



Priory Primary School
Progression in Writing Genres
Fiction (Currently being further developed)



	Labels, lists and captions	Instructions	Recounts	Non-chronological Reports	Letters	Biographies	Explanations	Journalistic Writing	Persuasive Writing	Arguments
Year 1	Granny Went To Market - lists (Aut 1) Christmas Selfie Contest (Aut 2) Continuous Provision challenges (all year)	Little Red Hen-sandwich (Spr2) How to grow a plant (Sum 1) How to play a game (Sum 1)	Weekend News/trips and visits (all year)	Animal fact file (Spr 1) Toy fact file (Sum 1)						
Year 2	On Sudden Hill (Aut 1) Meerkat Mail (Spr1)	How to Catch a Reindeer (Aut2) & How to Climb a Beanstalk (Spr1)	Our day at the Yorkshire Wildlife Park (Sum2)	Amy Johnson (Spr2) Animal Fact Files (Sum1)	Letter to Santa (Aut2) & Meerkat Mail (Spr1)					
Year 3		Neil Gaiman - Instructions		Stone Age	Informal - Letter to pen-pal in Sierra Leone Formal -	Mary Murdoch		Egyptian Parade		
Year 4						Marcus Rashford	Wallace and Gromit Cracking Contraptions	The Three Little Pigs (Literacy Shed)	Voices in the Park	
Year 5				Natural Disasters (Spr 1)	Tuesday (Aut 1)	Lillian Bilocca (Sum 1)	Rivers/Water Cycle (Sum 1)	Tuesday (Aut 1)	Hull means business (Spr 2)	Christmas Carol/ Geography (Aut 2)
Year 6				Alcatraz			Maya artefacts guide		Replay - persuading Theo to leave or not to leave the bunker	

	Stories set in a familiar place	Diary entries	Fairy/traditional tales	Stories with imaginary/fantasy settings	Stories that mimic significant authors	Stories that contain an historical event	Stories of adventure	Stories that contain a historical character	Playscripts	Stories about character relationships	Stories that contain a warning	Write myths /legends	Stories that contain mystery and suspense
Year 1	Toby's Funfair Fish (Aut)	But Martin (Spr 1)	Little Red Hen (Spr 2) The Enormous Turnip (Spr 2) The Town Mouse and the Country Mouse (Spr 2)	Where The Wild Things Are Sum 1 The Magic Paintbrush (Sum1)	The Way Back Home (Spr 1)								
Year 2	Emma Jane's Aeroplane (Spr 2)	On Sudden Hill (Aut 1) Meerkat Mail (Spr 1) Samuel Pepys (Sum1)	Jack and the Beanstalk (Spr 1) & Goldilocks and the Three Bears (Sum1)	The Polar Express (Aut2)	The Storm Whale (Sum2)								
Year 3	Penguin in Peril						House Haunting	Stoneage Boy					
Year 4	Voices in the Park/The Long Wait (John Lewis Advert)								Alice in Wonderland	The Day the Crayons Quit/The One for All (Literacy Shed)	The Great Kapok Tree by Lynne Cherry	Beowulf	
Year 5						Natural Disasters (Spr 1) The Blitz (Sum 1)	Kidnapped/ Natural Disasters (Spr 1)	Christmas Carol (Aut 2)	Hull means business (Spr 2)			Lost Happy Endings (Aut 1)	
Year 6		Romeo & Juliet The Walk				War Game Alcatraz	Replay						The Mysteries of Harris Burdick

Composition NC Objectives – Year 1	
Pupils should be taught to:	Examples of learning challenges / questions (linked to the NC objective):
- write sentences by: ❖ saying aloud what they are going to write about	<ul style="list-style-type: none"> • Can I tell someone what I am going to write about?
❖ composing a sentence orally before writing it	<ul style="list-style-type: none"> • Can I say my sentence out loud before I write it down? • Can I count the words in my sentence? • Can I repeat my sentence to show it is in my memory?
❖ sequencing sentences to form short narratives	<ul style="list-style-type: none"> • Can I write sentences to tell a story? • Can I write a story in time (chronological) order? • Can I write the key events in order?
❖ rereading what they have written to check that it makes sense	<ul style="list-style-type: none"> • Can I read what I have written? • Can I check my writing makes sense? • Can I change my sentence so that it makes sense?
❖ discuss what they have written with the teacher or other pupils	<ul style="list-style-type: none"> • Can I tell someone about my writing ? • Can I talk about the purpose of my writing? • Can I comment on the key features of my writing? • Can I talk about my characters? • Can I summarise events in the correct order? • Can I answer questions about what I have written? • Can I listen and respond to what others say?
❖ read aloud their writing clearly enough to be heard by the teacher and their peers	<ul style="list-style-type: none"> • Can I speak clearly and confidently so that I can be heard? • Can I read what I have written to my class in a clear voice? • Can I use my knowledge of common exception words to read? • Can I read fluently and with accuracy?

