

Key Stage 1	Words			Sentences	Texts
Year	Transcription		Handwriting	Grammar and Punctuation	Composition
1	<b>Phonics</b>			<p><i>In SPaG activities and during independent writing activities demonstrate the ability to:</i></p> <ul style="list-style-type: none"> <li>Joins clauses using the conjunction and</li> <li>Separate words in sentences using finger spaces</li> <li>Capital letters for names of people, places, days of the week and the personal pronoun I</li> <li>Demarc sentences using . ! ?</li> </ul>	<p><i>Through speaking and listening activities:</i></p> <ul style="list-style-type: none"> <li>Compose a sentence orally before writing it</li> </ul> <p><i>Through planning activities:</i></p> <ul style="list-style-type: none"> <li>Say out loud what they are going to write.</li> </ul> <p><i>Through writing and evaluating independent writing:</i></p> <ul style="list-style-type: none"> <li>Sequence sentences to form short narratives or recounts</li> <li>Re-read what they have written to check that it makes sense.</li> </ul> <p><i>Through performing and presenting the texts they write:</i></p> <ul style="list-style-type: none"> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>
	L & S	<i>In Phonic Assessments</i>	<i>Independent writing</i>		
	3	Phonetic attempts at CVC words made using: ai ee igh oa oo/oo oi er(u) er or ow ar air ear Divides words into syllables in order to segment them.	Phonetic attempts at CVC words made using: ai ee igh oa oo/oo oi er(u) er or ow ar air ear Divides words into syllables in order to segment them.		
	4	Phonetic attempts at CVCC/CCVC to CCCVCC words made. Divides such words into syllables in order to segment.	Phonetic attempts at CVCC/CCVC to CCCVCC words made. Divides such words into syllables in order to segment.		
5	Phonetic attempts at words made taking into account the rules for: a-e ay e-e ee ea ie y i-e igh ie o-e ow oe u-e ue ew ore aw au ir ur ou oy ea ear are (air) ph wh Divides such words into syllables in order to segment.	Phonetic attempts at words made taking into account the rules for: a-e ay e-e ee ea ie y i-e igh ie o-e ow oe u-e ue ew ore aw au ir ur ou oy ea ear are (air) ph wh Divides such words into syllables in order to segment.	<p><i>During independent writing activities demonstrate an ability to:</i></p> <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>In cursive script with appropriate flicks on and off: - the long ladder family <i>ijuty</i> - the one armed robot family <i>rbnhmkp</i> - the curly caterpillar family <i>acdefgogs</i> - the zig-zag monster family <i>z x v w</i></li> <li>Capital letters</li> <li>Digits 0-9</li> </ul> <p><i>In SPaG activities demonstrate an understanding of the terms:</i></p> <ul style="list-style-type: none"> <li>Letter</li> <li>Capital letter</li> <li>Word</li> <li>Singular</li> <li>Plural</li> <li>Sentence</li> <li>Punctuation</li> <li>Full stop</li> <li>Question mark</li> <li>Exclamation mark</li> </ul>		

	Additional	<p>tch -ve (for v at the end) k for /k/ phoneme before e, i or y Divides such words into syllables in order to segment.</p>	<p>tch -ve (for v at the end) k for /k/ phoneme before e, i or y Divides such words into syllables in order to segment.</p>			
	<p><b>High Frequency Words</b> <i>Pupils know and use:</i></p> <ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Year 1 Spelling List (incl. Tricky Words).</li> </ul>					
	<p><b>Spelling Patterns</b> <i>Through independent writing activities demonstrate an ability to use:</i></p> <ul style="list-style-type: none"> <li>• Use the prefix –un <i>unhappy, undo, unload,</i></li> <li>• s and -es suffixes for plurals and on verbs in the singular third person. <i>cats, thanks, catches</i></li> <li>• Adding suffixes where there is no change to the root word - ing, -ed, -er and –est <i>jumping/jumped/jumper fresher/freshes</i></li> <li>• Write simple sentences dictated by the teacher.</li> </ul>					

