



Writing Progression Booklet

(Year 1-6)

A guide for Parents



' Working together the possibilities are endless.....'

Introduction

This booklet is a guide on what is now expected of your child as they progress through school from year one to year six according to the new curriculum .

Each year group page ,outlines the government requirements and gives you top tips on how to encourage your child to write and support them at home. See the 'What Can You Do ?'pages at the back of the booklet for further ideas.

Towards the back you will find the spelling lists for KS1 and KS2 and a terminology page with the basics explained.

We hope you find it informative and useful. Your child's class teacher will be happy to help with any questions you may have about supporting your child at home.

Assessment

The Government have changed the way in which schools assess children. We no longer use levels and now assess the children as working at the ' expected standard '.

Children will now be assessed as working

- towards
- at
- at a greater depth within

the expected standard for their age group.

Reading is key !

Reading stimulates your child's imagination, increases their vocabulary, improves their spelling and encourages them to write.

If your child reads good books, he/she will be a better writer.

Good writers are 'magpies'! If they spot great sentences they will write great sentences!

Writing at home

In helping your child to learn to write well at home, remember that your goal is to make writing easier and more enjoyable.

Provide a place: It is important for a child to have a good place to write - a desk or table with a smooth, flat surface and good lighting.

Have the materials: Provide plenty of paper - lined and unlined - and things to write with, including pencils and pens. (a groovy pen or snazzy paper can make a huge difference!)

Allow time: Help your child spend time thinking about a writing project or exercise. Good writers do a great deal of thinking!

Praise: Take a positive approach and say something good about your child's writing. Is it detailed? Descriptive? Thoughtful? Interesting? Have they used their writing targets?

Be positive : It is important that your child sees that writing is important to adults. Encourage them to help you write lists, fill in forms, write letters or postcards.

Year one

Requirements (detailed in boxes below)

- leaving spaces between words
- joining words
- joining clauses
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- use the grammatical terminology when writing.

Word

Plural noun suffixes– s or es (eg. dog, dogs; wish, wishes)

Suffixes added to verbs where no change is needed in the spelling of the root word (eg. helping, helped, helper)

Sentence

How words can combine to make sentences.

Joining words and joining clauses using and.

Text

Sequencing sentences to form short narratives.

Punctuation

Separation of words with spaces.

Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Capital letters for names and for the personal pronoun I.

New Terminology

Letter , capital letter,
word, singular, plural

Sentence

Punctuation, full stop, question mark, exclamation mark

Composition

Write by :

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense.

Discuss what they have written with others.

Read aloud their writing clearly enough to be heard by others.

Top Tips

Encourage your child to write:

- birthday cards
- shopping lists
- Postcards to relatives and friends
- thank you notes
- reminders for things for school
- scrap books
- a diary

Ensure handwriting is correctly formed and legible. Encourage correct pencil grip to help them write with ease.

Encourage children to sound out simple words, look for patterns in more complicated sets of words and eventually learn and apply spelling rules that they have encountered.

Year Two

Requirements (detailed in boxes below)

learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).

Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify (for example, the blue butterfly)
- the present and past tenses correctly and consistently including the progressive form
- subordination (using *when, if, that, or because*) and co-ordination (using *or, and, or but*)
- the grammar for Year 2
- some features of written Standard English
- use and understand the grammatical terminology when discussing their writing.

Word

Formation of **nouns** using **suffixes** such as *-ness, -er* and by compounding [for example, *white-board, superman*].

Formation of **adjectives** using **suffixes** such as *-ful, -less*.

Use of the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**.

Sentence

Subordination (using *when, if, that, because*) and **co-ordination** (using *or, and, but*).

Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*].

How the **grammatical patterns** in a sentence indicate its function as a statement, question, exclamation or command.

Text

Correct choice and consistent use of **present tense** and **past tense** throughout writing.

Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress (for example, *she is drumming, he was shouting*).

Punctuation

Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**.

Commas to separate items in a list.

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*].

New Terminology

noun, noun phrase

statement, question, exclamation, command

compound, suffix

adjective, adverb, verb

tense (past, present)

apostrophe, comma

Composition

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about,
- writing down ideas/key words, including new vocabulary

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others
- writing about real events
- writing poetry
- writing for different purposes.

Make simple additions, revisions and corrections to their own writing by:

- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- evaluating their writing with the teacher and other pupils.

Read aloud what they have written with appropriate intonation to make the meaning clear

Top Tips

As year one encourage any form of writing– lists, birthday cards, writing to relatives (just a postcard is enough)– make sure relatives write back soon!

Diaries are a great way to practice writing (they can also see their progression).