Composition NC Objectives – Year 2	
Pupils should be taught to:	Examples of learning challenges / questions (linked to the NC objective):
- develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ❖ writing narratives about personal experiences and those of others (real and fictional) 	<ul style="list-style-type: none"> ● Can I write for an extended period of time? ● Can I write about my own experiences (real and fictional)? ● Can I write about other people's experiences (real and fictional)?
<ul style="list-style-type: none"> ❖ writing about real events 	<ul style="list-style-type: none"> ● Can I write about something I have done (real events)? ● Can I recount a visit/ experience in (appropriate) detail?
<ul style="list-style-type: none"> ❖ writing poetry 	<ul style="list-style-type: none"> ● Can I write poetry?
<ul style="list-style-type: none"> ❖ writing for different purposes 	<ul style="list-style-type: none"> ● Can I write for different purposes (at least five examples, including narrative and non narrative)?
- consider what they are going to write before beginning by: <ul style="list-style-type: none"> ❖ planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> ● Can I plan my writing (boxing up)? ● Can I talk about what I am going to include in my writing? ● Can I say my sentence out loud before I write it down?
<ul style="list-style-type: none"> ❖ writing down ideas and/or keywords, including new vocabulary 	<ul style="list-style-type: none"> ● Can I write down my ideas? ● Can I write key words, including new vocabulary? ● Can I spell the common exception words I have learnt? ● Can I try to spell new words, using the strategies I've been taught?

Composition NC Objectives – Year 3	
Pupils should be taught to:	Examples of learning challenges / questions (linked to the NC objective):
<ul style="list-style-type: none"> - plan their writing by: <ul style="list-style-type: none"> ❖ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> ● Can I plan my writing (boxing up)? ● Can I find the key features of a text? ● Can I identify the audience? ● Can I identify the purpose? ● Can I identify the structure? ● Can I find key vocabulary of the genre? ● Can I find key grammatical features of the genre?
<ul style="list-style-type: none"> ❖ discussing and recording ideas 	<ul style="list-style-type: none"> ● Can I talk about what I am going to include in my writing? ● Can I record my ideas (in a variety of ways)?
<ul style="list-style-type: none"> - draft and write by: <ul style="list-style-type: none"> ❖ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> ● Can I practise sentences before I include them in my writing? ● Can I orally rehearse my sentences before writing? ● Can I improve my sentences to include: <ul style="list-style-type: none"> ○ conjunctions, for example : when, before, after, while, so, because ○ adverbs, for example: then, next, soon, therefore ○ prepositions, for example: before, after, during, in, because of ● Can I include subordinate clauses in my sentences? ● Can I include direct speech in my writing? ● Can I write sentences to show time, place and cause (focussing on conjunctions, adverbs and prepositions)? ● Can I draft my own ideas? ● Can I reread and edit my work? ● Can I make sure my writing makes sense?
<ul style="list-style-type: none"> ❖ organising paragraphs around a theme 	<ul style="list-style-type: none"> ● Can I plan ideas into paragraphs (boxing up)?
<ul style="list-style-type: none"> ❖ in narratives, creating settings, characters and plot 	<ul style="list-style-type: none"> ● Can I write a setting description? ● Can I describe my characters? ● Can I write: <ul style="list-style-type: none"> ○ An introduction / opening paragraph ○ A Build-Up ○ Problem ○ Resolution ○ Ending ● Can I write in the: <ul style="list-style-type: none"> ○ First person ○ Third Person

<ul style="list-style-type: none"> ❖ in non-narrative material, using simple organisational devices such as headings and subheadings 	<ul style="list-style-type: none"> ● Can I use: <ul style="list-style-type: none"> ○ bullet points ○ numbers ○ headings ○ sub-headings ○ information boxes
<p>- evaluate and edit by:</p> <ul style="list-style-type: none"> ❖ assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> ● Can I re-read and edit my work? ● Can I ensure my writing makes sense? ● Can I check my partner's writing makes sense? ● Can I talk about ways to improve my own (and others') work?
<ul style="list-style-type: none"> ❖ proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences 	<ul style="list-style-type: none"> ● Can I suggest ways to improve sentence structure? ● Can I suggest ways to improve vocabulary? ● Can I suggest ways to improve grammar? ● Can I check the tense is correct in my (and others') writing?
<ul style="list-style-type: none"> ❖ proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> ● Can I check for spelling errors? ● Can I check for punctuation errors?
<p>- 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.</p>	<ul style="list-style-type: none"> ● Can I read aloud my writing to a group? ● Can I read aloud my writing to the whole class? ● Can I vary the volume of my voice when reading my writing to others? ● Can I vary the tone of my voice when reading my writing to others?

Composition NC Objectives – Year 4	
Pupils should be taught to:	Examples of learning challenges / questions (linked to the NC objective):
<p>- plan their writing by:</p> <ul style="list-style-type: none"> ❖ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> ● Can I plan my writing (boxing up)? ● Can I find the key features of a text? ● Can I identify the audience? ● Can I identify the purpose? ● Can I identify the structure? ● Can I find key vocabulary of the genre? ● Can I find key grammatical features of the genre?
<ul style="list-style-type: none"> ❖ discussing and recording ideas 	<ul style="list-style-type: none"> ● Can I talk about my ideas? ● Can I record my ideas (in a variety of ways)?
<p>- draft and write by:</p> <ul style="list-style-type: none"> ❖ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> ● Can I practise sentences before I include them in my writing? ● Can I orally rehearse my sentences before writing? ● Can I improve my sentences to include: <ul style="list-style-type: none"> ○ noun phrases ○ prepositional phrases ○ fronted adverbials, for example: later that day, I heard the bad news ● Can I include subordinate clauses in my sentences? ● Can I compose a sentence that includes an embedded clause? ● Can I compose a sentence that includes direct speech? ● Can I experiment with the use of clauses within sentences? ● Can I choose the correct pronoun or noun within a sentence so that it makes sense and avoids repetition? ● Can I draft my own ideas? ● Can I reread and edit my work to make sure the meaning is clear? ● Can I make sure my writing makes sense?
<ul style="list-style-type: none"> ❖ organising paragraphs around a theme 	<ul style="list-style-type: none"> ● Can I organise my ideas into themed paragraphs (using boxing up)? ● Can I sequence my paragraphs into a logical order? ● Can I use a range of connectives to help link paragraphs in a logical order, for example next, then, however?
<ul style="list-style-type: none"> ❖ in narratives, creating settings, characters and plot 	<ul style="list-style-type: none"> ● Can I use a range of interesting ways to start a story (dialogue, action, description)? ● Can I use a range strategies to give my information about my characters: <ul style="list-style-type: none"> ○ description ○ dialogue ○ action

