



## How Do We Write?

# Assessing English Writing at Kuwait National English School

A Guide to the English National Curriculum for  
Parents

2019-20

# Handwriting Expectations

## Year 1

Pupils should:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

## Year 2

Pupils should:

- form lower-case letters of the correct size relative to one another
- 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
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

## Year 3 and Year 4

Pupils should:

- 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
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

## Year 5 and Year 6

Pupils should:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Straight letters

i l t u

2 o'clocks

c a d g q s

Tunnel letters

n m h b p

Top joiners

o r v w

Square letters
























x z

Odd letters

f k j y e

# Spelling Guidance

## Letters and Sounds

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

**My Phase 2 Sound Mat**

j 	v 	w 	x 	y 	z 	zz 	qu 	ch 
sh 	th 	ng 	ai 	ee 	igh 	oa 	oo 	ar 
or 	ur 	ow 	oi 	ear 	air 	ure 	er 	Phase 3 Sound Mat

### My Phase 4 Sound Mat

st 	nd 	mp 	nt 	nk 	ft 	sk 	lt 
lp 	lf 	lk 	pt 	xt 	tr 	dr 	gr 
cr 	br 	fr 	bl 	fl 	gl 	pl 	cl 

### Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		

# Spelling Guidance

## Statutory Word Lists Key Stage One

### 100 High Frequency Words

a	children	her	look	on	there
about	come	here	looked	one	they
all	could	him	made	out	this
an	dad	his	make	people	time
and	day	house	me	put	to
are	do	I	Mr	said	too
as	don't	I'm	Mrs	saw	up
asked	down	if	mum	see	very
at	for	in	my	she	was
back	from	into	no	some	we
be	get	is	not	so	went
big	go	it	now	same	were
but	got	it's	of	that	what
by	had	just	off	the	when
called	have	like	oh	their	will
came	he	little	old	them	with
can	help			then	you

### Year 1 and 2 Common Exception Words

Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	

# Spelling Guidance

## Statutory Word Lists Key Stage Two

### Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

### Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

# Assessed Writing Units

## Fiction and Non Fiction Genres

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Animal Stories Instructions	Adventure Stories Explanation Texts	Stories with Familiar Settings Instructions	Fables Non-chronological reports	Stories from Other Cultures Recounts	Documentary
Term 2	Fairy Tales Lists and Labels	Animal Stories Diaries	Playscript Non-chronological reports	Stories with Historical settings Diary Writing	Science Fiction Non Chrono Reports	Narrative including Personification Persuasive Writing
Term 3	Familiar Stories Recounts	Fantasy Crazy Creatures	Journalistic Writing Adventure and Mystery	Stories from Imaginary Worlds Persuasive Texts	Thrillers Persuasive Letters	Mystery Horror Autobiographies

# Foundation Stage One Writing Expectations

## Every Time We Write:

**To allow the children to meet these objectives teachers provide a range of learning opportunities and resources in the environment. Some examples are given below.**

Daily access to large play equipment.

Funky fingers and dough disco.

Mark making in a variety of media e.g. paint, mud, sand, rice, glitter, shaving foam, ketchup, chocolate pudding.

Access to mark making tools in all areas of the environment e.g. pens, pencils, brushes, twigs, feathers, chopsticks, chalk

Introduction of writing patterns

Modelling large scale movements.

This document provides information for parents and carers on Foundation Stage One expectations in writing.

All objectives will be worked on throughout the year and will be the focus of direct teaching. They are taken from the Literacy and Physical Development strands of the 'Development Matters' document. Any extra support you can provide in helping your child to achieve these is greatly valued. Please remember that children learn in a variety of ways and make progress at different rates.

If you would like further information about how best to support your child at home, please speak to your child's Class Teacher.

### **By the end of Foundation Stage One children are expected to:**

- Draw lines and circles using gross motor movements.
- Hold a pencil near point, between thumb and forefingers, no longer using whole hand grasp.
- Ascribe meaning to marks that they see in different places.
- Use a pencil with good control.
- Copy some letters.
- Begin to use anti-clockwise movements retrace vertical lines.
- Give meaning to marks they make as they draw, write and paint.
- Uses some clearly identifiable letters to communicate meaning representing some sounds correctly.