Key Stage 1	Words			Sentences	Texts					
Year	Transcription		Handwriting	Grammar and Punctuation	Composition					
2	<p><b>Phonics</b></p> <table border="1"> <tr> <td>L &amp; S</td> <td>Phonics Assessment</td> <td>Applied</td> </tr> <tr> <td rowspan="2">Additional</td> <td>Phonetic attempts at words made taking into account the rules for: /j/ - g dge ge /s/ - as c /n/ - gn kn /r/ - wr /l/ - le el /igh/ - y /or/ - a before l or ll /ar/ - or after w /u/ - o e.g. mother /ee/ - ey at the end /o/ - a after w + qu /zh/ - s e.g. treasure</td> <td>Phonetic attempts at words made taking into account the rules for: /j/ - g dge ge /s/ - as c /n/ - gn kn /r/ - wr /l/ - le el /or/ - a before l or ll /ar/ - or after w /u/ - o e.g. mother /ee/ - ey at the end /o/ - a after w + qu /zh/ - s e.g. treasure</td> </tr> </table>	L & S	Phonics Assessment	Applied	Additional	Phonetic attempts at words made taking into account the rules for: /j/ - g dge ge /s/ - as c /n/ - gn kn /r/ - wr /l/ - le el /igh/ - y /or/ - a before l or ll /ar/ - or after w /u/ - o e.g. mother /ee/ - ey at the end /o/ - a after w + qu /zh/ - s e.g. treasure	Phonetic attempts at words made taking into account the rules for: /j/ - g dge ge /s/ - as c /n/ - gn kn /r/ - wr /l/ - le el /or/ - a before l or ll /ar/ - or after w /u/ - o e.g. mother /ee/ - ey at the end /o/ - a after w + qu /zh/ - s e.g. treasure	<p>These are The Manor School's expectations and exceed the expectations set by the New National Curriculum.</p> <p>During independent writing activities demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>Form lower case letters of the correct size relative to one another.</li> <li>Start using some of the diagonal and horizontal joins: Diagonal join to ascender: <i>at, all, ths, chs</i> Diagonal join no ascender: <i>in, im, cr, tr, dr, lp, mp, ee, ai, ay, ime, ine</i> Diagonal join no ascender to an anti-clockwise letter: <i>id, ig, nd, ld, ng</i> Horizontal join no ascender: <i>op, oy, one, ome</i> Horizontal join no ascender to an anti-clockwise letter: <i>oa, og, wa, wo, ol, ot, wh, oh, of, if</i> Horizontal join from r: <i>ere, are</i> Break letters: <i>j, g, x, y, z, b, f, p, q, r, s</i></li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>Use spaces between words that reflect the size of the letters.</li> </ul>	<p>In SPaG activities and during independent writing activities demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>Change word order to write sentences as statements, questions, exclamations and commands</li> <li>expand noun phrases to describe and specify <i>the blue butterfly</i></li> <li>write in the present (<i>I walk, I am walking</i>) and past tense (<i>I walked, I was walking</i>)</li> <li>use conjunctions to co-ordinate (<i>or, and, but</i>) and subordinate (<i>when, if, that, because</i>)</li> <li>Demark sentences using . A ! ? , (in lists) and ' (contradiction and possession).</li> </ul> <p>In SPaG activities demonstrate an understanding of the terms:</p>	<p>Through speaking and listening activities:</p> <ul style="list-style-type: none"> <li>Say out loud what they are going to write, sentence by sentence</li> </ul> <p>Through planning activities:</p> <ul style="list-style-type: none"> <li>Record key ideas</li> <li>Record key vocabulary</li> <li>Encapsulate what they want to say sentence by sentence</li> </ul> <p>Through writing and evaluating independent writing, some of which is extended, show an ability to:</p> <ul style="list-style-type: none"> <li>Write narratives (fictional stories and recounts)</li> <li>Write about real events</li> <li>Write poetry</li> <li>Write for different purposes</li> <li>Re-read their writing to check that it makes sense including the correct use of tense, spelling and punctuation.</li> </ul> <p>Through performing and presenting the texts they write:</p> <ul style="list-style-type: none"> <li>Read aloud what they have written using intonation to make meanings clear.</li> </ul>
L & S	Phonics Assessment	Applied								
Additional	Phonetic attempts at words made taking into account the rules for: /j/ - g dge ge /s/ - as c /n/ - gn kn /r/ - wr /l/ - le el /igh/ - y /or/ - a before l or ll /ar/ - or after w /u/ - o e.g. mother /ee/ - ey at the end /o/ - a after w + qu /zh/ - s e.g. treasure	Phonetic attempts at words made taking into account the rules for: /j/ - g dge ge /s/ - as c /n/ - gn kn /r/ - wr /l/ - le el /or/ - a before l or ll /ar/ - or after w /u/ - o e.g. mother /ee/ - ey at the end /o/ - a after w + qu /zh/ - s e.g. treasure								