	<ul style="list-style-type: none"> • Can I use a range of vocabulary to describe my characters feelings? • Can I create empathy for my character? • Can I consistently write in the first and third person? • Can I write in the past tense? • Can I write in the present tense? • Can I write a story with a 5 part structure (beginning, build-up, problem, resolution, end)? • Can I maintain the interest of the audience, for example through humour and suspense?
<ul style="list-style-type: none"> ❖ in non-narrative material, using simple organisational devices such as headings and subheadings 	<p>Can I use the following to aid presentation:</p> <ul style="list-style-type: none"> • bullet points • numbers • headings • sub-headings • information boxes • diagrams • labels
<p>- evaluate and edit by:</p> <ul style="list-style-type: none"> ❖ assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> • Can I reread and edit my work to make sure the meaning is clear? • Can I ensure my writing makes sense? • Can I check my partner's writing makes sense? • Can I talk about ways to improve my own (and others') work?
<ul style="list-style-type: none"> ❖ proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences 	<ul style="list-style-type: none"> • Can I suggest ways to improve sentence structure? • Can I suggest ways to improve vocabulary? • Can I check the tense is correct in my own and others' writing?

<p>❖ proof-read for spelling and punctuation errors</p>	<ul style="list-style-type: none">• Can I reread my own writing and check for spelling errors?• Can I reread my own writing and check for punctuation errors?
<p>- 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.</p>	<ul style="list-style-type: none">• Can I read aloud my writing to a group?• Can I read aloud my writing to the whole class?• Can I read my own writing aloud to engage the listener?• Can I read my work with an appropriate voice, tone and expression?

Composition NC Objectives – Year 5	
Pupils should be taught to:	Examples of learning challenges / questions (linked to the NC objective):
<ul style="list-style-type: none"> - plan their writing by: <ul style="list-style-type: none"> ❖ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 	<ul style="list-style-type: none"> ● Can I identify the audience? ● Can I identify the structure? ● Can I identify the key features and vocabulary choices of writing? ● Can I reproduce a piece of writing in my own style? ● Can I use a structure to plan a piece of writing (boxing up)? ● Can I identify key phrases in a piece of writing? ● Can I produce a piece of writing by following a plan? ● Can I adopt a formal/ informal style of writing?
<ul style="list-style-type: none"> ❖ noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> ● Can I research using a range of resources? ● Can I structure a text using my own sub-headings? ● Can I organise the key points into paragraphs and elaborate on those points?
<ul style="list-style-type: none"> ❖ in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed 	<ul style="list-style-type: none"> ● Can I understand how to 'show don't tell' when describing characters? ● Can I develop my characters with description and dialogue? ● Can I write a story opening with description and dialogue?
<ul style="list-style-type: none"> - draft and write by: <ul style="list-style-type: none"> ❖ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<ul style="list-style-type: none"> ● Can I create a word bank? ● Can I select effective vocabulary to help show meaning in my writing? ● Can I select effective grammar to help show meaning in my writing? ● Can I write a formal/ informal letter?
<ul style="list-style-type: none"> ❖ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 	<ul style="list-style-type: none"> ● Can I convey the atmosphere of a setting? ● Can I use dialogue to help develop the character or action? ● Can I ensure a balance between action, description and dialogue?
<ul style="list-style-type: none"> ❖ precisising longer passages 	<ul style="list-style-type: none"> ● Can I orally summarise a text I have read? ● Can I summarise the key points of a text?
<ul style="list-style-type: none"> ❖ using a wide range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> ● Can I make links between paragraphs with conjunctions? ● Can I link information within a paragraph?

	<ul style="list-style-type: none"> Can I use a range of conjunctions appropriately within and between paragraphs?
<ul style="list-style-type: none"> using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) 	<ul style="list-style-type: none"> Can I use sub-headings? Can I use bullet points? Can I structure a newspaper report?
<p>- evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing 	<ul style="list-style-type: none"> Can I evaluate my own writing? Can I edit my writing using a range of strategies? Can I understand what to edit in my writing? Can I discuss the effectiveness of my own and others' writing?
<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<ul style="list-style-type: none"> Can I use a thesaurus to improve vocabulary? Can I edit and improve my work? Can I pick out parts of my writing that need editing?
<ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing 	<ul style="list-style-type: none"> Can I use the appropriate tense when writing and use present tense for indirect and direct speech? Can I use the appropriate tense consistently throughout a piece of writing?
<ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	<ul style="list-style-type: none"> Can I identify the appropriate tense? Can I reread my writing to ensure verb tense agreement? Can I alter my style when writing in direct speech?
<ul style="list-style-type: none"> proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Can I check for spelling and punctuation errors? Can I edit spelling and punctuation in my writing?
<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> Can I read aloud my own writing with expression? Can I read aloud my own writing with the correct volume? Can I read aloud my own writing with actions? Can I use drama to perform my own ideas?

