

GPaS Skills Progression

<u>Year 1</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Punctuation & Grammar</u>	<p>Separate words with finger spaces</p> <p>Begin to punctuate sentences using a capital letter and a full stop,</p> <p>use a capital letter the personal pronoun</p> <p>Write simple sentences in first, second and third person</p> <p>Use determiners : the, a ,an,my,your,his,her</p> <p>letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</p>	<p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Use a capital letter for names of days of the week, and the personal pronoun</p> <p>Write simple sentence beginning with a proper noun</p> <p>Begin to use a question mark</p> <p>Use conjunction 'and ' to join sentences</p> <p>Use sequence sentences to form narratives</p>	<p>Consistently punctuate sentences using a capital letter and a full stop and question marks.</p> <p>Use capital letters for proper nouns (places and names)</p> <p>Use exclamation marks to demarcate the end of sentences</p> <p><u>Know the difference between exclamation and a command sentence</u></p> <p>Subject verb agreement with 'I', 'you','we','he','she', for the verbs 'to do','to be',and 'to have' (I/you,we have 'he/she has I/you/we do he/she does I am you/we are he/she is)</p>	<p>Write a simple sentence in present continuous tense (He is walking down the road. He is walking down the long road. He is walking down the long road quickly.</p> <p>Write simple sentences in the past tense (adding -ed) She talked quietly to the class</p> <p>Use conjunction 'and' 'or' 'but'</p>	<p>Use regular plural noun suffixes (-s , -es)</p> <p>Use the prefix -un to change the meaning of adjectives/adverbs E.G.unkind, or undoing: untie the boat]</p> <p>Begin to apply suffixes to verbs in spelling of root words -er and -est</p>	<p>Use similes</p> <p>Use simple prepositions in sentences</p> <p>Know what an adverb is and use in sentences</p>

<p><u>Spelling and Phonics</u></p>	<p>spell words containing each of the 40+ phonemes</p> <p>taught spell name the letters of the alphabet in order</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>common exception words</p> <p>spell the days of the week names</p>	<p>phoneme/grapheme correspondence accurately e.g. cat, dog, red</p>	<p>use letter names to distinguish between alternative spellings of the same sound spell words with simple</p>	<p>Revise common exception words</p> <p>apply simple spelling rules and guidance from Appendix 1</p>	<p>make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme</p>
<p><u>Transcription</u></p>		<p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>				
<p><u>Planning Writing</u></p>	<p>sequence sentences to form short narratives</p>	<p>say out loud what they are going to write about</p> <p>compose a sentence orally before writing it</p>	<p>read their writing aloud clearly enough to be heard by their peers and the teacher</p>			
<p><u>Editing Writing</u></p>		<p>re-read what they have written to check that it makes sense</p>		<p>discuss what they have written with the teacher or other pupils</p>		
<p><u>Vocabulary children should know</u></p>	<p>letter capital letter word singular</p>					

	plural sentence punctuation full stop question mark exclamation mark					
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GPaS Skills Progression

<u>Year 2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Punctuation & Grammar</u>	<p>Use familiar and new punctuation correctly: Full stops and capital letters and question marks use sentence demarcation CL . ?</p> <p><u>Use coordinatong conjunction (or, and, but)</u></p> <p><u>Subordinating conjunctions (hen , if , that , because)</u></p> <p><u>Write expanded noun phrases : Determiner + noun + prepositional phrase</u></p> <p><u>Determiner + Adjective + Noun</u></p> <p><u>Suffixes</u> <u>-ness</u> <u>-ment</u> <u>-er</u></p>	<p>Learning the possessive apostrophe (singular)</p> <p>Commas in a list</p> <p>Imperative verbs in a command e.g. Give me that book</p> <p>Write a statement</p> <p>Use an exclamation mark in a short sentence</p> <p>Compound nouns e.g., football whiteboard</p>	<p>Apostrophes for contracted form and for possession</p> <p><u>Suffixes forming adjectives by adding '-ful'</u> Help – helpful</p> <p><u>Suffixes forming adjectives by adding '-ness'</u> Help – helpless</p> <p>Use specific nouns e.g dog to terrier</p> <p>Use simple present tense, showing subject-verb agreement: Infinitive (add “s” to the third person) I like, he/she likes, we like, they like, you like</p>	<p>Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: big – bigger – biggest</p> <p>Adding “-ly” to an adjective to make an adverb: quick – quickly</p> <p>-‘ly’ starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p>Use past continuous (progressive) tense He was playing at school.</p> <p>Use present continuous (progressive) tense: “to be” + “-ing” I am playing he/she is playing they are playing</p>	<p>Inverted commas starting speech with a capital letter</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p>	<p>Mastery of these skills and clear application in independent work</p>
<u>Spelling and Phonics</u>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p>	<p>learn new ways of spelling phonemes for which 1 or more spellings are</p>	<p>learn to spell common exception words</p>	<p>distinguish between homophones and near-homophones</p>	<p>add suffixes to spell longer words, including –ment, –ness, –ful, –less,</p>	<p>show awareness of silent letters in</p>