- Knocks off y before adding -ed, -er, -est  
*Copied, copier, happiest*
- Keeps y before adding ing  
*Copying, replying*
- Doubles the end consonant to avoid making a split vowel digraph when adding -ing, -ed, -er, -est, y to 1 syllable words  
*Dropping, dropped, dropper, saddest, runny (but not for x – mixing, mixed, mixer, mixes)*
- Plurals/adding es/s to verbs
- change y to i before adding es  
*Fly/flies, try/tries, baby/babies (except donkeys, monkeys)*
- Uses apostrophe for possession for singular nouns:  
*Ravi's, the girl's, the child's*
- Common homophones:  
*there/their/they're, here/hear, quite/quiet, one/won, to/too/two.*
- Punctuation:
- Spell contracted forms: *can't, don't, hasn't, couldn't, it's, i'll*
- Write simple sentences dictated by the teachers using words and punctuation from Year 1 and 2 expectations.

- Noun
- Noun phrase
- Statement
- Question
- Exclamation
- Command
- Compound sentence
- Adjective
- Verb
- Present and past tense
- Apostrophe
- comma

Lower Key Stage 2	Words		Sentences	Texts
Year	<i>Transcription</i> Year 3 and 4	<i>Handwriting</i> Year 3 and 4	<i>Grammar and Punctuation</i> Specific to Year 3	<i>Composition</i> Year 3 and 4
3	<p><b>Phonics</b> <i>At the point of application:</i></p> <ul style="list-style-type: none"> <li>• /k/ and /sh/ phonemes made by ch</li> <li>• /s/ phoneme made by sc</li> <li>• /zh/ made by -sure, -ture and -tcher</li> <li>• /ai/ phoneme made by ai, eigh or ey</li> </ul> <p><b>High Frequency Words</b> <i>Pupils know and use:</i></p> <ul style="list-style-type: none"> <li>• Year 3 Spelling List</li> </ul> <p><b>Spelling Patterns</b> <i>Through independent writing activities demonstrate an ability to use:</i></p> <ul style="list-style-type: none"> <li>• <u>Prefixes</u></li> <li>• Unchanging prefixes – un, dis, mis, re, sub.</li> <li>• Unchanging prefixes - inter, super, anti, auto</li> <li>• Changing prefixes – in (meaning not) including in, il, im and ir</li> <li>• <u>Suffixes</u></li> <li>• Double the consonant before adding –ing, er, en, ed and to not double the consonant when adding suffixes to an unstressed syllable <i>Forgetting, forgotten, beginning BUT gardening, limited</i></li> <li>• Suffix ation (knocks off e to add ation as appropriate).</li> <li>• Suffix sion</li> </ul>	<p>These are The Manor School's expectations and exceed the expectations set by the New National Curriculum. <i>During independent writing activities demonstrate an ability to:</i></p> <ul style="list-style-type: none"> <li>• 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. Diagonal join to ascender: <i>at, alls, ths, chs</i> Diagonal join no ascender: <i>ins, im, cr, tr, dr, lp, mp, ee, ai, ay, ime, ine</i> Diagonal join no ascender to an anti-clockwise