Composition NC Objectives – Year 6	
Pupils should be taught to:	Examples of learning challenges / questions (linked to the NC objective):
<p>- plan their writing by:</p> <ul style="list-style-type: none"> ❖ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 	<ul style="list-style-type: none"> ● Can I identify the audience? ● Can I identify the structure? ● Can I identify the key features and vocabulary choices of my writing? ● Can I reproduce a piece of writing in my own style? ● Can I use a structure to plan a piece of writing? ● Can I identify key phrases in a piece of writing? ● Can I produce a piece of writing by following a plan? ● Can I adopt a formal/ informal style of writing?
<ul style="list-style-type: none"> ❖ noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> ● Can I research using a range of resources? ● Can I structure a text using my own sub-headings? ● Can I organise the key points into paragraphs and elaborate on those points?
<ul style="list-style-type: none"> ❖ considering how authors have developed characters and settings in what they have read, listened to or seen performed 	<ul style="list-style-type: none"> ● Can I understand how to use 'show don't tell' when describing characters? ● Can I develop my characters with description and dialogue? ● Can I write a story opening with description and dialogue?
<p>- draft and write by:</p> <ul style="list-style-type: none"> ❖ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<ul style="list-style-type: none"> ● Can I create a word bank? ● Can I select effective vocabulary to help show meaning in my writing? ● Can I select effective grammar to help show meaning in my writing? ● Can I write a formal/ informal letter?
<ul style="list-style-type: none"> ❖ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 	<ul style="list-style-type: none"> ● Can I convey the atmosphere of a setting? ● Can I use dialogue to help develop the character or action? ● Can I ensure a balance between action, description and dialogue?
<ul style="list-style-type: none"> ❖ precisising longer passages 	<ul style="list-style-type: none"> ● Can I orally summarise a text I have read? ● Can I summarise the key points of a text?

<ul style="list-style-type: none"> ❖ using a wide range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> ● Can I make links between paragraphs with conjunctions? ● Can I link information within a paragraph? ● Can I use a range of conjunctions appropriately within and between paragraphs?
<ul style="list-style-type: none"> ❖ using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) 	<ul style="list-style-type: none"> ● Can I use sub-headings? ● Can I use bullet points? ● Can I structure a newspaper report?
<p>- evaluate and edit by:</p> <ul style="list-style-type: none"> ❖ assessing the effectiveness of their own and others' writing 	<ul style="list-style-type: none"> ● Can I evaluate my own writing? ● Can I edit my writing using a range of strategies? ● Can I understand what to edit in my writing? ● Can I discuss the effectiveness of my own and others' writing?
<ul style="list-style-type: none"> ❖ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<ul style="list-style-type: none"> ● Can I use a thesaurus to improve vocabulary? ● Can I edit and improve my work? ● Can I pick out parts of my writing that need editing?
<ul style="list-style-type: none"> ❖ ensuring the consistent and correct use of tense throughout a piece of writing 	<ul style="list-style-type: none"> ● Can I use the appropriate tense when writing and use present tense for indirect and direct speech? ● Can I use the appropriate tense consistently throughout a piece of writing?
<ul style="list-style-type: none"> ❖ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	<ul style="list-style-type: none"> ● Can I identify the appropriate tense? ● Can I reread my writing to ensure verb tense agreement? ● Can I alter my style when writing in direct speech?
<ul style="list-style-type: none"> ❖ proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> ● Can I check for spelling and punctuation errors? ● Can I edit spelling and punctuation in my writing?
<ul style="list-style-type: none"> ❖ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> ● Can I read aloud my own writing with expression? ● Can I read aloud my own writing with the correct volume? ● Can I read aloud my own writing with actions? ● Can I use drama to perform my own ideas?

SPaG NC Objectives – Year 1	
Pupils should be taught to:	Examples of learning questions (linked to the NC objective):
❖ Leave spaces between words	<ul style="list-style-type: none"> • Can I leave spaces between my words when writing?
❖ Join words and join sentences using 'and'	<ul style="list-style-type: none"> • Can I use 'and' to create a list? • Can I join a sentence with 'and'?
❖ Sequence sentences to form short narratives	<ul style="list-style-type: none"> • Can I join sentences to form short stories/recounts?
❖ Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	<ul style="list-style-type: none"> • Can I start a sentence with a capital letter? • Can I finish a sentence with a full stop? • Can I place a CL and FS correctly in a sentence? • Can I use FS and CL in several sentences? • Can I recognise a question mark in a piece of writing? • Do I know what a question mark is used for? • Can I use a question mark when writing a question? • Can I recognise an exclamation mark in a piece of writing? • Do I know what an exclamation mark is used for? • Can I use an exclamation mark when writing?
❖ Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	<ul style="list-style-type: none"> • Can I use a capital letter for the names of people, places, and days of the week? • Can I always use a capital letter for 'I'?
❖ Learning the grammar for Y1	<ul style="list-style-type: none"> • Do I know words are used to make sentences? • Can I write sentences to form a story or narrative? • Do I know 'un' changes the meaning of a verb or adjective – untie, unkind? • Can I use and understand the meaning of the regular plural noun suffix –s. e.g. dogs, cats? • Can I use and understand the meaning of the regular plural noun suffix –es. E.g. wishes, rushes? • Can I add the suffix –ing to verbs where the root word doesn't change? • Can I add the suffix –ed to verbs where the root word doesn't change? • Can I add the suffix –er to verbs where the root word doesn't change? • Do I know how words can combine to make sentences? • Can I orally compose a sentence that is grammatically correct?