# Foundation Stage Expectations

Every Time We Write:

WRITING
I can ...
write my name
form letters correctly (precursive)
write words to match spoken sounds c – a- t      cat
spell some words correctly
write some common irregular words (tricky words) I, like, the, to ...
write a simple sentence begin to use a capital letter, a full stop and finger spaces

## Early Learning Goal end of FS2:

*Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.*

## Writing expectations :

- ❖ Gives meaning to marks they make as they draw, write and paint.
- ❖ Begins to break the flow of speech into words.
- ❖ Continues a rhyming string.
- ❖ Hears and says the initial sound in words.
- ❖ Can segment the sounds in simple words and blend them together.
- ❖ Links sounds to letters, naming and sounding the letters of the alphabet.
- ❖ Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- ❖ Writes own name and other things such as labels, captions.
- ❖ Attempts to write short sentences in meaningful contexts.



### How do we teach writing in FS in The Pearl?

- Modelling writing initial sounds
- Mark making opportunities
- Following a precursive letter formation progression- ladder letters, caterpillar letters, one armed robot letters, and zig-zag monster letters.
- Writing down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else.
- Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves.
- Model writing poems and short stories, writing down ideas suggested by the children
- Provide activities during which children will experiment with writing, for example, leaving a message. Writing speech bubbles for characters in a text/ White boards, chalk, paper, painting letters on foil.
- Include opportunities for writing during role-play and other activities e.g. Clip boards in the Doctors Surgery.
- Encouraging the children to use their phonic knowledge when writing.
- Encouraging children to add words and captions to their drawings.
- Making Story maps for "Talk for writing"
- Weekly focus writing activity linked to literacy and topic lessons in class.







# Year 1 Expectations

## Every Time We Write:

Spelling	Example
Spell words containing the 40+ phonemes	
Spell common exception words	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house (please refer to the 100 and 200 high frequency word list)
Spell the days of the week	
Use letter names to distinguish between alternative spellings of the same sound	ai/a_e/ay:rain/plane/day can be spelled aloud using the letter names.
Add +s or +es for plurals and 3 <sup>rd</sup> person	cats, dogs, spends, rocks, thanks, catches. Ben's bag
Understand and use the prefix -un	unhappy, undo, unload, unfair, unlock
Use the suffixes: -ing, -ed, -er and -est	play <u>ed</u> , play <u>ing</u> , play <u>er</u> , col <u>dest</u> .




Grammar	Example
Join words and clauses with 'and'	It was cold <b>and</b> wet. I went to the park <b>and</b> played on the swings.
Use finger spaces	
Use capital letters for names	<b>M</b> rs <b>F</b> ishborne <b>K</b> ipper <b>A</b> bu <b>D</b> habi
Use a capital letter to write the word 'I'	<b>I</b> went to the park and <b>I</b> played on the swings.
Use question marks and exclamation marks	Will you play with me? I love playing football!
Use capital letters and full stops to form sentences	<b>I</b> went to <b>D</b> ubai at the weekend with my mum and dad.
Use neat handwriting, hold pencil correctly and sit at the table correctly	<p>Children should be using a Static or Dynamic Tripod Grip. This is a 3 finger grasp where the thumb, index finger and middle finger work as one unit.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <math>3\frac{1}{2}</math>-4 years            Static Tripod Grasp         </div> <div style="text-align: center;">   <math>4\frac{1}{2}</math>-6 years            Dynamic Tripod Grasp         </div> </div> <p>Children should aim to write in a continuous cursive style.</p> 

Composition	Example
Say a sentence first before writing it	
Put sentences in order to write a story	We use the Talk for Writing approach and provide children with a structure to aid them in telling their story using an opener; <b>First/ Next/ Then/ After that/ Finally</b> OR <b>Once upon a time/One day/ Unfortunately/ Luckily/ Finally</b>
Read work to check for mistakes (SA)	
Discuss what has been written with teacher or friend	

