



The Writing Spine

Nursery- Year 6

Foundation Stage 1: Nursery

Nursery	Dimensions of PoS	Key Learning – Autumn Term	Key Learning – Spring Term	Key Learning – Summer Term
Physical Development	Gross Motor	- Shoulder movements to manipulate a parachute and A-frame. - Elbow pivot. - Negotiate space confidently using wheeled vehicles (3 wheeled scooter or tractor or early use of balance bike). - To and fro movements. - Cross the midline to make accurate marks/pick up objects. - Vertical and horizontal. - Raking leaves using large sweeping brushes.	- Move through space confidently with increasing speed on a trike or balance bike. - Balance when standing on one foot. - Shoulder and wrist rotation. - Further expressive shoulder movements through mirroring following a teacher (making simple movements with rags or pom-poms dusting the ceiling, making rainbows and large circles).	- Sitting on the carpet or chair (bottoms back) for a short period of time with self-control. - Shoulder to elbow pivot (cross mid-line) to start mark making. - Upper/lower body pressure/strength to complete a teacher modelled obstacle course (go through a hoop, walk along a line, weave through , crawl through a tunnel).
	Fine Motor	- Turn the pages of a book one at a time. - Palmer grip to grasp objects. - Using some tools i.e. paint brush to make marks (large brush on a large roll of paper). - Dough disco: squeeze & splat. - Independently squiggle and wiggle using palmer grip (mark making, this may be feint).	- Holding and aiming to catch objects in the hands. - Using tools for a purpose. - Dough Disco: roll, squeeze, splat.	- Makes snips in paper and hold scissors with increasing control. - Attempting to write their name. - Dough Disco: pinch, individual finger roll, squeeze, splat. - Make finger patterns – using rhymes and pressing buttons the children can use individual digits in response to an adult to press or squeeze. - Digit isolation activities.
Transcription	Handwriting	Making random marks with fingers and some tools.	Making purposeful marks describing meaning.	Can attempt to write their name with support.
			Pre-writing skills: zig-zags, circles, lines.	
		Fist grasp.	Draw circles and squares with support.	Early awareness/preference of dominant hand.
			Attempt to form a letter to which they assign meaning.	
	Spelling (encoding)	Listen to sounds around them.	Children move towards a static tripod grip.	
			Rhyme & alliteration.	Adults segment/blend.
			Identify objects which rhyme.	Blending/compound words.
			Sequential auditory memory i.e. first, next, last.	Segment.
Dictation		Auditory memory of 2 objects.	Auditory memory of 3 objects.	Attempt first letter in their name.
			Phonemes and numbers.	
			Rote count to 5.	
Composition	Punctuation	Adults pausing when reading stories (modelled).	Start to show awareness of capital letters in name.	Children orally retell stories, pausing appropriately.
				Children recognise punctuation when retelling of a story.
			Pick their name card through recognition of their capital letter.	Children begin to recognise their name starts with a capital letter.
				Notice capital letters and full stops in print.
	Grammar	Modelling correct pronunciation and use of words.	Modelling correct pronunciation and use of words.	Modelling correct pronunciation and use of words.
		Modelling correct pronunciation and use of tense.	Modelling correct pronunciation and use of tense.	Modelling correct pronunciation and use of tense.
		Knowing questions have answers.	Knowing questions have answers.	Knowing questions have answers.
	Text Structure and organisation	Handling books with support.	Handling books independently.	Turn pages: print is left to right.
		Know the cover and back of the book.	Pick out and talk about the main characters in a familiar story.	Talk/tell a simple/familiar story, song or rhyme in a sequence.
	Composition & Effect	Retell a simple and familiar story.	Sequence a simple and familiar story.	Orally compose a simple sentence.
				Orally create a story using appropriate language features.
				Introduce a narrative into a play.

