and record ideas</li> </ul>						
To draft and write <ul style="list-style-type: none"> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organise paragraphs around a theme</li> <li>Create settings, characters and plot in narrative</li> <li>Use simple organisation devices [for example, headings and sub-heading] in non-fiction</li> </ul>						
To evaluate and edit <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>						
To proof-read for spelling and punctuation errors						
To read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.						

## Year 4 Writing Notes and Guidance (non-statutory)

### Text Focus

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

### Sentence and Punctuation Focus

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

### Spelling

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.

As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2).

Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

### Handwriting Focus

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

### Composition Focus

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.

Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.



## Writing Objectives for Year 5

Sentence Focus						
	A1	A2	Sp1	Sp2	S1	S2
To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun <ul style="list-style-type: none"> <li>To identify when/where an additional clause can be dropped in to add information about a character, place or object.</li> <li>To choose which, when, where, that or who to start an additional clause and drop into an existing sentence.</li> <li>To use commas to mark where a relative clause has been added</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Biographical and autobiographical account</li> </ul>						
To indicating degrees of possibility using adverbs or modal verbs <ul style="list-style-type: none"> <li>To make predictions about characters and plots using 'Perhaps...' and 'Surely...' as sentence openers</li> <li>To use a modal to suggest possibility about events 'He should/They might.'</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Predictions</li> <li>Narrative - Writing new/revised/predicted endings</li> </ul>						

Text Focus						
	A1	A2	Sp1	Sp2	S1	S2
To use devices to build cohesion within a paragraph <ul style="list-style-type: none"> <li>To understand which conjunctions are used within different types of writing, <i>e.g. causal within explanations, so that/therefore/in order to/moreover</i></li> <li>To identify different ways to start a sentence, <i>e.g. pronouns, conjunction, adverb, preposition.</i></li> <li>To maintain tense and person of a piece of writing, <i>e.g. starting in first person present for a letter/diary and remaining throughout</i></li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Explanations</li> <li>Letters – Formal and informal</li> <li>Diary entries</li> </ul>						
To link ideas across paragraphs using adverbials of time, place and number or tense choices <ul style="list-style-type: none"> <li>To identify across a piece the cohesive elements within, <i>e.g. adverbials, tense.</i></li> <li>To use adverbials across a piece to move time on, <i>e.g., later that day, after the football match</i></li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Newspaper Reports</li> </ul>						

Punctuation Focus						
	A1	A2	Sp1	Sp2	S1	S2
To use brackets, dashes, or commas to indicate parenthesis <ul style="list-style-type: none"> <li>Read text with ( ) – ‘and’, and identify the way it affects the reader.</li> <li>Compare the use of ( ) – ‘and’ , and when they might be used</li> <li>Use commas, brackets or dashes to add additional pieces of information within a text</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Report on place/animal</li> <li>Tourist guide</li> <li>Play script</li> </ul>						
To use commas to clarify meaning or avoid ambiguity <ul style="list-style-type: none"> <li>To identify the different effects a comma can have within a sentence</li> <li>To place a comma to have a deliberate effect, e.g. to emphasise emotion or action first, or the character’s name</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Narratives – First and third person</li> </ul>						

Spelling Focus						
	A1	A2	Sp1	Sp2	S1	S2
To use further prefixes and suffixes and to understand the guidance for adding them						
To spell some words with ‘silent’ letters						
To continue to distinguish between homophones and others words which are often confused						
To 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						
To use dictionaries to check the spelling and meaning of words						
To use a thesaurus						

Handwriting Focus						
	A1	A2	Sp1	Sp2	S1	S2
To write legibly, fluently and with increasing speed <ul style="list-style-type: none"> <li>To choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>To choose the writing implement that is best suited for a task</li> </ul>						

Composition Focus						
	A1	A2	Sp1	Sp2	S1	S2
To plan their writing <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>						
To draft and write <ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>Précis longer passages</li> <li>Use a wide range of devices to build cohesion within and across paragraphs</li> <li>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>						
To evaluate and edit <ul style="list-style-type: none"> <li>Assess 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>Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>Ensure correct subject and verb agreements when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>						
To proof-read for spelling and punctuation errors						
To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear						