# Year 2 Expectations

## Every Time We Write:

Spelling	Example
Segment spoken words into phonemes and represent them by graphemes	<b>ch-i-l-d-r-e-n</b>
Distinguish between homophones and near homophones	Two different words are homophones if they sound exactly the same when pronounced; <b>there/their/they're, one/won, sun/son,</b>
Spell common exception words	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... <b>(please refer to the 100 and 200 high frequency word list)</b>
Spell words with contracted forms	<b>I'll/don't/it's/can't</b>
Learn new ways of spelling phonemes	Please refer to spelling game ideas in your child's phonics book.
Add a suffix to make a noun	enjoyment, sadness, careful, playful, hopeless
Add -ly to write an adverb	loudly, quietly, unfortunately, really

Grammar	Example
<b>Use conjunctions (when, if, because, or, and, but)</b>	I brushed my teeth <b>when</b> I woke up <b>because</b> it is important to keep your teeth clean.
Use expanded noun phrases, interesting adjectives and adverbs	The butterfly: The <b>blue</b> butterfly.
<b>Use consistent tense – present and past</b>	<b>Past:</b> Tom <b>ate</b> his breakfast <b>brushed</b> teeth and <b>went</b> to school. <b>Present:</b> Tom is <b>eating</b> his breakfast.
<b>Correctly form a statement, question, exclamation or command</b>	The sky is blue. Do you like pizza? I love pizza! Tidy up your room.
Separate items in a list using a comma	The rainbow has the colours blue, red, green, yellow, orange.
Use apostrophes for possession and contraction	The <b>girl's</b> hat.
Start to use cursive handwriting	In The Pearl Academy we aim to write in a continuous cursive style. 

Composition	Example
Plan and say out loud what will be written, sentence by sentence	
Write down ideas and key words	Children can plan out their ideas using a story planner that maps out a beginning, middle and an ending of a story.
Verbs indicate time and are used correctly and consistently	
Edit writing by proofreading to check for mistakes and evaluating work with teacher or other children (SA and PA)	In The Pearl Academy we encourage the children to read back their writing and make any corrections using a purple pencil.

# Year 3 Expectations

## Every Time We Write:

Grammar	Example
<p>I wrote conjunctions, adverbs and prepositions to express time, place and cause.</p>	<p><b>What is a preposition?</b> A <b>preposition</b> is a word or group of words that express a relationship between a noun or pronoun and another word in the sentence. <b>Prepositions describe location, place and time.</b></p> <p><b>Examples of prepositional phrases:</b></p> <p>Millions of birds fly South <b>during</b> the Winter months.</p> <p>The crowd erupted with cheers <b>after</b> the dance had finished.</p> <p><b>What is an adverb?</b> An adverb is a word that modifies a verb. It tells you how, when, where or why something is being done.</p> <p><b>Examples of adverbs:</b></p> <p>Wolves howled in the light of the moon, and <b>soon</b> the other animals has disappeared.</p> <p>The ballerina danced <b>beautifully</b>, and therefore received a huge applause.</p> <p><b>What is conjunction?</b> <b>Conjunctions link words and phrases together.</b></p> <p><b>Examples of conjunctions:</b></p> <p>Bitter rain descended <b>whilst</b> the wind quickly circled the abandoned house.</p> <p>The parrot chirped happily <b>before</b> gliding off into the clear, blue sky.</p>
<p>I wrote in paragraphs</p>	<p><b>What is a paragraph?</b></p> <p>A <b>paragraph</b> is a section of writing consisting of one or more sentences grouped together and discussing one main subject.</p> <p>New paragraphs are signalled by leaving a line blank.</p> <p><b>How are paragraphs used?</b></p> <p>Paragraphs help to structure text; <b>every new paragraph starts on a new line.</b> We start a new paragraph to signal that the person, place, time or topic of the sentences has changed.</p> <p>In a <b>fiction text</b>, paragraphs are usually used to mark breaks in time. A new paragraph may also be started if the point of view switches from one character to another.</p> <p>In a <b>non-fiction text</b>, a paragraph is a group of sentences that usually all have one theme in common.</p>