Foundation Stage 2: Reception

Reception	Dimensions of PoS	Key Learning – Autumn Term	Key Learning – Spring Term	Key Learning – Summer Term	ELG
Spoken Language	Physical	Intelligible to others most of the time, even to unfamiliar adults.	Add the consonants: ‘l,’ r’ and ‘th.’	Speak clearly in connected speech even when using new or longer words or when I have lots to think about and say.	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
			Develop more complex clusters such as ‘spr,’ ‘spl,’ ‘sps,’ ‘str,’ ‘scr’ and ‘skw/sq.’	Use all phonemes and clusters in words, including longer, multisyllabic words.	
				Repeat back new vocabulary correctly in longer words.	
	Linguistic	Joins in with known nursery rhymes. Can fill in missing rhyming words from songs and stories.	Learn many rhymes.	Connect one idea or action to another using a range of connectives.	
			Be able to talk about familiar books and be able to tell a long story.	Use new vocabulary in different contexts.	
		Sing a repertoire of familiar songs.	Use new vocabulary in different contexts.	Learn rhymes, poems and songs.	
			Learn some poems.		
	Cognitive	Enjoy listening to longer stories and can remember much of what happens.	Retell a story using some story language from the book.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	
		Pay attention to more than one thing at a time.	Understand a question or instruction that has two parts.		
		Understand ‘why’ questions.			
	Social and Emotional	Start a conversation with an adult or a friend and continue it for many turns.	Describe events in some detail.	Articulate their ideas and thought in well-formed sentences.	
		Be able to express a point of view and to debate when they disagree.			
		Use talk to organise themselves and their play.	Use talk to help work out problems and organise thinking and activities.	Develop social phrases.	
Physical Development	Gross Motor	- Confidently sitting on the carpet or chair for a short period of time. - Proprioception: able to sit and stand with control. - Proprioception: stand with balance. - Use upper body strength to lift, carry and hold boxes and crates. - Use scooters with confidence and negotiate space safely. - Use upper body strength to hang off monkey bars.	- Proprioception: continue to develop across a range of surfaces. - Proprioception: continue to develop across a length of time. - Sit on a balance bike with increasingly good balance. - Move over the ground with both feet off the ground. - Use scooters to scoot round a set course.	- Confident in crossing the midline and balancing. - Free access to scooters and/or balance bikes. - Use a balance bike around a set course, picking up speed with increased confidence.	- Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

	Fine Motor	• Elbow to wrist pivot. • Wrist to hand pivot. • Using scissors to make snips in paper. • Dough Disco: pinch, individual finger, roll, squeeze, splat, finger patterns – using rhymes and pressing buttons. • Begin to hold pencil with a static tripod/tripod grip using a dominant hand. • Weave ribbons in and out of a large frame outdoors on a large scale with adult support. • Create a self- portrait, holding pens, pencils and paintbrush with a static tripod/tripod grip. • Draw a person using circle and rectangle shapes with some features e.g. eyes, mouth, arms and legs. • Threading beads/pasta onto string as this is the precursor to the sewing. • Children attempt to form recognisable letters to form their name with adult support.	• Cut a straight line with scissors. • Hold pencil with a tripod grip. • Create paintings, artwork and junk modelled creations using a range of tools and techniques to experiment with design and texture. • Independently ‘sign’ their creations, forming their name correctly. • Use a ‘tripod grip’ for the majority of the time regardless of the brush, crayon or pencil which they use. • Draw a person with increasing detail and control e.g. including a body, hair. • Use threading cards for more controlled weaving.	• Confidently hold all tools and pencils using a tripod grip. • Cut a curve line with scissors independently. • Use scissors and tools effectively. • Children use equipment such as scissors, whole punches and Sellotape dispensers safely and appropriately. • Draw a person using accuracy when drawing smaller and more complex shapes, e.g. hands, nose, finger, feet. • Carefully and accurately cut out the fabric (binka or aida cloth) they need. • Use a needle through material.	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.
Transcription	Handwriting	To mark make with meaning using a range of tools with a dominant hand.	Begin to see taught handwriting letters formed correctly during independent writing/mark making	Most letters are formed correctly during independent writing/mark making	Write recognisable letters, most of which are correctly formed.
		Write names with support.			
		Create/draw using: - anticlockwise circles - lines going top to bottom - lines/shapes going from left to right	Write name independently using the correctly formed lower case letters starting to consistently use a capital at the beginning.	Independently write first name and begin to write surname	
		Autumn 1: Focus on mark making and developing fine motor. However: children need to be explicitly taught and have pencil grip modelled whenever they are mark making. - Tracing patterns.	Explicit teaching of: - r, b, n, h, m, k, p (3 weeks) - v, w, x, z (2 weeks) - More complex letters: f, j, y (2 weeks) - Digits 0-9	Consolidate letter formation of lower case letters: - c, a, o, d, g, q, e, s, (3 weeks) - l, i, t, u, (2 weeks) - r, b, n, h, m, k, p (3 weeks) - v, w, x, z (2 weeks) - More complex letters: f, j, y (2 weeks)	
		Autumn 2: Explicit teaching of: - c, a, o, d, g, q, e, s (4 weeks) - l, i, t, u			
	Spelling (encoding)	Daily phonics teaching from day 1, taught in line with the agreed approach.	Hear and begin to write initial, medial and final sounds in phase 2 and 3 words.	Hear and write initial, medial and final sounds in phase 2 and 3 words.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.
		Orally segment/blend words.			
		Hear and write initial and final sounds in simple words (CVC).			
Dictation		Write a word from memory.	Write a phrase from memory.	Write a simple sentence from memory.	
Composition	Punctuation	Write their name with a capital letter.	Model and show awareness of punctuation.	Is beginning to show awareness of how to use capital letters and full stop when writing a simple sentence.	
		Notice capital letters, finger spaces and full stops.			