	Revise common exception words from Y1	already known, and learn some words with each spelling, including a few common homophones	learn to spell more words with contracted forms Begin to apply spelling rules and guidelines from Appendix 1	apply spelling rules and guidelines from Appendix 1	-ly use -le ending as the most common spelling for this sound at the end of words apply spelling rules and guidelines from Appendix 1	spelling e.g. knight, write apply spelling rules and guidelines from Appendix 1
Transcription		write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Planning Writing	plan or say out loud what they are going to write about encapsulate what they want to say, sentence by sentence	plan what they are going to write about write down ideas and/or keywords, including new vocabulary	plan what they are going to write about	plan what they are going to write about	plan what they are going to write about	plan what they are going to write about
Editing Writing	Evaluate their writing with the teacher	Evaluate their writing with the teacher and other pupils	Evaluate their writing with the teacher and other pupils	re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	proofread to check for errors in spelling, grammar, and punctuation

<u>Vocabulary children should know</u>	noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma					

GPaS Skills Progression

<u>Year 3</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Punctuation & Grammar</u>	<p>Revision of Y2 where needed Progressive form of verbs Expressing time, place and cause, using prepositions: before, after, during, in, because of, next to, by the side of, in front of, during, though, throughout, because of</p> <p>Expressing time, place and cause using conjunctions: when, before, after, while, so, because</p> <p>Expressing time, place and cause using adverbs: then, next, soon Identifying all the word classes of a simple sentence</p> <p>Using paragraphs as a way to group related material</p>	<p>Know that pronouns, nouns and proper nouns can all be the subject of a sentence</p> <p>Pronouns – To know the difference between the subject and object with the personal pronoun</p> <p>Pronouns – Possessive adjectives my, your, his, hers, its, ours, theirs</p> <p>Inverted commas: Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.</p>	<p>Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)</p> <p>The difference between a phrase and a clause</p> <p>Complex sentences using subordinate conjunctions until, although, even if</p> <p>Formation of nouns using prefixes: auto-, anti-, super-, under</p>	<p>Headings and sub-headings to aid presentation</p> <p>Synonyms for verbs such as “said” or “go” to create more powerful verbs</p> <p>Verbs – Present perfect: “has/have” + past participle She has gone to the shops. Instead of She went to the shops.</p> <p>Verbs – Use irregular simple past-tense verbs awake – awoke blow – blew</p>	<p>Word families for meaning, word class and spelling: solve, solution, solving, solved, solver, dissolved, soluble, insoluble</p> <p>Compound sentences with co-ordinating conjunctions: for, nor, yet</p> <p>Identifying all the word classes of a compound sentence</p>	<p>Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”</p> <p>Specific/technical vocabulary to add detail: Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.</p>

				Verbs – Past perfect: “had” + past participle		
Spelling and Phonics		use further prefixes and suffixes and understand how to add them	place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	Spell further homophones	use the first 2 or 3 letters of a word to check its spelling in a dictionary	spell words that are often misspelt (Appendix 1)
Transcription	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Planning Writing	Discuss and record ideas	Compose and rehearse sentences orally (including dialogue), Organise paragraphs around a theme In narratives, create settings, characters, and plot Non -narrative material, use simple organisational devices (headings & subheadings)	Progressively building a varied and rich vocabulary and an increasing range of sentence structures	Progressively building a varied and rich vocabulary and an increasing range of sentence structures	Progressively building a varied and rich vocabulary and an increasing range of sentence structures	Progressively building a varied and rich vocabulary and an increasing range of sentence structures
Editing Writing	propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns	proofread for spelling and punctuation errors				assess the effectiveness of their own and others’ writing and suggest improvements