I used the present perfect tense.	<p><b>What is the present perfect tense?</b></p> <p>We use the <b>present perfect tense to talk about our experiences in a way that does not refer to when they happened:</b>  <i>I have never been abroad.</i></p> <p>We also use this tense <b>to talk about an action which started in the past and is continuous up until now:</b>  <i>I have been a doctor for ten years.</i></p> <p>We also use this tense <b>to talk about something that has happened in the past but has a result in the present:</b>  <i>I have lost my passport.</i>          (The result in the present is that I do not have my passport).</p>
I used correct speech punctuation	<p><b>Rules for Direct Speech</b></p> <p>The <b>general rules of direct speech</b> are:</p> <ul style="list-style-type: none"> <li>• Each new character's speech starts on a new line.</li> <li>• Speech is opened with speech marks.</li> <li>• Each line of speech starts with a capital.</li> <li>• The line of speech ends with a full stop, comma, exclamation mark or question mark.</li> <li>• A reporting clause is used at the end (<u>said</u> Sarah, <u>shouted</u> the teacher, <u>replied</u> Mum).</li> <li>• A full stop goes after the reporting clause.</li> </ul> <p><b>Examples of Direct Speech</b></p> <p><i>"How much oxygen is left in the tank?" questioned the astronaut.</i></p> <p><i>"I will destroy the city and everything in it!" roared the dragon.</i></p> <p><i>"The city of Pompeii was destroyed by a volcano," explained the teacher.</i></p>
I used cursive handwriting which is easy to read	abcdefghijklmnopqrstuvwxyz
I checked my work for spelling mistakes	<p>Using known spelling patterns to correct work.</p> <p>Using dictionaries to search for new and unfamiliar language.</p>

Spelling Objectives	Examples
To use prefixes and suffixes	<p><b><i>What are prefixes and suffixes?</i></b></p> <p><b><i>Prefixes and suffixes</i></b> are sets of letters that are added to the beginning or end of another word (root word).</p> <p><b><u>Prefixes</u></b>            un = unhappy, dis = disappear, mis = misspell,            in = incorrect, il = illegible, im = immortal, ir = irregular,            re = return, sub = submarine, inter = intercity,            super = superstar, anti = anticlockwise, auto = autograph,</p> <p><b><u>Suffixes</u></b>            ation = information, ly = sadly, ous = poisonous,            tion = injection, sion = discussion, cian = musician,</p>

Spell homophones	<p><b>What is a homophone?</b> Two or more words having the same pronunciation but different meanings, origins, or spelling.</p> <p>Near-homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>
Use 'a' and 'an'	<p><b>Use <i>a</i> before a word beginning with a consonant sound:</b> a toy a book a house</p> <p><b>Use <i>an</i> before a word beginning with a vowel sound:</b> (a, e, i, o and u) an operation an idea an apple</p>

<b>Writing</b>
<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>• I used models to plan from</li> <li>• I discussed and recorded my ideas</li> </ul>
<p><b>Draft and Write</b></p> <ul style="list-style-type: none"> <li>• I composed and rehearsed my sentences out loud</li> <li>• <b>I used varied and rich vocabulary</b></li> <li>• <b>I used lots of different sentence structures</b></li> <li>• I can create settings, characters and plot</li> </ul>
<p><b>Evaluate and Edit</b></p> <ul style="list-style-type: none"> <li>• I proof read my work for spelling and punctuation mistakes and marked these with a purple pen (SA)</li> <li>• I assessed others' writing to suggest improvements using a purple pen (PA)</li> </ul>