	Grammar		Use correct tense.	Orally compose sentences using past tense.	Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Text Structure and organisation	Know that writing is left to right.	To understand sentences are made up of words.	To know finger spaces, split up words in a sentence or caption.	
		To understand that sounds fit together to make words.	To understand how a list is structured.	To know and retell simple stories with a beginning middle and end.	
	Composition	To use familiar words in play and when story telling.	Orally compose a sentence.	Write sentences that can be read by others.	Write simple phrases and sentences that can be read by others.
		Adults to record shared sentences during observations.	Use appropriate vocabulary in play.	Creates texts to communicate meaning for an increasingly wide range of purposes, such as making lists, greeting cards, tickets, menus, invitations and creating their own stories and books.	
			Orally record sentences over a short moving video of a familiar story (e.g. using an iPad).		

Key Stage 1: Year 1

Year 1	Dimensions of PoS	Key Learning – Autumn Term	Key Learning – Spring Term	Key Learning – Summer Term
Physical Development	Gross Motor	Sit correctly at a table -6 feet on the floor -tummy near table (TNT) -bottom back in chair Cross midline activities. Revise a motor skills programme.	Follow interventions where necessary: -Bikes -Trim trail -Monkey bars -Physical literacy	
	Fine Motor	To use a dynamic tripod grasp. Anti-clockwise movements to support letter formation. Dough disco using plasticine for everybody to enable fine motor. A range of scissor control activities: line, curves.	Follow interventions where necessary: -dough disco -squiggle wiggle -active hands -threading/cutting	
Transcription	Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly.	Understand which letters belong to which handwriting families (dependent on scheme, NC) -coat hanger family: c, a, g etc -straight line family: l, i, j, t	Understand which letters belong to which handwriting families -misfit family.
		Begin to form lower-case letters in the correct direction starting and finishing in the right place		
		Form digit 0-9	Knows the related capital letter for each lower case letter.	Write on a line with clear ascenders and descenders.
		Beginning to form capital letters in the correct direction starting and finishing in the right place.		Most capital letters are formed correctly.
		** Left handed pupils should receive specific teaching to their needs.		
	Spelling (encoding)	Segmenting words into graphemes and syllables.	Spell days of the week.	Use letter names to distinguish between alternative spellings of the same sound.
		Spelling words phonetically.	Use the spelling rule for adding -s or -es for plurals.	
		Name the letters of the alphabet in order.	Use suffix –ing.	Use the prefix un.
		Use the suffix –ed.	Use suffix -er and –est.	
		Applies taught spelling rules as listed in English Appendix 1.	Applies taught spelling rules as listed in English Appendix 1.	Applies taught spelling rules as listed in English Appendix 1.
		<i>Refer to current SSP.</i>	<i>Refer to current SSP.</i>	<i>Refer to current SSP.</i>
		<i>Spell HFW,</i>	Spell CEW.	Spell CEW.
Dictation		Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the suffixes -s, -es and –ing.	Write from memory simple sentences dictated by the teacher that include words containing alternative spellings of the same sound.
			Join words and joining clauses using and (links to direct instruction).	Include subordinating co-ordinating conjunctions.
Composition	Punctuation	Revise capital letters and full stops.	Use capital letters for names.	Introduce questions marks and exclamation marks.
		Use finger spaces between words.		
		Use capital letters for the personal pronoun I.		
		Introduce High Five: CL, end mark, noun who, verb what and finger spaces.		
	Grammar	Orally reinforce how to build and write a sentence with reference to high five: subject, verb, cl finger spaces and punctuation to finish.	Use nouns, singular and plural	Reinforce suffixes and prefixes taught previously
		Introduce nouns and verbs.	Orally, use 'and' to join words and clauses	Use 'and' to join words and clauses in written pieces.
		Orally express ideas and feelings about their experiences using full sentences and conjunctions, beginning to do so independently.	Identify nouns and verbs	Introduce adjectives