	<ul style="list-style-type: none"> • Can I say what grammar I will need in my sentence?
<ul style="list-style-type: none"> ❖ Use the grammatical terminology for Y1 when discussing their writing 	<ul style="list-style-type: none"> • Can I use the word letter when talking about my writing? • Can I use the word capital letter when talking about my writing? • Can I use the word word when talking about my writing? • Can I use the word singular when talking about my writing? • Can I use the word plural when talking about my writing? • Can I use the word sentence when talking about my writing? • Can I use the word punctuation when talking about my writing? • Can I use the word full stop when talking about my writing? • Can I use the word question mark when talking about my writing? • Can I use the word exclamation mark when talking about my writing?

SPaG NC Objectives – Year 1	
Pupils should be taught to:	Examples of learning questions (linked to the NC objective):
<ul style="list-style-type: none"> ❖ Leave spaces between words 	<ul style="list-style-type: none"> • Can I leave spaces between my words when writing?
<ul style="list-style-type: none"> ❖ Join words and join sentences using 'and' 	<ul style="list-style-type: none"> • Can I use 'and' to create a list? • Can I join a sentence with 'and'?
<ul style="list-style-type: none"> ❖ Sequence sentences to form short narratives 	<ul style="list-style-type: none"> • Can I join sentences to form short stories/recounts?
<ul style="list-style-type: none"> ❖ Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<ul style="list-style-type: none"> • Can I start a sentence with a capital letter? • Can I finish a sentence with a full stop? • Can I place a CL and FS correctly in a sentence? • Can I use FS and CL in several sentences? • Can I recognise a question mark in a piece of writing? • Do I know what a question mark is used for? • Can I use a question mark when writing a question? • Can I recognise an exclamation mark in a piece of writing? • Do I know what an exclamation mark is used for? • Can I use an exclamation mark when writing?

<ul style="list-style-type: none"> ❖ Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> ● Can I use a capital letter for the names of people, places, and days of the week? ● Can I always use a capital letter for 'I'?
<ul style="list-style-type: none"> ❖ Learning the grammar for Y1 	<ul style="list-style-type: none"> ● Do I know words are used to make sentences? ● Can I write sentences to form a story or narrative? ● Do I know 'un' changes the meaning of a verb or adjective – untie, unkind? ● Can I use and understand the meaning of the regular plural noun suffix –s. e.g. dogs, cats? ● Can I use and understand the meaning of the regular plural noun suffix –es. E.g. wishes, rushes? ● Can I add the suffix –ing to verbs where the root word doesn't change? ● Can I add the suffix –ed to verbs where the root word doesn't change? ● Can I add the suffix –er to verbs where the root word doesn't change? ● Do I know how words can combine to make sentences? ● Can I orally compose a sentence that is grammatically correct? ● Can I say what grammar I will need in my sentence?
<ul style="list-style-type: none"> ❖ Use the grammatical terminology for Y1 when discussing their writing 	<ul style="list-style-type: none"> ● Can I use the word letter when talking about my writing? ● Can I use the word capital letter when talking about my writing? ● Can I use the word word when talking about my writing? ● Can I use the word singular when talking about my writing? ● Can I use the word plural when talking about my writing? ● Can I use the word sentence when talking about my writing? ● Can I use the word punctuation when talking about my writing? ● Can I use the word full stop when talking about my writing? ● Can I use the word question mark when talking about my writing? ● Can I use the word exclamation mark when talking about my writing?

SPaG NC Objectives – Year 2	
Pupils should be taught to:	Examples of learning questions (linked to the NC objective):
- develop their understanding of the concepts by: <ul style="list-style-type: none"> ❖ learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> • Can I use capital letters correctly within a sentence? • Can I use full stops correctly? • Can I use question marks correctly? • Can I use exclamation marks correctly? • Can I use commas to separate items in a list? • Can I use apostrophes to mark an omission? E.g. I'm, don't • Can I use apostrophes for singular possession of nouns?
- learn how to use: <ul style="list-style-type: none"> ❖ sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> • Do I know the grammatical patterns that indicate a statement? • Do I know the grammatical patterns that indicate a question? • Do I know the grammatical patterns that indicate an exclamation? • Do I know the grammatical patterns that indicate a command?
<ul style="list-style-type: none"> ❖ expanded noun phrases to describe and specify, e.g. the blue butterfly 	<ul style="list-style-type: none"> • Can I use adjectives to expand a noun phrase? E.g. a blue butterfly • Can I use a noun phrase with specification? E.g. The beech tree?
<ul style="list-style-type: none"> ❖ the present and past tenses correctly and consistently including the progressive form 	<ul style="list-style-type: none"> • Can I use the present tense correctly? E.g. I go to the pool • Can I use the present progressive tense correctly? E.g. I am going to the pool • Can I use the past tense correctly? E.g. I went to the pool • Can I use the present progressive tense correctly? E.g. I was going to the pool when it started raining
<ul style="list-style-type: none"> ❖ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> • Can I use 'when' for subordination in sentences? E.g. The big dog barks <i>when</i> he is hungry • Can I use 'if' for subordination in a sentence? E.g. The little cat meows <i>if</i> the dog barks • Can I use 'that' for subordination in a sentence? E.g. The fish <i>that</i> was in the bowl, swam • Can I use 'because' for subordination in a sentence? E.g. The little cat died <i>because</i> the dog was hungry. • Can I use 'or' for co-ordination in a sentence? E.g. The cat <i>or</i> the dog made a mess.