# Year 4 Expectations

## Every Time We Write:

Grammar	Example
I expanded noun phrases by adding adjectives	<p>What is an expanded noun phrase?</p> <p>An expanded noun phrase gives more detail and further information about the noun in the sentence. This is usually done by adding adjectives.</p> <p>Examples of Expanded Noun Phrases:</p> <p>The <b>bright, colourful rainbow</b> cascaded across the sky.</p> <p>Wolves howled in the light of the <b>silver, crescent moon</b>.</p> <p>Children gobbled their <b>pink, fluffy candyfloss</b> as they ran towards the rollercoaster.</p> <p><b>Thick, suffocating smoke</b> filled the room as the fire spread through the building.</p> <p>The <b>fierce, green lizard with speckled skin</b> crept towards his prey.</p>
I used prepositional phrases	<p>What is a prepositional phrase?</p> <p>Prepositional phrases are phrases that include a preposition. A preposition is a word or group of words that show where a noun or pronoun is in relation to something else in the sentence.</p> <p>Examples of Prepositional Phrases:</p> <p>The dragon flew <b>beneath the clouds and over the valley</b>.</p> <p>Escaping <b>through the tunnel</b>, the robber made his way <b>out of the city</b>.</p>
I used fronted adverbials with a comma after	<p>What is a fronted adverbial?</p> <p>An <b>adverbial</b> is a <b>word or phrase that has been used</b> to add detail or further information to a verb.</p> <p><b>Fronted adverbials are 'fronted' because they have been moved to the front of the sentence, before the verb.</b> In other words, fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows. A comma is normally used after a fronted adverbial.</p> <p>Types of Fronted Adverbial:</p> <p>Time – Describes when the action is happening. <b>Just before sunrise</b>, the boy awoke to the sounds of the jungle.</p> <p>Place – Describes where the action is happening. <b>High above the rainbow</b>, millions of butterflies danced in the blue sky.</p> <p>Manner – Describes how the action is happening. <b>Slowly and silently</b>, the snake approached its helpless victim.</p> <p>Frequency – Describes how often the action is happening. <b>Occasionally</b>, the bear enjoyed a swim in the rapids of the river.</p> <p>Degree – Describes the extent to which something has happened. <b>Barely alive</b>, the boy crawled out of the bear cave.</p>

I wrote in paragraphs

**What is a paragraph?**

A paragraph is a section of writing consisting of one or more sentences grouped together and discussing one main subject.

New paragraphs are signalled by leaving a line blank.

**How are paragraphs used?**

Paragraphs help to structure text; every new paragraph starts on a new line. We start a new paragraph to signal that the person, place, time or topic of the sentences has changed. In a **fiction text**, paragraphs are usually used to mark breaks in time. A new paragraph may also be started if the point of view switches from one character to another.

In a **non-fiction text**, a paragraph is a group of sentences that usually all have one theme in common.

My nouns and pronouns are varied to avoid repetition

**Nouns and pronouns must be varied in order to avoid repetition.**

Ahmed ate supper when Ahmed got home. Ahmed enjoyed the food.

We can also use alternative nouns to make our writing more exciting.

Snow Leopard

Majestic mammal  
 Ferocious feline  
 Courageous cat  
 Fierce predator  
 Endangered animal  
 Beautiful beast

I used correct speech punctuation

**Rules for Direct Speech**

The general rules of direct speech are:

- Each new character's speech starts on a new line.
- Speech is opened with speech marks.
- Each line of speech starts with a capital.
- The line of speech ends with a full stop, comma, exclamation mark or question mark.
- A reporting clause is used at the end (said Sarah, shouted the teacher, replied Mum).
- A full stop goes after the reporting clause.

**Examples of Direct Speech**

"How much oxygen is left in the tank?" questioned the astronaut.

"I will destroy the city and everything in it!" roared the dragon.

"The city of Pompeii was destroyed by a volcano," explained the teacher.

I used apostrophes to mark possession

**For most singular nouns, add an apostrophe and an s.**

Abdullah's dog had white, fluffy fur.

The teacher's desk was extremely messy!

**For plural nouns (more than one) only add an apostrophe.**

	<p>The <b>dogs'</b> kennel was in the corner of the bedroom. (More than one dog)</p> <p>The <b>planets'</b> rings were made of ice. (More than one planet)</p> <p>For plural nouns that don not end in s, add an apostrophe and an s.</p> <p>The <b>children's</b> classroom was extremely colourful and decorative. (More than one child)</p>
I used cursive handwriting which is easy to read	abcdefghijklmnopqrstuvwxyz
I checked my work for spelling mistakes	Using known spelling patterns to correct work. Using dictionaries to search for new and unfamiliar language.

