Warren Primary Academy
A L.E.A.D. Academy

English - Writing
Progression of conceptual knowledge:

Transcription
Handwriting
Composition
Writing- Vocabulary, grammar and punctuation
Spelling
Assessing the effectiveness of their own and others writing
Edit and improve

English – Writing Progression of conceptual knowledge:

Transcription

Transcription	Foundation stage 1	Foundation stage 2
	After 1 term in F1	After 1 term in F2
		I can create representations of people, events and objects. *I can tell an adult what I have drawn or painted.* *I can give meaning to my marks as I write.*
	After 2 terms on F1	After 2 terms in F2
		I can use some identifiable letters to communicate meaning and use them to write captions and labels. *I can read back my writing.* *I can begin to rehearse what I write orally before writing.*
	By the end of FS1	By the end of FS2
	Composition *I can tell an adult what I have drawn or painted.* ***Grammar and Punctuation*** *I can recognise a capital letter at the start of my name.* *Spelling* *I can identify sounds from my own name in other words. I can ascribe meaning to other marks, like on signage.* *I can start to write identifiable shapes and letters.* *Handwriting* *I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.* *I can use tools for mark making with control.* *I can grip using five fingers or preferably two fingers and a thumb for control.* *I can use pincers, tweezers and threading equipment with increasing control and confidence.* *I can copy shapes, letters and pictures.*	*I can write simple sentences that can be read by myself and others.*
	Key Vocabulary *Sign Writing Write Written Control Hold Pinch Shape Pencil Crayon Pen Letter Sound Phoneme*	*Key Vocabulary* *Letter Phoneme Sounds Segment Read Caption Sentence*

Transcription	Year 1	Year 2	Year 3 and 4	Year 5 and 6
	Name the letters of the alphabet	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Use further prefixes and suffixes and understand how to add them (English Appendix 1)	Use further prefixes and suffixes and understand the guidance for adding them
	Add prefixes and suffixes	Learning new ways of spelling phonemes for which one or more spellings are already known	Spell further homophones	Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused

	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	learn some words with each spelling, including a few common homophones	Spell words that are often misspelt (English Appendix 1)	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
	Apply simple spelling rules and guidance, as listed in English Appendix 1	spell common exception words	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	Use dictionaries to check the spelling and meaning of words
		learning the possessive apostrophe (singular) [for example, the girl's book]	Use the first two or three letters of a word to check its spelling in a dictionary	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
		distinguishing between homophones and near-homophones	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Use a thesaurus
		add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly		
		Apply spelling rules and guidance, as listed in English Appendix 1		
		Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.		
	Vocabulary *Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.*	Vocabulary *Verb, tense – past and present, adjective, noun, noun phrase, suffix, apostrophe, comma, compound, statement, question, exclamation, command.*	Vocabulary Year 3 *Word family Conjunction Adverb Preposition direct speech inverted commas (or speech marks) consonant letter vowel letter clause subordinate clause.* *Year 4* *As Year 3 and: Pronoun possessive pronoun adverbial determiner*	Vocabulary Year 5 *Relative clause modal verb relative pronoun parenthesis bracket dash cohesion ambiguity* *Year 6* *Active and passive subject and object hyphen Antonym Synonym Colon semi-colon ellipsis*

English – Writing Progression of conceptual knowledge:

Handwriting

	Foundation stage 1		Foundation stage 2	
	After 1 term in F1		After 1 term in F2	
	I can randomly scribble on the page, sometimes with both hands. I can begin to balance when sitting. I can make connections between my actions and the marks being made. I can hold mark making equipment using the palmer grip. I can control the marks on the page. I can distinguish between the different marks I make.		I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can use tools for mark making with control. I can grip using five fingers or preferably two fingers and a thumb for control. I can use pincers, tweezers and threading equipment with increasing control and confidence. I can copy shapes, letters and pictures.	
	After 2 term in F1		After 2 term in F2	
	I can turn pages in a book. I can control equipment like a jug and show increasing control over tools like pencils and crayons. I can use a range of tools to make marks and show an interest my own marks and others' marks		I can sit on a chair with a straight back and my feet on the floor. I can control finer tools when playing with dough. I can form recognisable letters, some of them correctly. I can use a tripod grasp	
	After 3 term in F1		After 3 term in F2	
	I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. *I can use tools for mark making with control.* *I can grip using five fingers or preferably two fingers and a thumb for control.* *I can use pincers, tweezers and threading equipment with increasing control and confidence.* *I can copy shapes, letters and pictures.*		I can use my phonic knowledge to write words in ways which match my spoken sounds. I can write simple sentences which can be read by myself and others. I can handle tools and equipment effectively, including pencils for writing.	
	Vocabulary			
	Sign Writing Write Written Control Hold Pinch Shape Pencil Crayon Pen Letter Sound Phoneme		Letters Handwriting Letter formation Line Space Upper case Lower case Size	
Handwriting	Year 1	Year 2	Year 3 and 4	Year 5 and 6
	Sit correctly at a table, holding a pencil comfortably and correctly	Form lower-case letters of the correct size relative to one another	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Write legibly, fluently and with increasing speed
	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

	Form capital letters	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters		Choosing the writing implement that is best suited for a task
	Form digits 0-9	Use spacing between words that reflects the size of the letters.		
	Understand which letters belong to which handwriting 'families' and to practise these.			
	Vocabulary			
	Letters Handwriting Letter formation Line Space Upper case Lower case Size			

English – Writing Progression of conceptual knowledge:

Composition

Composition	Year 1	Year 2	Year 3 and 4	Year 5 and 6
	saying out loud what they are going to write about	writing narratives about personal experiences and those of others (real and fictional)	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
	Orally compose sentences before writing	writing about real events	Discussing and recording ideas	Note and develop initial ideas, drawing on reading & research where necessary
	sequencing sentences to form short narratives	writing for different purposes	Composing/ rehearsing sentences orally (including dialogue), progressively building a varied& rich vocabulary and an increasing range of sentence structures (English Appendix 2)	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
	re-reading what they have written to check that it makes sense	Planning or saying out loud what they are going to write about	Organising paragraphs around a theme	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
	discuss what they have written with the teacher or other pupils	Writing down ideas and/or key words, including new vocabulary	In narratives, creating settings, characters and plot	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
	Read aloud their writing clearly enough to be heard by their peers and the teacher.	Make simple additions, revisions & corrections to their own writing including proof-reading for GPS errors.	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Précising longer passages
		Evaluating their writing with the teacher and other pupils	Assessing the effectiveness of their own and others' writing and suggesting improvements	Read aloud what they have written with appropriate intonation to make the meaning clear.
		Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
		Read aloud what they have written with appropriate intonation making meaning clear.	Proof-read for spelling and punctuation errors	Assessing the effectiveness of their own and others' writing
			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.	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
				YEAR 6 Read aloud own writing, to groups/ whole class, using appropriate intonation & controlling the tone and volume so that the meaning is clear.

English – Writing Progression of conceptual knowledge:

Vocabulary, grammar and punctuation

<table>
<tr><td></td><td colspan="2">Foundation stage 1</td><td colspan="2">Foundation stage 2</td></tr>
<tr><td></td><td colspan="2">After 1 term in F1</td><td colspan="2">After 1 term in F2</td></tr>
<tr><td></td><td colspan="2"></td><td colspan="2">I can recognise a capital letter at the start of my name.</td></tr>
<tr><td></td><td colspan="2">After 1 term in F1</td><td colspan="2">After 1 term in F2</td></tr>
<tr><td></td><td colspan="2"></td><td colspan="2">I can talk about sentences and start to write short sentences.
I can start to use full stops and capital letters in the correct places.</td></tr>
<tr><td></td><td colspan="2">After 1 term in F1</td><td colspan="2">After 1 term in F2</td></tr>
<tr><td></td><td colspan="2">I can recognise a capital letter at the start of my name.</td><td colspan="2">I can write simple sentences which can be read by themselves and others</td></tr>
<tr><td></td><td colspan="4">Vocabulary</td></tr>
<tr><td></td><td colspan="2">Sign Writing Write Written Control Hold Pinch Shape Pencil Crayon Pen</td><td colspan="2">Sentence Full stop Capital letter Upper case letter Finger spaces Punctuation</td></tr>
<tr><td rowspan="4">Vocabulary, grammar and punctuation</td><td>Year 1</td><td>Year 2</td><td>Year 3 and 4</td><td>Year 5 and 6</td></tr>
<tr><td>Word
Regular plural noun suffixes, suffixes – ‘ed’, ‘ing’, ‘er’, Prefix ‘un’ changes verbs and adjectives</td><td><u>Word</u>
Formation of nouns using suffixes such as ‘ness’, ‘er’ and by compounding, formation of adjectives using suffixes such as ‘ful, ‘less’, use of suffixes ‘er’ and ‘est’ in adjectives and ‘ly’ to turn adjectives into adverbs</td><td><u>WORD:</u> Formation of nouns using a range of prefixes (for example super—, anti—, auto—).
Use of the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel (a rock, an open box).</td><td><u>WORD:</u> Converting nouns or adjectives into verbs using suffixes (--ate, --ise, --ify)
Verb prefixes (dis--, de--)</td></tr>
<tr><td><u>Sentence</u>
Words combine to make sentences, joining words and clauses using ‘and’</td><td><u>Sentence</u>
Subordination – when, if, that, because and coordination or, and, but.
Expanded noun phrases for description and specification,
Understand how grammatical patterns in a sentence indicate its function as a statement, question, explanation or command</td><td><u>SENTENCE</u>: Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble).</td><td><u>SENTENCE:</u> Relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun
Indicating degrees of possibility using adverbs (perhaps) or modal verbs (might)</td></tr>
<tr><td><u>Text</u>
Sequencing sentences to form short narratives</td><td><u>Text</u>
correct choice and consistence use of present and past tense, progressive form of verbs in present and past to mark actions in progress</td><td><u>TEXT:</u> Expressing time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during).
Introduction to paragraphs as a way to group related material.
Headings and sub-headings to aid presentation.
Use of the present perfect form of verbs instead of the simple past (He has gone out to play contrasted with He went out to play)</td><td><u>TEXT:</u> Devises to build cohesion within a paragraph (then, after)
Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before)</td></tr>
</table>

	Punctuation Spaces to separate words, introduce capital letters, full stops, question marks and explanation marks to demark sentences, capital letters for names and I	Punctuation Use of capital letters, full stops, question marks and exclamation marks to demark sentences, commas to separate items in a list, apostrophes to make missing letters and singular possession in nouns	PUNCTUATION: Introduction to inverted commas to punctuate direct speech.	PUNCTUATION: Brackets, dashes or commas to indicate parenthesis Use of commas to clarity meaning or avoid ambiguity
	Terminology Letter, capital letter, word, singular plural, sentence, punctuation, full stop, question mark, explanation mark	Terminology noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma	TERMINOLOGY: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)	TERMINOLOGY: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
	Vocabulary			
	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark	verb tense (past, present), adjective Noun, noun phrase Suffix Apostrophe Comma Compound Statement, question, exclamation, command	Year 3 word family conjunction adverb preposition direct speech inverted commas (or 'speech marks), consonant, consonant letter vowel vowel letter clause subordinate clause Year 4 Pronoun Possessive pronoun adverbial determiner	Year 5 relative clause modal verb relative pronoun parenthesis bracket dash cohesion ambiguity Year 6 active and passive, subject and object, hyphen antonym synonym colon semi-colon ellipsis

English – Writing Progression of conceptual knowledge:

Spelling

	Foundation 1		Foundation 2	
	FS After term 1		FS 2 After term 1	
			I can identify sounds from my own name in other words. I can ascribe meaning to other marks like on signage.	
	FS After term 2		FS2 After term 2	
			I can write identifiable shapes and letters. I can segment and blend the sounds in simple words and name sounds.	
	FS After term 3		FS2 After term 3	
	I can identify sounds from my own name in other words. I can ascribe meaning to other marks, like on signage. I can start to write identifiable shapes and letters.		*I can use my phonic knowledge to write words in ways which match my spoken sounds. I can also write some irregular common words. I can spell some words correctly and others are phonetically plausible.*	
Spelling See *The national curriculum in England – English Appendix 1: Spelling* for further detail Y1 follows the Revised Letters and Sounds programme and Y2-6 follow the No Nonsense spelling programme.	Year 1	Year 2	Year 3 and 4	Year 5 and 6
	Sounds – f, l, s, z, k, ff, ll, ss, zz, ck, nk, tch, v (at the end of a word –n have), ai, oi, ay, oy, a_e, e_e, i_e, o_e, u_e, ar,ee, ea, er, ir, ur, oo, oa,ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are, ph, wh, y (words ending in y -happy)	Sounds – dge, ge, g, s sound spelt c before e, i, and y, Kn and gn, wr, le, el, al, il, y at the end of words, al, all, o as in other, ey, the a after w and qu, or as in word, ar as in war, the s in television, tion	Sounds- the 'y' as in myth, 'ou' as in young, '-sure' as in measure, '-ture' as in creature, '-sion' as in division, endings which sound like '-tion', '-sion', '-ssion' and '–cian' (alternative spellings)	Sounds- words ending in '—cious' and '—tious' as in vicious and ambitious
	Division of words into syllables, adding s and es to words for plurals	Adding es to nouns and verbs, ending in y, adding ed, ing, er and est to a root word ending in y with a consonant before it.	Words with the sound spelt 'ch' i.e scheme, words with the sound spelt 'ch' i.e. machine	Words ending in '—cial', '—tial' as in official and essential
	Adding ing, ed and er to verbs where no root change is needed, adding er and est to adjective where no change root change is needed, adding the prefix un, compound words, common exception words	Adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter.	Words ending with a silent "ue" i.e league or antique	Words ending in '—ant', '—ance' / '—ancy', '—ent', '—ence' / '—ency' and '—ation' (observant, tolerance, hesitancy, innocent, confidence, decency and expectation)
		Suffixes ment, ness, ful, less and ly	Words with the 'sc' sound i.e.science	Words with the 'i' sound spelt ei after c as in deceive
		Contraction, possessive apostrophes for singular nouns	Words with the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey.	Words containing the letter string 'ough' as in ought, though and plough (note the different ways to say the sound)
		Homophones and near homophones	Adding suffixes beginning with vowel letters to words of more than one syllable	Words with 'silent' letters i.e. doubt, lamb and knight.
		Common exception words	Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto—	Homophones and other words that are often confused: advice/advise, device/devise, practise/practise.
			Suffixes: —ation, —ly, —ous	

			Possessive apostrophe with plural words	
			Homophones and near homophones	
	Key Vocabulary			