letter: <i>id, ig, nd, ld, ng</i> Horizontal join no ascender: <i>op, oy, one, ome,</i> Horizontal join no ascender to an anti-clockwise letter: <i>oa, og, wa, wo, ol, ot, wh, oh, of, if</i> Horizontal join from r: <i>ere, are</i> Break letters: <i>j, g, x, y, z, b, f, p, q, r, s</i> B and p diagonal join no ascender: <i>bi, bu, pi, pu</i> B and p diagonal join to an ascender: <i>bl, ph</i> B and p diagonal join to an anti-clockwise letter: <i>ba, bo, pa, po</i></li> <li>• Increase the legibility, consistency and quality of their handwriting by ensuring that</li> </ul>	<p><i>In SPaG activities and during independent writing activities demonstrate the ability to:</i></p> <ul style="list-style-type: none"> <li>• Form nouns using a wide range of prefixes (see Transcription)</li> <li>• Determiner: Use a for a single word beginning with a consonant and an for a single word beginning with a vowel.</li> <li>• Develop an understanding of word families, exploring relationships. <i>solve, solution, solver, dissolve, insoluble.</i></li> <li>• Express time, place and cause using conjunctions (<i>when, before, after, while, so, because</i>), adverbs (<i>then, next, soon, therefore</i>) prepositions (<i>before, after, during, in, because of</i>)</li> <li>• Uses paragraphs to group related material</li> <li>• Use the present perfect (<i>He has gone</i>) instead of simple past (<i>He went</i>) forms of verbs.</li> <li>• Use inverted commas to punctuate speech.</li> </ul> <p><i>In SPaG activities demonstrate an understanding of the terms:</i></p> <ul style="list-style-type: none"> <li>• Preposition</li> <li>• Conjunction</li> <li>• Word family</li> <li>• Prefix</li> </ul>	<p><i>Through speaking and listening activities:</i></p> <ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue)</li> <li>• Is developing a rich and varied vocabulary (Year 3 and 4 spelling list)</li> <li>• Speaks in a wider-range of sentence structures (including those learnt in SPaG).</li> </ul> <p><i>Through planning activities:</i></p> <ul style="list-style-type: none"> <li>• Discuss the structure, vocabulary and grammar of texts which they are going to write</li> <li>• Organise paragraphs around themes</li> </ul> <p><i>Through extended pieces of writing:</i></p> <ul style="list-style-type: none"> <li>• In narratives, create characters, settings and plot</li> <li>• In non-fiction use organisational devices such as headings and sub-headings</li> </ul> <p><i>Through evaluating their own and others writing:</i></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of writing, suggesting improvements.</li> <li>• In evaluation, suggest changes to grammar and vocabulary e.g. pronouns</li> <li>• Proof-red spelling and punctuation errors.</li> </ul>