		Orally use past, present and future tense correctly when building sentences.		
	Text Structure and organisation	Focus on the past tense using a narrative and a real event	Focus on present tense using a non-chronological report	Begin to use the correct choice of tense
	Composition & Effect	Write narratives about personal experiences. <i>(The use of I can be evidenced)</i>	Sequence sentences to form short narratives (retell and innovate an ending)	Write a narrative (fictional)
		Write a retell.	Write for different purposes (instructions)	Write about a real event (recount)
		Write about a real event.	Write a non-chronological report	Instructional writing
			Write poetry.	Write poetry.
		write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense.	write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense.	write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense Read aloud clearly enough to be heard to their peers

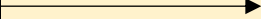
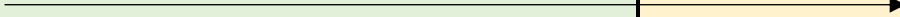
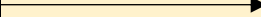
Key Stage 1: Year 2

Year 2	Dimensions of PoS	Key Learning – Autumn Term	Key Learning – Spring Term	Key Learning – Summer Term
Physical Development	Gross Motor	Follow interventions where necessary: -Bikes -Trim trail -Monkey bars -Physical literacy		→
	Fine Motor	Follow interventions where necessary: -dough disco -squiggle wiggle -active hands -threading/cutting		→
Transcription	Handwriting	Lower case letters are of a correct and consistent size.	→	Beginning to use some of the diagonal and horizontal strokes needed to join letters once correct orientation is mastered.
		Capital letters are of the correct size, orientation and relationship to one another and lower case letters.	→	
		Spaces are used between words.	→	
		Digits are written correctly and are consistent in size.	Use spacing between words that reflects the size of the letters.	
	Spelling (encoding)	Segment spoken words into phonemes by representing with graphemes, spelling many correctly	Can spell words with contracted form.	Can add suffixes to spell longer words (-ment, -ness)
		Learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling, including common homophones	Can spell compound words.	
		Spells words ending in the suffix –er correctly.	Can add suffixes to spell longer words (-ful, -ly, -less, -est, -er)	Can spell all of the common exception words in independent writing. Applies taught spelling rules as listed in English Appendix 1.
		Applies taught spelling rules as listed in English Appendix 1.	Applies taught spelling rules as listed in English Appendix 1.	
		Is beginning to spell common exception words in independent writing.	Can spell most of the common exception words in independent writing.	
	Dictation	Write from memory simple sentences with accuracy, dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Write from memory simple sentence(s) dictated by the teacher that include suffixes and contracted forms.	Write from memory simple sentence(s) dictated by the teacher that include suffixes and possessive apostrophes.
Composition	Punctuation	Uses capital letters and full stops to demarcate sentences.	To know, recognise and write an exclamatory sentence using an exclamation mark.	Shows some evidence of the singular possessive apostrophe.
		Use question marks to demarcate sentences.	Use apostrophes for contractions.	
		Use exclamation marks for a change of voice.	Use commas to separate items in a list.	
	Grammar	Uses co-ordination (<i>and, or, but</i>).	Use subordination (<i>when, if, that, because</i>).	Uses and punctuates correctly, the 4 sentence types.
		Uses expanded noun phrases to describe and specify.	Learn to use exclamation and command sentences.	
		Use statements and questions.	Uses the present and past tense correctly.	Uses the present and past tense correctly and consistently including the progressive form.
		Uses the past tense correctly and consistently.		
	Text Structure and organisation	Can write in the past tense when writing a narrative or recounting a real event.	Can write in the present tense when writing non-fiction (non-chronological report).	Uses the correct choice of tense more independently when writing.
	Composition	Can write narratives about personal experiences. (<i>The use of I can be evidenced</i>)	Can write narratives about those of others (retell and innovate an ending).	With independence, writes a narrative (fictional).
		Can write a retelling of a story.	Can write for different purposes (instructions)	With independence, writes about a real event (recount).
		Can write about a real event.	Can write a non-chronological report.	With independence, can write and correctly structure instructions.
			Can write poetry.	Can write poetry.
				Can re-read to check that their writing makes sense and tenses are correct.
				Can proof-read to check for errors in spelling, grammar and punctuation.