<p><u>Vocabulary children should know</u></p>	<p>adverb preposition conjunction word family prefix clause e subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')</p>					
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GPaS Skills Progression

<u>Year 4</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Punctuation & Grammar</u>	<p>Revision of Y3 where needed Know the difference between a preposition and an adverb</p> <p>Fronted adverbials (where, when or how)</p> <p>Use of commas after fronted adverbials</p>	<p>Using inverted commas where the speech is preceded by the speaker: Mary yelled, "Sit down!" Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.</p> <p>Possessive apostrophes for regular and irregular singular and plural nouns The grammatical difference between plural and possessive - S</p>	<p>Specific determiners: their, whose, this, that, these, those, which</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Possessive pronouns: yours, mine, theirs, ours, hers, his, its</p> <p>Using either a pronoun or the noun in sentences for cohesion and to avoid repetition</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition.</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Changing 'The teacher' to 'The strict English teacher with the grey beard'</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>Starting a sentence with "-ing", using a comma to demarcate the subordinate clause: Flying through the air, Harry crashed into a hidden tree.</p> <p>Drop-in clause with an "-ing" verb: Tom, smiling secretly, hid the magic potion book. Place a comma on either side of the subordinate clause.</p> <p>Manipulating sentences to change the function of a word e.g. I sleep under the cover. I covered the table in paint.</p>	<p>Verbs – Modal verbs: could, should, would</p> <p>Adjectives ending in "-ed": frightened, scared, etc.as sentence openers</p>

Spelling and Phonics	<i>Use further prefixes and suffixes and understand how to add them</i>	<i>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</i>	<i>use the first 2 or 3 letters of a word to check its spelling in a dictionary</i>	<i>spell further homophones spell words that are often misspelt (Appendix 1)</i>	<i>spell further homophones spell words that are often misspelt (Appendix 1)</i>	<u>Revise year 3 & Year 4 statutory spellings</u>
Transcription	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Planning Writing	Organise paragraphs around a theme Narratives, create settings, characters, and plot in non-narrative material, use simple organisational devices (headings & subheadings)	Organise paragraphs around a theme Narratives, create settings, characters, and plot in non-narrative material, use simple organisational devices (headings & subheadings)	Organise paragraphs around a theme Narratives, create settings, characters, and plot in non-narrative material, use simple organisational devices (headings & subheadings)	Organise paragraphs around a theme Narratives, create settings, characters, and plot in non-narrative material, use simple organisational devices (headings & subheadings)	Organise paragraphs around a theme Narratives, create settings, characters, and plot in non-narrative material, use simple organisational devices (headings & subheadings)	Organise paragraphs around a theme: Narratives, create settings, characters, and plot in non-narrative material, use simple organisational devices (headings & subheadings)
Editing Writing	assess the effectiveness of their own and others' writing and suggest improvements	propose changes to grammar and vocabulary to improve consistency, including the	proofread for spelling and punctuation errors			
Vocabulary children should know	determine r pronoun possessive pronoun adverbial					

GPaS Skills Progression

<u>Year 5</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Punctuation & Grammar</u>	<p>Revision of Y4 where needed Relative pronouns: who, which, that, whom, whose</p> <p>Relative clauses to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun</p>	<p>Devices to build cohesion within a paragraph</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Embellishing simple sentences</p> <p>Drop-in “-ed” clauses: Poor Tom, frightened by the fierce dragon, ran home.</p> <p>Moving parts of sentences around to create different effects</p> <p>Start a sentence with an expanded “-ed” clause: Frightened of the dark, Tom hid under the bed all night.</p> <p>Start a complex sentence with a subordinate clause and use a comma to separate the subordinate</p>	<p>Brackets for parenthesis</p> <p>Using a semicolon</p> <p>Commas for parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Indicating degrees of possibility using modal verbs: might, should, will, must</p>	<p>Future tense verbs</p> <p>Rhetorical questions</p> <p>Personification</p> <p>Developing fronted prepositional phrases for greater effect: Throughout the stormy winter... Far beneath the frozen soil...</p> <p>Suffixes: converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”</p>	<p>Colons for play scripts and to start a list</p> <p>Verb prefixes: “dis-”, “de-”, “mis-”, “over-” and “re-”</p>