	<ul style="list-style-type: none"> <li>• Suffixes <b>tion, sion, ssion, cian</b> applying the various rules.</li> <li>• Suffix <b>ly</b> (knocks off <b>e</b> and changes <b>y</b> to <b>i</b> before adding <b>ly</b>. Writes <b>ally</b> not <b>ly</b> before <b>ic</b>). <i>sadly, happily, gently, basically</i></li> <li>• Suffix <b>ous</b> (either added unchanged, <b>our</b> changed or before <b>ous</b>, knocks off <b>e</b> and changes <b>y</b> to <b>i</b> before adding <b>ous</b>).</li> <li>• <u>Year 3 and 4 Homophones</u> <i>accept/except, affect/effect, ball/bawl, berry/bury</i></li> <li>• <u>Punctuation:</u></li> <li>• Uses apostrophe for possession for plural nouns: <i>Girls', boys', babies, children's, men's, mice's</i></li> </ul>	<p>the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<ul style="list-style-type: none"> <li>• Clause</li> <li>• Subordinate clause</li> <li>• Direct speech</li> <li>• Consonant</li> <li>• Consonant letter vowel</li> <li>• Vowel letter</li> <li>• Inverted commas</li> </ul>	<p><i>Through performing and presenting the texts they write:</i></p> <ul style="list-style-type: none"> <li>• Read their own writing, controlling intonation, tone and volume so that the meaning is clear.</li> </ul>
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Upper Key Stage 2	Words		Sentences	Texts
Year	<i>Transcription</i> Year 3 and 4	<i>Handwriting</i> Year 3 and 4	<i>Grammar and Punctuation</i> Specific to Year 4	<i>Composition</i> Year 3 and 4
4	<p><b>Phonics</b> <i>At the point of application:</i></p> <ul style="list-style-type: none"> <li>• /k/ and /sh/ phonemes made by ch</li> <li>• /s/ phoneme made by sc</li> <li>• /zh/ made by -sure, -ture and -tcher</li> <li>• /ai/ phoneme made by ai, eigh or ey</li> </ul> <p><b>High Frequency Words</b> <i>Pupils know and use:</i></p> <ul style="list-style-type: none"> <li>• Year 4 Spelling List</li> </ul> <p><b>Spelling Patterns</b> <i>Through independent writing activities demonstrate an ability to use:</i></p> <ul style="list-style-type: none"> <li>• <u>Prefixes</u></li> <li>• Unchanging prefixes – un, dis, mis, re, sub.</li> <li>• Unchanging prefixes - inter, super, anti, auto</li> <li>• Changing prefixes – in (meaning not) including in, il, im and ir</li> </ul>	<p>These are The Manor School's expectations and exceed the expectations set by the New National Curriculum.</p> <p><i>During independent writing activities demonstrate an ability to:</i></p> <ul style="list-style-type: none"> <li>• 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. Diagonal join to ascender: <i>at, all, th, ch,</i> Diagonal join no ascender: <i>in, im, cr, tr, dr, lp, mp, ee, ai, ay, ime, ine</i> Diagonal join no ascender to an anti-clockwise letter: <i>id, ig, nd, ld, ng</i> Horizontal join no ascender: <i>op, oy, one, ome,</i> Horizontal join no ascender to an anti-clockwise letter: <i>oa, og, wa, wo, ol, ot, wh, oh, of, if</i> Horizontal join from r: <i>ere, are</i> Break letters: <i>j, g, x, y, z, b, f, p, q, r, s</i> B and p diagonal join no ascender: <i>bi, bu, pi, pu</i></li> </ul>	<p><i>In SPaG activities and during independent writing demonstrate the ability to:</i></p> <ul style="list-style-type: none"> <li>• Distinguish between plural and possessive –s</li> <li>• Recognises Standard English verb inflections instead of local forms e.g. <i>we were</i> instead of <i>we was, I did</i> instead of <i>I done</i></li> <li>• Expanded noun phrases <i>the strict maths teacher with curly hair</i></li> <li>• Fronted adverbials, using commas to mark off these clauses <i>Later that day, Meanwhile,</i></li> <li>• Use paragraphs to organise ideas around a theme</li> <li>• Choose nouns and pronouns appropriately to aid cohesion and avoid repetition.</li> <li>• Indicate direct speech using inverted commas, commas and other punctuation: <i>! ?</i></li> <li>• Use apostrophes to mark plural possession <i>The girls' name</i> (distinguished from <i>The girl's name</i>).</li> </ul>	<p><i>Through speaking and listening activities:</i></p> <ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue)</li> <li>• Is developing a rich and varied vocabulary (Year 3 and 4 spelling list)</li> <li>• Speaks in a wider-range of sentence structures (including those learnt in SPaG).</li> </ul> <p><i>Through planning activities:</i></p> <ul style="list-style-type: none"> <li>• Discuss the structure, vocabulary and grammar of texts which they are going to write</li> <li>• Organise paragraphs around themes</li> </ul> <p><i>Through extended pieces of writing:</i></p> <ul style="list-style-type: none"> <li>• In narratives, create characters, settings and plot</li> <li>• In non-fiction use organisational devices such as headings and sub-headings</li> </ul> <p><i>Through evaluating their own and others writing:</i></p>