	<ul style="list-style-type: none"> • Can I use 'and' for co-ordination in a sentence? E.g. The cat <i>and</i> the dog made a mess. • Can I use 'but' for co-ordination in a sentence? E.g. The cat made a noise <i>but</i> the dog was quiet.
❖ the grammar rules for Year 2	<ul style="list-style-type: none"> • Can I use and understand the noun suffix –ness? E.g. Happiness • Can I use and understand the noun suffix –er? E.g. Dancer • Can I form compounding nouns? E.g. whiteboard, superman? • Can I form adjectives using the suffix – ful? E.g. beautiful, • Can I form adjectives using the suffix – less? E.g. thoughtless • Can I use the suffix – er with adjectives in my writing? E.g. bigger • Can I use the suffix – est with adjectives in my writing? E.g. biggest • Can I use the suffix – ly to turn an adjective into a adverb? E.g. quickly, quietly
❖ some features of written Standard English	<ul style="list-style-type: none"> • Can I use Standard English when I write?
- use and understand grammatical terminology when discussing their writing	<ul style="list-style-type: none"> • Can I use and understand a noun and a noun phrase when talking about my writing? • Can I use and understand a statement when talking about my writing? • Can I use and understand a question when talking about my writing? • Can I use and understand an exclamation when talking about my writing? • Can I use and understand a command when talking about my writing? • Can I use and understand a compound sentence when talking about my writing? • Can I use and understand an adjective when talking about my writing? • Can I use and understand a verb when talking about my writing? • Can I use and understand a suffix when talking about my writing? • Can I use and understand an adverb when talking about my writing? • Can I use and understand tense (past and present) when talking about my writing? • Can I use and understand an apostrophe when talking about my writing? • Can I use and understand commas when talking about my writing?

SPaG NC Objectives – Year 3	
Pupils should be taught to:	Examples of learning questions (linked to the NC objective):
<p>- develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> ❖ extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although 	<ul style="list-style-type: none"> • Can I understand what a conjunction is? • Can I use a conjunction to help me show the time, place or cause in my writing? • Can I use a subordinating conjunction when, if, because, although? E.g. Joe can't practise kicking <i>because</i> he's injured. • Can I use a preposition conjunction before, since, after, during, in? E.g. I'm going, <i>before</i> I get into trouble.
<ul style="list-style-type: none"> ❖ using the perfect form of verbs in contrast to the past tense 	<ul style="list-style-type: none"> • Can I use the simple past tense? E.g. He <i>went</i> out to play. • Can I use have or has with a past tense verb? E.g. I <i>have</i> downloaded some songs / He <i>has</i> gone out to play / We <i>have</i> eaten our lunch. • Can I use the present perfect instead of the simple past tense? E.g. I <i>have walked</i> rather than I walked
<ul style="list-style-type: none"> ❖ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • Can I choose a pronoun to replace a noun? • Can I use a pronoun or noun to avoid repetition?
<ul style="list-style-type: none"> ❖ using conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> • Can I understand and use the term conjunction to help me show the time, place or cause? • Can I understand and use the term adverb to help me show the time, place or cause? • Can I understand and use the term preposition to help me show the time, place or cause? • Can I use and identify adverbs in writing? E.g. <i>then, next, soon, therefore</i> • Can I use prepositions? E.g. <i>before, after, during, under, in, because of</i> • Can I use and identify conjunctions in writing? E.g. <i>when, before, after, while, so, because</i>
<ul style="list-style-type: none"> ❖ using fronted adverbials 	<ul style="list-style-type: none"> • Can I write a sentence starting with an adverbial phrase? E.g. <i>Last Saturday, a few moments later.</i>

<ul style="list-style-type: none"> ❖ learning the grammar for Year 3 	<ul style="list-style-type: none"> ● Can I use the prefixes: anti- super- and auto- on a range of nouns? ● Can I decide to use 'a' or 'an' depending on whether the noun begins with a vowel? E.g. <i>a rock, an open box</i> ● Can I begin to recognise word families? E.g. <i>solve, solution, solver, dissolve, insoluble</i> ● Can I use headings and subheadings to aid presentation in non-fiction text types? ● Can I use the present perfect form of a verb instead of the simple past tense? e.g. <i>He has gone out to play.</i> instead of <i>He went out to play.</i>
<ul style="list-style-type: none"> - indicate grammatical and other features by: <ul style="list-style-type: none"> ❖ using commas after fronted adverbials 	<ul style="list-style-type: none"> ● Can I understand that a comma separates different parts of a sentence?
<ul style="list-style-type: none"> ❖ indicating possession by using the possessive apostrophe with singular and plural nouns 	<ul style="list-style-type: none"> ● Can I identify where an apostrophe is required on a singular noun? E.g. the <i>car's</i> bonnet
<ul style="list-style-type: none"> ❖ using and punctuating direct speech 	<ul style="list-style-type: none"> ● Can I punctuate direct speech with inverted commas?
<ul style="list-style-type: none"> - use and understand grammatical terminology accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> ● Do I know the Y3 grammar terms? <ul style="list-style-type: none"> ○ Adverb ○ Preposition conjunction ○ Word family ○ Prefix ○ Clause ○ Subordinate clause ○ Direct speech ○ Consonant ○ Consonant letter vowel (y) ○ Vowel letter ○ Inverted commas / speech marks