	• *off, well, miss, buzz,, back* • *bank, think, honk, sunk* • *pocket, rabbit, carrot, thunder, sunset* • *catch, fetch, kitchen, notch, hutch* • *have, live, give* • *cats, dogs, spends, rocks, thanks, catches* • *hunting, hunted, hunter, buzzing, buzzed, buzzer,* • *jumping, jumped, jumper* • *grander, grandest, fresher, freshest, quicker, quickest* • *rain, wait, train, paid, afraid, oil, join, coin, point, soil* • *day, play, say, way, stay, boy, toy, enjoy, annoy* • *made, came, same, take, safe* • *these, theme, complete* • *five, ride, like, time, side* • *home, those, woke, hope, hole* • *June, rule, rude, use, tube, tune* • *girl, bird, shirt, first, third* • *turn, hurt, church, burst, Thursday* • *car, start, park, arm, garden* • *see, tree, green, meet, week* • *sea, dream, meat, each, read (present tense)* • *head, bread, meant, instead, read (past tense)*	• *badge, edge, bridge, dodge, fudge, age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust* • *race, ice, cell, city, fancy* • *knock, know, knee, gnat, gnawwrite, written, wrote, wrong, wrap* • *table, apple, bottle, little, middle* • *camel, tunnel, squirrel, travel, towel, tinsel* • *metal, pedal, capital, hospital, animal* • *pencil, fossil, nostril* • *cry, fly, dry, try, reply, July* • *flies, tries, replies, copies, babies, carries* • *copied, copier, happier, happiest, cried, replied* *...**but** copying, crying, replying* • *hiking, hiked, hiker, nicer, nicest, shiny* • *patting, patted, humming, hummed,* • *dropping, dropped, sadder, saddest,* • *fatter, fattest, runner, runny* • *all, ball, call, walk, talk, always* • *other, mother, brother, nothing, Monday* • *key, donkey, monkey, chimney, valley* • *want, watch, wander, quantity, squash* • *word, work, worm, world, worth* • *war, warm, towards* • *television, treasure, usual* • *enjoyment, sadness, careful, playful, hopeless,*	***Year 3*** ***dis–**: disappoint, disagree, disobey* ***mis–**: misbehave, mislead, misspell (mis + spell)* ***re–**: redo, refresh, return, reappear, redecorate* • *th**ey**, obey, v**ei**n, weigh, neighbour, **eigh**t, str**aigh**t,* • *myth, gym, Egypt* • *league, tongue* • *antique, unique* • *brake/break, grate/great, eight/ate, weight/wait, son/sun, here/hear, knot/not, meat/meet, missed/mist, heel/heal/he'll, plain/plane, berry/bury, groan/grown, rain/rein/reign, heard/herd, through/threw,,* • *sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)* • *chef, chalet, machine, brochure* • *scheme, chorus, chemist, echo, character* • *young, touch, double, trouble, country* • ***sub–**: subdivide, subheading, submarine, submerge* ***auto–**: autobiography, autograph **super–**: supermarket, superman, superstar* Year 4 • *measure, treasure, pleasure, enclosure* • *creature, furniture, picture, nature, adventure*	Year 5 • doubt, island, lamb, solemn, thistle, knight • ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through, thorough, borough plough, bough • deceive, conceive, receive, perceive, ceiling • adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly • co-ordinate, re-enter, co-operate, co-own • isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed, altar/alter, ascent/assent, bridle/bridal, led/lead, steal/steel, cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose Year 6 • referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference • observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration) substance (substantial) innocent, innocence,

	• *(stressed sound): her, term, verb, person* • *(unstressed schwa sound): better, under, summer, winter, sister* • *girl, bird, shirt, first, third* • *turn, hurt, church, burst, Thursday* *food, pool, moon, zoo, soon*	*plainness, badly merriment, happiness, plentiful, penniless, happily* • *can't, didn't, hasn't, couldn't, it's, I'll* • *Megan's, Ravi's, the girl's, the child's, the man's* • *station, fiction, motion, national, section* • *there/their/ they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee,* • *blue/blew, night/knight* • *door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only,* *both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others* *according to programme used*	• il - illegal, illegible im - immortal, impossible, impatient, imperfect ir - irregular, irrelevant, irresponsible inter– interact, intercity, international, interrelated anti – antiseptic, anti-clockwise, antisocial • division, invasion, confusion, decision, collision, television • poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous • invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician • forgetting, forgotten, beginning, beginner, prefer, preferred • gardening, gardener, limiting, limited, limitation • science, scene, discipline, fascinate, crescent • information, adoration, sensation, preparation, • admiration • girls', boys', babies', children's, men's, mice's	decent, decency frequent, frequency confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence • vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious • official, special, artificial, partial, confidential, essential • advice/advise, device/devise, licence/license practice/practise, prophecy/prophesy farther/further/father principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)/principle: basic truth or belief profit: money that is made in selling things/prophet: someone who foretells the future stationary: not moving/stationery: paper, envelopes wary: cautious/weary: tired

Assessing the effectiveness of their own and others writing

	Foundation stage 1		Foundation stage 2	
	After 1 term in F1		After 1 term in F2	
	After 1 term in F1		After 1 term in F2	
	After 1 term in F1		After 1 term in F2	
	Vocabulary			
Vocabulary, grammar and punctuation	Year 1	Year 2	Year 3 and 4	Year 5 and 6
			Self-assess the effectiveness of writing. improvements to writing.	• Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
			• Assess writing with peers.	• Ensure the consistent and correct use of tense throughout a piece of writing
			• Suggest improvements to writing.	• Ensure correct subject and verb agreement when using singular and plural
			Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences	• Distinguish between the language of speech and writing
			Proof-read to check for errors in spelling and punctuation errors.	• Distinguish between the formal and informal spoken and written language
			Read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	• Proof-read for spelling and punctuation errors
				• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
	Vocabulary			