- Suffixes
- Double the consonant before adding -ing, er, en, ed and to not double the consonant when adding suffixes to an unstressed syllable  
*Forgetting, forgotten, beginning BUT gardening, limited*
- Suffix **ation** (knocks off e to add ation as appropriate).
- Suffix **sion**
- Suffixes **tion sion, ssion, cian** applying the various rules.
- Suffix **ly** (knocks off e and changes y to i before adding ly. Writes ally not ly before ic).  
*sadly, happily, gently, basically*
- Suffix **ous** (either added unchanged, our changed or before ous, knocks off e and changes y to i before adding ous).
- Year 3 and 4 Homophones  
*accept/except, affect/effect, ball/bawl, berry/bury*
- Punctuation:
- Uses apostrophe for possession for plural nouns:  
*Girls', boys', babies, children's, men's, mice's*

B and p diagonal join to an ascender: *bl, ph*  
B and p diagonal join to an anti-clockwise letter: *ba, bo, pa, po*

- Increase the legibility, consistency and quality of their handwriting by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

*In SPaG activities demonstrate an understanding of the terms:*

- Determiner
- Pronoun
- Possessive pronoun
- Adverbial

- Assess the effectiveness of writing, suggesting improvements.
- In evaluation, suggest changes to grammar and vocabulary e.g. pronouns
- Proof-read spelling and punctuation errors.

*Through performing and presenting the texts they write:*

- Read their own writing, controlling intonation, tone and volume so that the meaning is clear.



Upper Key Stage 2	Words		Sentences	Texts
Year	Transcription Year 5 and 6	Handwriting Year 5 and 6	Grammar and Punctuation Specific to Year 5	Composition Year 5 and 6
5	<p><b>High Frequency Words</b> <i>Pupils know and use:</i></p> <ul style="list-style-type: none"> <li>Years 5 Spelling List</li> </ul> <p><b>Spelling Patterns</b> <i>Through independent writing activities demonstrate an ability to use:</i></p> <ul style="list-style-type: none"> <li><b>Spelling rules</b></li> <li>i before e except after c <i>deceive, conceive</i></li> <li>uses ough correctly, <i>bought, thought, rough, tough, through borough, plough, bough</i></li> <li>Recognises silent letters in words and spells them correctly <i>Doubt, island, lamb, solemn, thistle, knight</i></li> <li><b>Prefixes</b></li> <li>Adds – (hyphen) to join a prefix to the root word, especially when adjoining 2 vowels <i>co-ordinate, re-enter</i></li> <li><b>Suffixes</b></li> <li>Adding cious to root words which end in ce (knock off e) and adding tious to root words which end in tion (knock off tion). <i>vicious, gracious, fictitious, infectious.</i></li> <li>cial ending after a vowel and tial after a consonant <i>official, special, artificial, partial, confidential, essential</i></li> <li>Adds ant, ance/ancy (replacing ation) or ent, ence/ency after soft c, g and qu.</li> </ul>	<p>These are The Manor School's expectations and exceed the expectations set by the New National Curriculum. During independent writing activities demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by</li> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>Choosing the writing implement that is best suited for a task.</li> </ul>	<p><i>In SPaG activities and during independent writing demonstrate the ability to:</i></p> <ul style="list-style-type: none"> <li>Converts nouns and adjectives into verbs using suffixes <i>frustrate, testify, characterise</i></li> <li>Add verb prefixes (see Transcription)</li> <li>Relative clauses used to refer back to a noun. These start with who, which, where, when, whose, that. <i>Tom broke the game, which annoyed Ali. , The prize I won was a book.</i></li> <li>Adverbs and Modal Verbs to indicate degrees of possibility <i>I might be able to find it. I can't be expected to write this, surely!</i></li> <li>Builds cohesion within a paragraph: <i>Firstly, This, After that, Then</i></li> <li>Builds links across paragraphs using adverbials for time (<i>Later</i>), place (<i>Nearby</i>), number (<i>Secondly</i>) or though tense choice (<i>He had</i>)</li> <li>Commas used to mark clauses and so clarify meaning and avoid ambiguity.</li> <li>Indicate parenthesis using ( ), - and ,</li> </ul> <p><i>In SPaG activities demonstrate an understanding of the terms:</i></p>	<p><i>Through speaking and listening activities:</i></p> <p><i>Through planning activities:</i></p> <ul style="list-style-type: none"> <li>Identify audience and purpose for writing, selecting the appropriate form.</li> <li>In narrative, consider how authors have developed characters and settings.</li> <li>Note and develop ideas, drawing and reading and research.</li> </ul> <p><i>Through extended pieces of writing:</i></p> <ul style="list-style-type: none"> <li>Change and enhance meaning of a text by applying skills from grammar and punctuation (see Grammar and Punctuation).</li> <li>In narratives, describe setting, character and atmosphere.</li> <li>In narratives, integrate dialogue to convey character and action.</li> <li>Build cohesion within and across paragraphs (see Grammar and Punctuation).</li> <li>Use further presentational devices to structure texts and guide reader (headings, sub-headings, bullet points and underlining).</li> </ul> <p><i>Through evaluating their own and others writing:</i></p> <ul style="list-style-type: none"> <li>Précis longer passages</li> <li>Assess writing, suggesting improvements.</li> </ul>