Key Stage 2: Year 3

Year 3	Dimensions of PoS	Key Learning – Autumn Term	Key Learning – Spring Term	Key Learning – Summer Term
Physical Development	Gross Motor	Intervention ideas: Trim Trail Beanbag balance Hop scotch Obstacle courses Simon Says Walking on uneven surfaces – stepping stones/gym mats Games such as Twister (Suggestions taken from the nhs)		
	Fine Motor	Intervention ideas: Threading/cutting Magnet fishing Tweezer sorting/searching Sticker placing in circles or along a line Stretching elastic bands round objects of different sizes Pegging things to a washing line. (Suggestions taken from Learningresources.co.uk)		
Transcription	Handwriting (Refer to school's own handwriting scheme)	Year 2 consolidation: Beginning to use some of the diagonal and horizontal strokes needed to join letters once correct orientation is mastered.	Continue to learn and practice horizontal and diagonal strokes.	Revisit strokes.
	Spelling (encoding) (Refer to school's own spelling scheme)	Revisit suffixes from Year 1 and Year 2.	Form nouns using a range of prefixes (<i>super-, anti-, auto-</i>).	Teach words families based on common words showing how words are related in form and meaning (solve, solution, solver)
		Refer to your school's spelling scheme.	Refer to your school's spelling scheme.	Refer to your school's spelling scheme.
		Year 3/4 Spelling List.	Year 3/4 Spelling List.	Year 3/4 Spelling List.
Dictation	Record from memory using one of the examples from the term.	Year 2 punctuation and spellings.	Apostrophes.	Revise the punctuation from spring onwards.
		Include conjunctions: and, or, but.	Week spelling/CEW.	
		Extend: when, if, that, because.	Introduce inverted commas for speech.	
Composition	Punctuation	Year 2 revision: capital letters, full stops, question marks, exclamation marks and commas in a list.	Teach the children to use inverted commas for speech within provided sentences.	Accurately identify spoken language within texts.
		Revisit apostrophe for possession (singular).		
		Revisit apostrophes for contraction.	** T4W schools: be aware of where dialogue toolkit will be introduced.	Start to demarcate speech with inverted commas in sentences of their own construction.
		Highlight the use of inverted commas for direct speech.		
	Grammar	Revise conjunctions from Year 2.	Prepositions of place and time (<i>before, after, while, during, when</i>).	Independently use adverbs, conjunctions and prepositions of cause.
		Revise and define main clause.	Expressing time, place and cause using conjunctions (<i>when, before, after, while, so</i>).	
		Use of the forms a or an according to whether the next word begins with a consonant or a vowel.	Use of the present perfect form of verbs instead of the simple past (<i>He has gone out to play contrasted with He went out to play.</i>)	
		Adverbs for time: then, next, soon, therefore.		
	Text Structure and organisation	Notice paragraphs: explore reason for them (change of place and time).	Notice and group sentences around headings and subheadings.	Use paragraphs within non-fiction with headings and subheadings.
			Notice paragraphs within fiction: explore reason for them (change of place and time).	Use paragraphs within fiction: explore reason for them (change of place and time).
Composition	Write a narrative with setting, character and a plot.			
		Write non-narratives using simple organisation devices.		