			clause. Extending the range of sentences with more than one clause by using			
<u>Spelling and Phonics</u>	spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	Use further prefixes and suffixes and understand the guidance for adding them Using a hyphen in spellings	Use dictionaries to check the spelling and meaning of words	Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	
<u>Transcription</u>						
<u>Planning Writing</u>	Note and develop initial ideas, drawing on reading and research where necessary select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Note and develop initial ideas, drawing on reading and research where necessary in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	Note and develop initial ideas, drawing on reading and research where necessary use a wide range of devices to build cohesion within and across paragraphs	Note and develop initial ideas, drawing on reading and research where necessary	Note and develop initial ideas, drawing on reading and research where necessary Précising longer passages	Note and develop initial ideas, drawing on reading and research where necessary Use further organisational and presentational devices to structure text and to guide the reader
<u>Editing Writing</u>	assess the effectiveness of their own and others' writing propose changes to					

	vocabulary, grammar and punctuation to enhance effects and clarify meaning					
<u>Vocabulary children should know</u>	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity					

GPaS Skills Progression

<u>Year 6</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Punctuation & Grammar</u>	<p>Revision of Y5 where needed Informal and formal speech: find out / discover ask for / request go in / enter Using question tags for informality: He's in your class, isn't he? Recognise and use the subjunctive for formal writing: If I were you...</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>The difference between passive and active</p>	<p>Dashes to mark the boundary between independent clauses: It's raining – I'm fed up.</p> <p>Semi-colons to mark the boundary between independent clauses: It's raining – I'm fed up.</p> <p>Semicolons to demarcate within a list.</p> <p>Colon and bullet points for a list.</p> <p>Hyphens for compound words to avoid ambiguity: man</p>	<p>Synonyms: Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".</p> <p>Antonyms: using prefixes,</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other</p>	<p>Combining complex and compound clauses to create a sentence</p> <p>Auxiliary verbs</p> <p>Subject and object of the sentence</p>	<u>Revision</u>	Application for mastery

	<p>sentence and when to use the passive</p>	<p>eating shark or man-eating shark.</p> <p>Colons to mark the boundary between independent clauses: It's sunny: I'm going out to play.</p> <p>Ellipses to create suspense and to show missing words in a quote</p>	<p>hand, in contrast, or as a consequence], and ellipsis.</p> <p>Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs</p>			
Spelling and Phonics	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <p>use further prefixes and</p>	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>

	<p>suffixes and understand the guidance for adding them</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>use dictionaries to check the spelling and meaning of words</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>use dictionaries to check the spelling and meaning of words</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>use dictionaries to check the spelling and meaning of words</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>use dictionaries to check the spelling and meaning of words</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>use dictionaries to check the spelling and meaning of words</p>
Transcription						
Planning Writing	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Use a wide range of devices to build cohesion</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Narratives, describe settings, characters and atmosphere and integrate</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Narratives, describe settings, characters and atmosphere and</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Narratives, describe settings, characters and atmosphere and</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Narratives, describe settings, characters and atmosphere and</p>

	<p>within and across paragraphs</p> <p>use further organisational and presentational devices to structure text and to guide the reader</p>	<p>dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>use further organisational and presentational devices to structure text and to guide the reader</p>	<p>Précising longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>use further organisational and presentational devices to structure text and to guide the reader</p>	<p>integrate dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>use further organisational and presentational devices to structure text and to guide the reader</p>	<p>advance the action</p> <p>Précising longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>use further organisational and presentational devices to structure text and to guide the reader</p>	<p>integrate dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>use further organisational and presentational devices to structure text and to guide the reader</p>
Editing Writing	<p>ensure the consistent and correct use of tense throughout a piece of writing</p>	<p>ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>assess the effectiveness of their own and others' writing</p>	<p>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>proofread for spelling and punctuation errors</p>	<p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
Vocabulary children should know	<p>subject object active passive synonym</p>					

	antonym ellipsis hyphen colon semi-colon bullet points					
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