Spelling Objectives	Examples
To use prefixes and suffixes	<p><b>What are prefixes and suffixes?</b></p> <p><b>Prefixes and suffixes</b> are sets of letters that are added to the beginning or end of another word (root word).</p> <p>Prefixes un = unhappy, dis = disappear, mis = misspell, in = incorrect, il = illegible, im = immortal, ir = irregular, re = return, sub = submarine, inter = intercity, super = superstar, anti = anticlockwise, auto = autograph,</p> <p>Suffixes ation = information, ly = sadly, ous = poisonous, tion = injection, sion = discussion, cian = musician,</p>
Spell homophones	<p><b>What is a homophone?</b></p> <p>Two or more words having the same pronunciation but different meanings, origins, or spelling.</p> <p>Near-homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>

Composition
<p><b>Plan</b></p> <p>I used models to plan from</p> <p>I discussed and recorded my ideas</p>
<p><b>Draft and Write</b></p> <p>I composed and rehearsed my sentences out loud</p> <p>I used varied and rich vocabulary</p> <p>I used lots of different sentence structures</p> <p>I can create settings, characters and plot</p>
<p><b>Evaluate and Edit</b></p> <p>I proof read my work for spelling and punctuation mistakes and marked these with a purple pen (SA)</p> <p>I assessed others' writing to suggest improvements using a purple pen (PA)</p>

# Year 5 Expectations

## Every Time We Write:

Spelling	Example
<b>Use prefixes and suffixes correctly to make verbs, nouns and adjectives</b>	To spell words with prefixes and suffixes e.g. <i>Applicable, avoidable, reliable, changeable, noticeable correctly with or without associate spelling changes.</i>
Continue to distinguish between homophones and other words which are often confused	To distinguish and correctly spell confusing pairs e.g. <i>isle/aisle, advice/advise, practice/practise, licence/license etc.</i>
Use a dictionary and thesaurus to support writing	<i>Using a dictionary and thesaurus correctly.</i>
Use brackets, dashes or commas to indicate parenthesis	Brackets enclose or surround information to show that it is separate from everything around it. ( )  E.g. The bus <i>(that was yellow)</i> was running five minutes late.  The bus, <i>that was yellow</i> , was running five minutes late.  The bus - <i>that was yellow</i> - was running five minutes late.  Abu Dhabi <i>(UAE)</i> is the largest emirate out of the seven emirates.

Grammar	Example
Use commas and hyphens to clarify meanings in sentences	Hyphens link two words so the word or phrase makes sense. Dashes separate information and are a type of parenthesis, like brackets.
Use relative clauses beginning with who, which, where, when, whose or that	<b>The relative clause is used to add information about the noun, so it must be 'related' to the noun.</b> Here are some examples of relative clauses (in purple) <i>She lives in Worcester, which is a cathedral city.</i> <i>That's the girl who lives near school.</i> <i>I don't like the clown that has a bright red nose.</i> <i>I am cross with the cat, which has pooped in the garden.</i> <i>Rachel liked the new chair, which was very comfortable.</i>
Use a fronted adverbial followed by a comma	<b>'Fronted' adverbials are 'fronted' because they have been moved to the front of the sentence, before the verb.</b> In other words, fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows.