Key Stage 2: Year 4

Year 4	Dimensions of PoS	Key Learning – Autumn Term	Key Learning – Spring Term	Key Learning – Summer Term
Physical Development	Gross Motor	Intervention ideas: Trim Trail Beanbag balance Hop scotch Obstacle courses Simon Says Walking on uneven surfaces – stepping stones/gym mats Games such as Twister (Suggestions taken from the nhs)		
	Fine Motor	Intervention ideas: Threading/cutting Magnet fishing Tweezer sorting/searching Sticker placing in circles or along a line Stretching elastic bands round objects of different sizes Pegging things to a washing line. (Suggestions taken from Learningresources.co.uk)		
Transcription	Handwriting (Refer to school's own handwriting scheme)	Revisit strokes	Increasing consistent legibility in joined handwriting.	Legibility is consistent in joined handwriting including spaces and sizing.
	Spelling (encoding) (Refer to school's own spelling scheme)	Refer to your school's spelling scheme and appendix 1.	Refer to your school's spelling scheme and appendix 1.	Refer to your school's spelling scheme and appendix 1.
		Pupils spelling of common words, including common exception words, should be accurate.	Year 3/4 Spelling List.	Year 3/4 spelling list.
Dictation	Record from memory using one of the examples from the term.	Year 3 punctuation and spellings - Commas in a list - CL & full stops ?! - Inverted commas for direct speech.	Apply commas after fronted adverbials.	Commas after fronted adverbials.
			Apostrophes to show belonging/possession.	
			Apostrophes to show contractions.	Inverted commas for speech.
			Inverted commas for direct speech.	
Composition	Punctuation	Consolidate Year 3 punctuation apostrophes (singular)	Commas after fronted adverbials.	Use of inverted commas and other punctuation to indicate directed speech.
		Possessive apostrophe for words with regular plurals (<i>boys'</i> , <i>girls'</i>) and in words with irregular plurals (<i>children's</i>)	Apostrophes to mark plural possession.	
		Use of inverted commas to indicate speech.	Use of inverted commas and other punctuation to indicate directed speech.	
	Grammar	Consolidate Year 3: present perfect tense form of verbs.	Introduce and use fronted adverbials.	Applies previous teaching to write a range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although)
		Consolidate Year 3 conjunctions: when, before, after, while, so, because of.		
		Consolidate Year 3 adverbs: then, next, soon, therefore.	Appropriate choice of pronouns and noun to avoid repetition.	
		Consolidate Year 3 prepositions: before, after, during, in, because, of.		
		Standard English forms for verb inflections – was/were, did/done.		
	Text Structure and organisation	Teach noun phrases.	Noun phrases include varied and rich vocabulary.	To write sentences which use noun phrases in conjunction with prepositional language (The cuddly, brown bear sat in the window.)
		Prepositional phrases.	Proof read all written work for punctuation errors.	
Paragraphs are organised around a theme.				

	Composition	Narratives are written creating settings, characters and plot.		
		Write non-fiction using headings and subheadings.		
		Assessing the effectiveness of their own and other's writing and suggesting improvements.		
		Proof reads and edits work proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.		

Key Stage 2: Year 5

Year 5	Dimensions of PoS	Key Learning – Autumn Term	Key Learning – Spring Term	Key Learning – Summer Term
Physical Development	Gross Motor	Intervention ideas: Crossing the midline activities – clapping games; touching toes with crossed arms. Core strength activities – wheelbarrow walking, bouncing on a trampoline, commando crawling through/under things, bikes. Hand/eye coordination – play skittles, keep a balloon in the air, throwing/kicking into a target. (suggestions taken from: https://www.seirrah-ot.co.uk/gross-motor-skills)		
	Fine Motor	Intervention ideas: Crumpling and uncrumpling paper Squeezing a ball Using a squirty bottle Stacking pennies Screwing and unscrewing jar lids Using tweezers, hole punches, pegs, pipettes to pick things up/sort.		
Transcription	Handwriting (Refer to school's own handwriting scheme)	Ensure children can write fluently and legibly and showing many correct joins across words and sentences by the summer term.		
		Children should be able to use their handwriting fast enough to keep pace with what they want to say.		
	Spelling (encoding) (Refer to school's own spelling scheme)	Refer to school's spelling scheme.	Refer to school's spelling scheme.	Refer to school's spelling scheme.
		Year 5/6 Spelling List.	Year 5/6 Spelling List.	Year 5/6 Spelling List.
Dictation	Record from memory using one of the examples from the term.	Using Year 4/Year 5 skills within sentences.		
Composition	Punctuation	Consolidate Year 4: Commas after fronted adverbials.	Introduce commas to clarify meaning to avoid ambiguity, (relative clauses, lists etc)	Use of commas to clarify meaning or avoid ambiguity.
		Consolidate Year 4: Apostrophes to mark plural possession.		Using commas, brackets and dashes for parenthesis independently.
		Consolidate Year 4: Use of inverted commas and other punctuation to indicate directed speech.	Practise adding dashes to pre-written sentences for parenthesis.	Use of the colon to introduce a list and semi-colons within lists.
		Use commas for relative clauses.		
		Use brackets in pre-written sentences.		Insert semi-colons, colons and dashes to mark boundaries between independent clauses in pre-written sentences.
	Grammar	Consolidate Year 4: Appropriate choice of pronouns and noun to avoid repetition.	Use modal verbs to indicate degrees of possibility.	Converting nouns and adjectives into verbs using suffixes.
		Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.	Use adverbs to indicate possibility.	Write sentences with parentheses both accurately and appropriately.
		Use of expanded noun phrase to convey information concisely.		
		How words are related by meaning (<i>synonyms, antonyms</i>).		
	Text Structure and organisation	Use a range of devices to build cohesion within paragraphs (<i>then, after, next, this</i>)	Link ideas across paragraphs using: ➤ adverbials of time, ➤ place, ➤ number ➤ tense choices	Consolidation of previous 2 terms.
	Composition	Precisely identify the audiences and purpose of the writing from a range of prepared texts.	Across all 3 terms: • Plan, draft and write a narrative and non-fiction, in paragraphs using appropriate description for setting, characters and a plot. • Narrative to accurately include speech. • Plan, draft and write non-fiction using headings and subheadings. • Assess the effectiveness of their own and other's writing and suggesting improvements. • Propose changes to grammar and vocabulary to enhance effect.	
		Select appropriate vocabulary using a thesaurus and dictionary.		