	<p><i>observant, observance, hesitancy, innocent, innocence, decency</i></p> <ul style="list-style-type: none"> <li>• <b>Add able/ably (replacing ation) and ible/ibly.</b> <i>adorable, adorably, applicable/applicably, changeable, noticeable, dependable, comfortable, possibly, horribly.</i></li> <li>• <b>When adding -ing and -ed, double r if -fer is stressed and doesn't double r when fer is unstressed.</b> <i>referring, referred, reference, referee.</i></li> <li>• <b><u>Year 5 and 6 Homophones and other words often confused</u></b></li> <li>• <b>ce for nouns and se for verbs</b> <i>Advice/advise, device/devise</i></li> </ul>		<ul style="list-style-type: none"> <li>• Modal verb</li> <li>• Relative pronoun</li> <li>• Relative clause</li> <li>• Parenthesis</li> <li>• Bracket</li> <li>• Dash</li> <li>• Cohesion</li> <li>• Ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• In evaluation, suggest changes to vocabulary, grammar and punctuation in order to enhance the effect and clarify meaning.</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensure noun-verb agreement when using singular and plural forms, distinguishing between written and spoken speech.</li> <li>• Proof-read for spelling and punctuation errors.</li> </ul> <p><i>Through performing and presenting the texts they write:</i></p> <ul style="list-style-type: none"> <li>• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>
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Upper Key Stage 2	Words		Sentences	Texts
Year	<i>Transcription</i> Year 5 and 6	<i>Handwriting</i> Year 5 and 6	<i>Grammar and Punctuation</i> Specific to Year 6	<i>Composition</i> Year 5 and 6
6	<p><b>High Frequency Words</b> <i>Pupils know and use:</i></p> <ul style="list-style-type: none"> <li>Years 6 Spelling List</li> </ul> <p><b>Spelling Patterns</b> <i>Through independent writing activities demonstrate an ability to use:</i></p> <ul style="list-style-type: none"> <li><u>Spelling rules</u></li> <li>i before e except after c <i>deceive, conceive</i></li> <li>uses <b>ough</b> correctly, <i>bought, thought, rough, tough, through borough, plough, bough</i></li> <li>Recognises silent letters in words and spells them correctly <i>Doubt, island, lamb, solemn, thistle, knight</i></li> <li><u>Prefixes</u></li> <li>Adds – (hyphen) to join a prefix to the root word, especially when adjoining 2 vowels <i>co-ordinate, re-enter</i></li> <li><u>Suffixes</u></li> <li>Adding <b>cious</b> to root words which end in <b>ce</b> (knock off e) and adding <b>tious</b> to root words which end in <b>tion</b> (knock off tion). <i>vicious, gracious, fictitious, infectious.</i></li> <li><b>cial</b> ending after a vowel and <b>tial</b> after a consonant <i>official, special, artificial, partial, confidential, essential</i></li> <li>Adds <b>ant, ance/ancy</b> (replacing ation) or <b>ent, ence/ency</b> after soft c, g and qu.</li> </ul>	<p>These are The Manor School's expectations and exceed the expectations set by the New National Curriculum. <i>During independent writing activities demonstrate an ability to:</i></p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by</li> <li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>- Choosing the writing implement that is best suited for a task.</li> </ul>	<p><i>In SPaG activities and during independent writing demonstrate the ability to:</i></p> <ul style="list-style-type: none"> <li>Distinguish between informal and formal speech in terms of vocabulary: <i>Find out/discover</i> <i>Ask/request</i> <i>Go in/enter</i></li> <li>Distinguish between informal and formal speech in terms of structure: <i>Tag questions in informal: He's your friend, isn't he?</i> Use of the <b>subjunctive</b> in very formal writing e.g. <i>If I were, if they were...</i></li> <li><b>Synonyms:</b> big, large</li> <li><b>Antonyms:</b> big, little</li> <li><b>Use the Passive Voice:</b> <i>The window in the greenhouse is broken.</i></li> <li>Use a wide range of cohesive devices: repetition of words and phrases, ellipsis and grammatical links e.g. <i>Adverbials On the other hand, In contrast, As a consequence</i></li> <li>Use a wide range of presentational and layout devices e.g. <i>Headings, sub-headings, columns, bullet points and tables.</i></li> <li>Mark independent clauses using ; :-</li> <li>Introduce lists using a :</li> </ul>	<p><i>Through speaking and listening activities:</i></p> <p><i>Through planning activities:</i></p> <ul style="list-style-type: none"> <li>Identify audience and purpose for writing, selecting the appropriate form.</li> <li>In narrative, consider how authors have developed characters and settings.</li> <li>Note and develop ideas, drawing and reading and research.</li> </ul> <p><i>Through extended pieces of writing:</i></p> <ul style="list-style-type: none"> <li>Change and enhance meaning of a text by applying skills from grammar and punctuation (see Grammar and Punctuation).</li> <li>In narratives, describe setting, character and atmosphere.</li> <li>In narratives, integrate dialogue to convey character and action.</li> <li>Build cohesion within and across paragraphs (see Grammar and Punctuation).</li> <li>Use further presentational devices to structure texts and guide reader (headings, sub-headings, bullet points and underlining).</li> </ul> <p><i>Through evaluating their own and others writing:</i></p> <ul style="list-style-type: none"> <li>Précis longer passages</li> </ul>