SPaG NC Objectives – Year 4	
Pupils should be taught to:	Examples of learning questions (linked to the NC objective):
- develop their understanding of the concepts by: <ul style="list-style-type: none"> ❖ extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although 	<ul style="list-style-type: none"> • Can I use conjunctions to further extend my sentences? E.g. <i>When</i> I went to the bank I withdrew some money, <i>although</i> I knew I was overdrawn. • Can I extend my sentences by expanding noun phrases using modifying adjectives, nouns and prepositional phrases? E.g. <i>The teacher</i> is expanded to <i>The strict maths teacher with curly hair..</i>
<ul style="list-style-type: none"> ❖ using the standard English form for verb inflections instead of local spoken forms 	<ul style="list-style-type: none"> • Can I say and write ‘we were’ / ‘I was’ accurately? • Can I say and write ‘should have’ accurately? • Can I recognise a double negative?
<ul style="list-style-type: none"> ❖ using the perfect form of verbs in contrast to the past tense 	<ul style="list-style-type: none"> • Can I use the simple past tense? E.g. He <i>went</i> out to play. • Can I use have or has with a past tense verb? E.g. I <i>have</i> downloaded some songs / He <i>has</i> gone out to play / We <i>have</i> eaten our lunch. • Can I use the present perfect instead of the simple past tense? E.g. I <i>have walked</i> rather than I walked
<ul style="list-style-type: none"> ❖ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • Can I replace a noun with an appropriate pronoun to avoid repetition in my writing?
<ul style="list-style-type: none"> ❖ using fronted adverbials 	<ul style="list-style-type: none"> • Can I write a sentence starting with an adverbial phrase? E.g. <i>Later that day, I heard the bad news.</i>
- indicate grammatical and other features by: <ul style="list-style-type: none"> ❖ using commas after fronted adverbials 	<ul style="list-style-type: none"> • Can I place a comma after a fronted adverbial?

❖ indicating possession by using the possessive apostrophe with singular and plural nouns	<ul style="list-style-type: none"> • Can I identify where an apostrophe is required on a plural noun? E.g. the boys' toilets • Can I recognise the difference between a plural 's' and a possessive 's'? E.g. <i>bats</i>, <i>bat's</i>
❖ using and punctuating direct speech	<ul style="list-style-type: none"> • Can I punctuate speech accurately including the comma after the reporting clause and any punctuation within the speech? E.g. <i>The conductor shouted, "Sit down!"</i>
- use and understand grammatical terminology accurately and appropriately when discussing their writing and reading.	<ul style="list-style-type: none"> • Do I know the Y4 grammar terms? <ul style="list-style-type: none"> ○ Determiner ○ Pronoun ○ Possessive pronoun ○ Adverbial

SPaG NC Objectives – Year 5	
Pupils should be taught to:	Examples of learning questions (linked to the NC objective):
- develop their understanding of the concepts by: <ul style="list-style-type: none"> ❖ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 	<ul style="list-style-type: none"> • Can I recognise when speech is formal? • Can I recognise when the mood expresses doubts, wishes and possibilities – subjunctive form?
❖ using passive verbs to affect the presentation of information in a sentence	<ul style="list-style-type: none"> • Can I recognise the passive form? E.g. <i>The sandwich was being eaten by John.</i>
❖ using the perfect form of verbs to mark relationships of time and cause	<ul style="list-style-type: none"> • Can I use the correct verb tense to demonstrate when an action is performed?
❖ using expanded noun phrases to convey complicated information concisely	<ul style="list-style-type: none"> • Can I use expanded noun phrases to add extra information? • Can I use concise vocabulary to describe using expanded noun phrases?
❖ using modal verbs or adverbs to indicate degrees of possibility	<ul style="list-style-type: none"> • Can I use modal verbs to show what could or what may happen?
❖ using relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun	<ul style="list-style-type: none"> • Can I use a complex sentence which includes 'who'? • Can I use a complex sentence which includes 'which'? • Can I use a complex sentence which includes 'where'? • Can I use a complex sentence which includes 'whose'? • Can I use a complex sentence which includes 'that'? • Can I use a complex sentence which includes 'with'?
❖ learning the grammar for Year 5	<ul style="list-style-type: none"> • Can I use modal verbs? E.g. used to change the meaning of verbs – <i>can, may, might, should</i>

	<ul style="list-style-type: none"> Can I use adverbs to indicate degrees of possibility? E.g. <i>perhaps, surely</i>
<p>- indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing 	<ul style="list-style-type: none"> Can I use commas to add extra information? Can I use commas to avoid confusion?
<ul style="list-style-type: none"> using hyphens to avoid ambiguity 	<ul style="list-style-type: none"> Can I use hyphens to avoid confusion? E.g. <i>recover</i> a document / <i>re-cover</i> a chair, <i>man eating</i> shark – <i>man-eating</i> shark
<ul style="list-style-type: none"> use brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> Can I use brackets to add extra information? Can I use dashes to add extra information? Can I use commas to add extra information?
<ul style="list-style-type: none"> use semi-colons, colons or dashes to mark boundaries between independent clauses 	<ul style="list-style-type: none"> Can I use semi-colons to identify independent clauses? Can I use semi-colons to separate longer items in a list? Can I use colons to identify independent clauses? Can I use dashes to identify independent clauses?
<ul style="list-style-type: none"> use a colon to introduce a list 	<ul style="list-style-type: none"> Can I use a colon to introduce a list?
<ul style="list-style-type: none"> punctuating bullet points consistently 	<ul style="list-style-type: none"> Can I punctuate bullet points consistently?
<p>- use and understand grammatical terminology in accurately and appropriately in discussing their writing and reading?</p>	<ul style="list-style-type: none"> Can I use modal verbs? E.g. used to change the meaning of verbs – <i>can, may, might, should</i> Can I use a relative pronoun? E.g. <i>that, which, who</i> –referring back to previously used noun Can I use a relative clause? E.g. <i>who, which, whom, that, whose</i> Can I understand the terms: parenthesis; bracket and dash? Can I understand the term cohesion and identify if parts fit together? Can I understand the term ambiguity?