	<p>A comma is normally used after an adverbial (but there are plenty of exceptions to this rule).</p> <p><i>Before the sun came up, he ate his breakfast.</i>  <i>All night long, she danced.</i>  <i>As fast as he could, the rabbit hopped.</i>  <i>Under the clock, he stood and waited.</i>  <i>By the train station, we met.</i></p> <p>E.g  The fronted adverbials in these sentences are in blue.</p>
Vary nouns and pronouns to avoid repetition	<p><b>Nouns and pronouns must be varied in order to avoid repetition.</b></p> <p><b>Ahmed</b> ate supper when <b>Ahmed</b> got home. <b>Ahmed</b> enjoyed the food.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Ahmed ate his supper when he got home. He enjoyed the food.</p> <p style="text-align: center;"> <span style="margin-right: 100px;">↑</span> <span style="margin-right: 100px;">↑</span> <span style="margin-right: 100px;">↑</span> <span style="margin-right: 100px;">↑</span> </p> <p style="text-align: center;"> <span style="margin-right: 100px;">noun</span> <span style="margin-right: 100px;">pronoun</span> <span style="margin-right: 100px;">pronoun</span> <span style="margin-right: 100px;">alternate noun</span> </p>
Use the perfect form of verbs (have done)	<p>The <b>perfect form</b> is the <b>verb tense</b> used to indicate a completed, or "perfected."</p> <p><b>John left the house</b> becomes <b>John had left the house.</b></p>
Use expanded noun phrases	<p>Noun phrases are phrases that contain an adjective used to describe a noun. E.g  Noun= lake  Noun phrase= the lake  Expanded Noun phrase= The beautiful lake</p>
Use cursive handwriting which is legible, fluent and quick	

Composition	Example
Identify the audience for, and purpose of the writing, selecting the appropriate form and using writing models.	To identify the purpose of the text type e.g. non-chronological report is a non-fiction information text to include key facts, caption, and paragraphs in a specific layout of paragraphs and include a photo/diagram.
Note and develop initial ideas, draw on reading and research	To make notes on writing based on the key text and wider research. E.g. using the internet/books to research information about Abu Dhabi.
Select appropriate grammar and vocabulary, understand how such choices and chance and enhance meaning	To select and use appropriate vocabulary e.g. using topic words and vocabulary specific to the story.
In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	To be able to use appropriate vocabulary to describe settings, characters and atmosphere. Narratives should also include a dialogue between characters.  To write narratives (stories) including Setting- Build-up- Problem-Resolution.
Use a wide range of devices to build cohesion within and across paragraphs	To use appropriate vocabulary to begin paragraphs and ensure that the
Ensure the consistent and correct use of tense throughout a piece of writing	Write in the same tense consistently appropriate to the text type. E.g. Ahmed rode his camel across the vast sand dunes.

Ensure correct subject and vary agreement when using singular and plural, distinguishing between the language of speech and choosing the appropriate register	Choosing the appropriate way of speaking e.g.  <i>They went to the shop</i> instead of them went to the shop.
Proofread work, assess the effectiveness of own and others writing (SA and PA) and suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	To be able to <i>evaluate and edit own and peers learning to improve and enhance written work.</i>

# Year 6 Expectations

## Every Time We Write:

Spelling	Example
Use prefixes and suffixes correctly to make verbs, nouns and adjectives	To spell words with prefixes and suffixes e.g. <i>Applicable, avoidable, reliable, changeable, noticeable</i> correctly with or without associate spelling changes.
Continue to distinguish between homophones and other words which are often confused	To distinguish and correctly spell confusing pairs e.g. <i>isle/aisle, advice/advise, practice/practise, licence/license</i> etc.
Use a dictionary and thesaurus to support writing	<i>Using a dictionary and thesaurus correctly.</i>
Use hyphens, brackets, dashes or commas to indicate parenthesis	<p>Brackets enclose or surround information to show that it is separate from everything around it. ( )</p> <p>E.g. The bus <i>(that was yellow)</i> was running five minutes late.</p> <p>The bus, <i>that was yellow</i>, was running five minutes late.</p> <p>The bus - <i>that was yellow</i> - was running five minutes late.</p> <p>Abu Dhabi <i>(UAE)</i> is the largest emirate out of the seven emirates.</p>