Key Stage 2: Year 6

Year 6	Dimensions of PoS	Key Learning – Autumn Term	Key Learning – Spring Term	Key Learning – Summer Term
Physical Development	Gross Motor	Intervention ideas: Crossing the midline activities – clapping games; touching toes with crossed arms. Core strength activities – wheelbarrow walking, bouncing on a trampoline, commando crawling through/under things, bikes. Hand/eye coordination – play skittles, keep a balloon in the air, throwing/kicking into a target. (suggestions taken from: https://www.seirrah-ot.co.uk/gross-motor-skills)		
	Fine Motor	Intervention ideas: Crumpling and uncrumpling paper Squeezing a ball Using a squirty bottle Stacking pennies Screwing and unscrewing jar lids Using tweezers, hole punches, pegs, pipettes to pick things up/sort.		
Transcription	Handwriting (Refer to school's own handwriting scheme)	Handwriting should be joined, legible and effortless.		
		Pupils should be able to write their ideas quickly.		
	Spelling (encoding) (Refer to school's own spelling scheme)	Refer to school's spelling scheme.	Refer to school's spelling scheme.	Refer to school's spelling scheme.
		Year 5/6 Spelling List.	Year 5/6 Spelling List.	Year 5/6 Spelling List.
Dictation	Record from memory using one of the examples from the term.	Using Year 5/Year 6 skills within sentences.		
Composition	Punctuation	Consolidate Year 5: Use of commas to clarify meaning or avoid ambiguity.	Use of semi-colons, colons and dashes to mark boundaries between independent clauses is mostly accurate in independent writing.	Revision and consolidation of KS2 punctuation ensuring accuracy is mostly correct.
		Consolidate Year 5: Using commas, brackets and dashes for parenthesis independently.		
		Consolidate Year 5: Use of the colon to introduce a list and semi-colons within lists.		
		Use of semi-colons, colons and dashes to mark boundaries between independent clauses are evident some of the time in independent writing.	Punctuation of bullet points to list information	
		Use hyphens to avoid ambiguity.		
	Grammar	Consolidate Year 5: Converting nouns and adjectives into verbs using suffixes.	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	Consolidation.
		Consolidate Year 5: Write sentences with parentheses both accurately and appropriately.		
		Use passive verbs to affect the presentation of information in a sentence.		
		Use the perfect form of verbs to mark relationships of time and cause.		
	Text Structure and organisation	Use of the passive voice.	REVISE AND PRACTISE: link ideas across paragraphs using a wider range of cohesive devices: - repetition of a word or phrases, - grammatical connections (for example, the use of adverbials, such as on the other hand, in contrast, or as a consequence) - ellipsis.	
		Use of different structures typical of informal and formal speech and writing, <i>for example:</i> <i>The use of question tags: He's your friend, isn't he?</i> <i>The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech.</i> <i>Contracted forms in dialogues in narrative.</i>		
		Layout devices for example, headings, sub-headings, columns, bullets, or tables, to structure text.		
	Composition	Discuss all learned grammatical terminology (from Appendix 2) with an understanding of how it is used to control writing.	Across all 3 terms: - Plan, draft, edit and write narratives and non-fiction, in paragraphs using appropriate vocabulary to describe and enhance meaning. - Integrate dialogue to convey character and advance action. - Ensure consistent use of tense.	
		Precise longer passages.		