SPaG NC Objectives – Year 6	
Pupils should be taught to:	Examples of learning questions (linked to the NC objective):
<ul style="list-style-type: none"> - develop their understanding of the concepts by: <ul style="list-style-type: none"> ❖ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 	<ul style="list-style-type: none"> ● Can I identify the difference between - use and understand grammatical terminology in accurately and appropriately in discussing their writing and reading?and formal speech in writing?
<ul style="list-style-type: none"> ❖ using passive verbs to affect the presentation of information in a sentence 	<ul style="list-style-type: none"> ● Can I use passive verbs for effect?
<ul style="list-style-type: none"> ❖ using the perfect form of verbs to mark relationships of time and cause 	<ul style="list-style-type: none"> ● Can I use the correct verb tense to demonstrate when an action is performed? ● Can I use the perfect tense where appropriate? E.g. 'I have written an essay?'- to indicate completion.
<ul style="list-style-type: none"> ● using expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> ● Can I use expanded noun phrases to add extra information? ● Can I use expanded noun phrases with concise and appropriate vocabulary to add shades of meaning to the text?
<ul style="list-style-type: none"> ❖ using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> ● Can I use modal verbs appropriately to show what could or what may happen?

<ul style="list-style-type: none"> ❖ using relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun 	<ul style="list-style-type: none"> ● Can I use a complex sentence which includes 'who'? ● Can I use a complex sentence which includes 'which'? ● Can I use a complex sentence which includes 'where'? ● Can I use a complex sentence which includes 'whose'? ● Can I use a complex sentence which includes 'that'? ● Can I use a complex sentence which includes 'with'?
<ul style="list-style-type: none"> ❖ learning the grammar for Year 6 	<ul style="list-style-type: none"> ● Can I use appropriate vocabulary for formal speech and writing? E.g. find out –<i>discover</i>, ask for – <i>request</i>, go in –<i>enter</i> ● Can I use formal structures in writing? E.g. <i>He's your friend, isn't he?</i> ● Can I use the subjunctive form? E.g. ...<i>if I were</i>, <i>Were they...</i> ● Can I link ideas across using a wider range of cohesive devices/adverbials? E.g. <i>on the other hand</i>, <i>in contrast</i>, <i>as a consequence...</i> ● Can I set out my writing in an appropriate manner to structure the text? E.g. <i>Non-fiction – headings, subheadings, bullet points, columns, tables</i> ● Can I understand that the subject of a verb, is normally the noun, noun phrase or pronoun that names a 'do-er' or 'be-er'? ● Can I understand than an object is normally a noun, pronoun or noun phrase that comes straight after a verb? ● Can I identify an active verb? E.g. The school <i>arranged</i> a visit. ● Can I use and identify the passive verb? E.g. A visit <i>was arranged</i> by the school. ● Can I identify and use a range of synonyms? E.g. <i>talk</i>, <i>speak</i> ● Can I identify antonyms? E.g. <i>hot</i> / <i>cold</i> ● Can I use of an ellipsis and their effect? ● Can I use a hyphen to avoid ambiguity? ● Can I use a colon to introduce a list or explain something in further detail?
<p>- indicate grammatical and other features by:</p> <ul style="list-style-type: none"> ● using commas to clarify meaning or avoid ambiguity in writing 	<ul style="list-style-type: none"> ● Can I use a comma to avoid ambiguity in a sentence? ● Can I use commas to divide clauses appropriately?
<ul style="list-style-type: none"> ❖ using hyphens to avoid ambiguity 	<ul style="list-style-type: none"> ● Can I use hyphens to avoid confusion? E.g. <i>recover</i> a document / <i>re-cover</i> a chair, <i>man eating</i> shark – <i>man-eating</i> shark ●
<ul style="list-style-type: none"> ❖ use brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> ● Can I use brackets, dashes and commas in the correct places?
<ul style="list-style-type: none"> ❖ use semi-colons, colons or dashes to mark boundaries between independent clauses 	<ul style="list-style-type: none"> ● Can I use semi-colons and colons to mark the boundary between independent clauses? E.g. <i>It's raining: I'm fed up?</i> ● Can I use a semi-colon to separate independent clauses and information in a list?

<ul style="list-style-type: none"> ❖ use a colon to introduce a list 	<ul style="list-style-type: none"> ● Can I use a colon to introduce a list?
<ul style="list-style-type: none"> ❖ punctuating bullet points consistently 	<ul style="list-style-type: none"> ● Can I use bullet points to add structure and separate information? ● Can I punctuate bullet points consistently?
<p>- use and understand grammatical terminology in accurately and appropriately in discussing their writing and reading?</p>	<ul style="list-style-type: none"> ● Can I understand that the subject of a verb is normally the noun, noun phrase or pronoun that names a 'do-er' or 'be-er'? ● Can I understand that an object is normally a noun, pronoun or noun phrase that comes straight after a verb? ● Can I identify an active verb? E.g. The school <i>arranged</i> a visit. ● Can I use and identify the passive verb? E.g. A visit <i>was arranged</i> by the school. ● Can I identify and use a range of synonyms? E.g. <i>talk, speak</i> ● Can I identify antonyms? E.g. <i>hot / cold</i> ● Can I use of an ellipsis and their effect? ● Can I use a hyphen to avoid ambiguity? ● Can I use a colon to introduce a list or explain something in further detail? ● Can I use a semi-colon to separate independent clauses and information in a list? ● Can I use bullet points to add structure and separate information?