Grammar	Example
Use commas and hyphens to clarify meanings in sentences	Hyphens link two words so the word or phrase makes sense. Dashes separate information and are a type of parenthesis, like brackets.
Use relative clauses beginning with who, which, where, when, whose or that	<p><b>The relative clause is used to add information about the noun, so it must be 'related' to the noun.</b></p> <p>Here are some examples of relative clauses (in purple)</p> <p><i>She lives in Worcester, which is a cathedral city.</i></p> <p><i>That's the girl who lives near school.</i></p> <p><i>I don't like the clown that has a bright red nose.</i></p> <p><i>I am cross with the cat, which has pooped in the garden.</i></p> <p><i>Rachel liked the new chair, which was very comfortable.</i></p>

<p>Use a fronted adverbial followed by a comma</p>	<p><b>'Fronted' adverbials are 'fronted' because they have been moved to the front of the sentence, before the verb.</b> In other words, fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows. A comma is normally used after an adverbial (but there are plenty of exceptions to this rule). E.g</p> <p><i>Before the sun came up, he ate his breakfast.</i>  <i>All night long, she danced.</i>  <i>As fast as he could, the rabbit hopped.</i>  <i>Under the clock, he stood and waited.</i>  <i>By the train station, we met.</i></p> <p>The fronted adverbials in these sentences are in blue.</p>									
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<p>Use the perfect form of verbs (have done)</p>	<p>The <b>perfect form</b> is the <b>verb tense</b> used to indicate a completed, or "perfected."</p> <p><b>John left the house becomes John had left the house.</b></p>									
<p><b>Use expanded noun phrases</b></p>	<p>Noun phrases are phrases that contain an adjective used to describe a noun. E.g</p> <p>Noun= lake</p> <p>Noun phrase= the lake</p> <p>Expanded Noun phrase= The beautiful lake</p>									
<p>Use cursive handwriting which is legible, fluent and quick</p>										
<p>Use modal verbs (might, should)</p>	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Modal</th> <th style="text-align: left;">Meaning</th> <th style="text-align: left;">Example</th> </tr> </thead> <tbody> <tr> <td>should</td> <td>A Prediction or Expectation that Something Will Happen</td> <td>It <b>should</b> be sunny today.</td> </tr> <tr> <td>might</td> <td>to express <b>permission/prohibition</b></td> <td>I <b>might</b> be home late.</td> </tr> </tbody> </table>	Modal	Meaning	Example	should	A Prediction or Expectation that Something Will Happen	It <b>should</b> be sunny today.	might	to express <b>permission/prohibition</b>	I <b>might</b> be home late.
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<p>Use adverbs to indicate possibility (surely, perhaps)</p>	<p>e.g <b>"Surely,</b> you must be joking!" snorted the man.  <b>"Perhaps..</b> that might be a good idea "sighed Abdullah.</p>									



Composition	Example
Identify the audience for, and purpose of the writing, selecting the appropriate form and using writing models.	To identify the purpose of the text type e.g. <b>non chronological report is a non-fiction information text to include key facts, caption, and paragraphs in a specific layout of paragraphs and include a photo/diagram.</b>
Note and develop initial ideas, draw on reading and research	To make notes on writing based on the key text and wider research. <b>E.g. using the internet/books to research information about Abu Dhabi.</b>
Select appropriate grammar and vocabulary, understand how such choices and chance and enhance meaning	To select and use appropriate vocabulary e.g. using topic words and vocabulary specific to the story.
In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	To be able to use <b>appropriate vocabulary to describe settings, characters and atmosphere. Narratives should also include a dialogue between characters.</b>  To write <b>narratives (stories) including Setting- Build-up- Problem-Resolution.</b>
Use a wide range of devices to build cohesion within and across paragraphs	To use appropriate vocabulary to begin paragraphs and ensure that the
Ensure the consistent and correct use of tense throughout a piece of writing	Write in the same tense consistently appropriate to the text type. <b>E.g. Ahmed rode his camel across the vast sand dunes.</b>
Ensure correct subject and vary agreement when using singular and plural, distinguishing between the language of speech and choosing the appropriate register	Choosing the appropriate way of speaking e.g.  <b>They went to the shop</b> instead of <b>them went to the shop.</b>
Proofread work, assess the effectiveness of own and others writing (SA and PA) and suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	To be able to <b>evaluate and edit own and peers learning to improve and enhance written work.</b>