## Year 5 Writing Notes and Guidance (non-statutory)

### Text Focus

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

### Sentence and Punctuation Focus

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

### Spelling

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

### Handwriting Focus

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

### Composition Focus

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

## Writing Objectives for Year 6

Sentence Focus						
	A1	A2	Sp1	Sp2	S1	S2
To use the passive to affect the presentation of information in a sentence <ul style="list-style-type: none"> <li>To identify the difference between passive and active sentences</li> <li>To sort sentences into active/passive</li> <li>To identify when passive sentences should be used, <i>e.g. within journalistic writing</i></li> <li>To convert sentences from active to passive.</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Newspaper Reports</li> </ul>						
To identify and understand the difference between structures typical of informal speech and structures appropriate for formal speech (and the use of the subjunctive) <ul style="list-style-type: none"> <li>To identify informal/formal structures, e.g. use of question tags (<i>informal</i>) and use of subjunctive (<i>formal</i>) Contractions (<i>informal</i>) slang/colloquial language (<i>informal</i>)</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Letters – Giving advice</li> </ul>						

Text Focus						
	A1	A2	Sp1	Sp2	S1	S2
To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis <ul style="list-style-type: none"> <li>To use adverbials such as on the other hand, in contrast, or as a consequence to present an alternative point of view.</li> <li>To use adverbial phrases to link ideas and extend thoughts, e.g. as well as this, some could argue, for example, to this end</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Narrative – Simple chapters</li> <li>Persuasive Reports</li> <li>Balanced reports (Two sided)</li> </ul>						
To use layout devices to structure a text <ul style="list-style-type: none"> <li>To use bullet points to give examples within a text, or list items within a report/explanation.</li> <li>To use tables as part of an explanation or comparison between two localities or times in history</li> <li>To use sub-headings within reports to identify focus of paragraph.</li> <li>To identify sub-headings independently within a journalistic piece of writing to create a by line</li> <li>To use columns within a journalistic piece of writing and know when to break for a paragraph.</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Explanations</li> <li>Comparisons - Between two localities, texts or characters</li> <li>Newspaper report</li> </ul>						

Punctuation Focus						
	A1	A2	Sp1	Sp2	S1	S2
To use the semi-colon, colon and dash to mark the boundary between independent clauses <ul style="list-style-type: none"> <li>To use a semi-colon as a silent conjunction, (<i>taking because out and inserting ;</i> ) to mark to boundary between a main and a subordinate clause.</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Letter – Formal (of complaint)</li> </ul>						
To use the colon to introduce a list and use of semi-colons within lists <ul style="list-style-type: none"> <li>Choose whether a colon or semi-colon is appropriate in various sentence forms</li> </ul>						
Possible text types: <ul style="list-style-type: none"> <li>Explanations</li> </ul>						

Spelling Focus						
	A1	A2	Sp1	Sp2	S1	S2
To use further prefixes and suffixes and to understand the guidance for adding them						
To spell some words with 'silent' letters						
To continue to distinguish between homophones and others words which are often confused						
To 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						
To use dictionaries to check the spelling and meaning of words						
To use a thesaurus						

Handwriting Focus						
	A1	A2	Sp1	Sp2	S1	S2
To write legibly, fluently and with increasing speed <ul style="list-style-type: none"> <li>To choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>To choose the writing implement that is best suited for a task</li> </ul>						

Composition Focus						
	A1	A2	Sp1	Sp2	S1	S2
To plan their writing <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>						
To draft and write <ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>Précis longer passages</li> <li>Use a wide range of devices to build cohesion within and across paragraphs</li> <li>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>						
To evaluate and edit <ul style="list-style-type: none"> <li>Assess 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>Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>Ensure correct subject and verb agreements when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>						
To proof-read for spelling and punctuation errors						
To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear						

## Year 6 Writing Notes and Guidance (non-statutory)

### Text Focus

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

### Sentence and Punctuation Focus

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

### Spelling

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

### Handwriting Focus

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

### Composition Focus

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.