	<p><i>observant, observance, hesitancy, innocent, innocence, decency</i></p> <ul style="list-style-type: none"> <li>• <b>Add able/ably and ible/ibly.</b> <i>adorable, adorably, applicable/applicably, changeable, noticeable, dependable, comfortable, possibly, horribly.</i></li> <li>• <b>When adding -ing and -ed, double r if -fer is stressed and doesn't double r when fer is unstressed.</b> <i>referring, referred, reference, referee.</i></li> <li>• <b><u>Year 5 and 6 Homophones and other words often confused</u></b></li> <li>• <b>ce for nouns and se for verbs</b> <i>Advice/advise, device/devise</i></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Separate clauses in a list using ;</b></li> <li>• <b>Use of bullet points</b></li> <li>• <b>Avoid ambiguity using hyphens</b> <i>man eating shark/ man-eating shark</i></li> </ul> <p><i>In SPaG activities demonstrate an understanding of the terms:</i></p> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Object</li> <li>• Active</li> <li>• Passive</li> <li>• Synonym</li> <li>• Antonym</li> <li>• Ellipsis</li> <li>• Hyphen</li> <li>• Colon</li> <li>• Semi-Colon</li> <li>• Bullet points</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assess writing, suggesting improvements.</b></li> <li>• <b>In evaluation, suggest changes to vocabulary, grammar and punctuation in order to enhance the effect and clarify meaning.</b></li> <li>• <b>Ensure the consistent and correct use of tense throughout a piece of writing.</b></li> <li>• <b>Ensure noun-verb agreement when using singular and plural forms, distinguishing between written and spoken speech.</b></li> <li>• <b>Proof-read for spelling and punctuation errors.</b></li> </ul> <p><i>Through performing and presenting the texts they write:</i></p> <ul style="list-style-type: none"> <li>• <b>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</b></li> </ul>
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