Do they have a particular interest? Rugby, art, films, nature. Encourage them to research and write a report on their favourite subject. Perhaps write instructions for a game.

Having a snazzy writing book and special pens can help encourage reluctant writers!

Year Three

Requirements (detailed in boxes below)

Pupils learn to:

develop their understanding by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including **when, if, because, although**
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for Year 3 and Year 4.

Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- using and understanding the grammatical terminology accurately and appropriately when discussing their writing and reading.

Word

Formation of **nouns** using a range of **prefixes** [for example *super-*, *anti-*, *auto-*].

Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*].

Word families based on common **words**, showing how words are related in form and meaning [for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*].

Sentence

Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*].

Text

Introduction to paragraphs as a way to group related material.

Headings and sub-headings to aid presentation.

Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*].

Punctuation

Introduction to inverted commas to **punctuate** direct speech.

New Terminology

preposition conjunction

word family, prefix

clause, subordinate clause

direct speech

consonant, consonant letter vowel, vowel letter

inverted commas

Composition

Plan, write, draft and evaluate their writing by:

- discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme
- proposing changes to grammar and vocabulary to improve consistency
- Proof-read for spelling and punctuation errors
- assessing the effectiveness of their own writing and suggesting improvements,

Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.

Top Tips

As previous years encourage any form of writing– lists, birthday cards, writing to relatives (just a postcard is enough)– make sure relatives write back soon!

Diaries are a great way to practice writing (they can also see their progression).

Do they have a particular interest? Rugby, art, films, nature. Encourage them to research and write a report on their favourite subject.

Having a snazzy writing book and special pens can help encourage reluctant writers!

Write with them! Can you write a story together? Can you play some of the sentences games in the back of the book?

Year Four

Requirements (detailed in boxes below)

Pupils learn to:

develop their understanding by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including **when, if, because, although**
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for Year 3 and Year 4.

Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- using and understanding the grammatical terminology accurately and appropriately when discussing their writing and reading.

Word

The grammatical difference between **plural** and **possessive -s**.

Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*].

Sentence

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*).

Fronted adverbials [for example, *Later that day, I heard the bad news.*].

Text

Use of paragraphs to organise ideas around a theme.

Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition

Punctuation

Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*].

Apostrophes to mark **plural** possession [for example, *the girl's name, the girls' names*].
Use of commas after **fronted adverbials**.

New Terminology

determiner

pronoun, possessive pronoun

adverbial

Composition

Plan, write, draft and evaluate their writing by:

- discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme
- proposing changes to grammar and vocabulary to improve consistency
- Proof-read for spelling and punctuation errors
- assessing the effectiveness of their own writing and suggesting improvements.

Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear

Top Tips

As previous years encourage any form of writing– lists, birthday cards, writing to relatives (just a postcard is enough)– make sure relatives write back soon!

Diaries are a great way to practice writing (they can also see their progression).

Do they have a particular interest? Rugby, art, films, nature. Encourage them to research and write a report on their favourite subject.

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Write with them! Can you write a story together? Can you play some of the sentences games in the back of the book?

Year Five

Requirements (detailed in boxes below)

Pupils should be taught to:

develop their understanding by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun
- learning the grammar for Year 5 and Year 6.

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- Using and understanding the grammatical terminology accurately and appropriately in discussing their writing and reading.

Word

Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *-ate; -ise; -ify*].

Verb prefixes [for example, *dis-, de-, mis-, over- and re-*].

Sentence

Relative clauses beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun.

Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*].

Text

Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*].

Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before].

Punctuation

Brackets, dashes or commas to indicate parenthesis.
Use of commas to clarify meaning or avoid ambiguity.

New Terminology

modal verb, relative pronoun
relative clause
parenthesis, bracket, dash
cohesion, ambiguity

Composition

Plan, write, draft and evaluate their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own
- noting and developing initial ideas, drawing on reading and research where necessary
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using further organisational and presentational devices to structure text and to guide the reader
- in narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- choosing the appropriate register
- assessing the effectiveness of their own and others' writing.

Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Top Tips

Do they have a particular interest? Rugby, art, films, nature. Encourage them to research and write a report on their favourite subject.

Having a snazzy writing book and special pens can help encourage reluctant writers!

Write with them! Perhaps write together? See the 'what can you do' page at the back of the book and try some of the sentence games.

Year Six

Requirements (detailed in boxes below)

Pupils should be taught to:

develop their understanding by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun
- learning the grammar for Year 5 and Year 6.

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- Using and understanding the grammatical terminology accurately and appropriately in discussing their writing and reading.

Word

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*].

Sentence

Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech].

Text

Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*,

in contrast, or as a consequence], and **ellipsis**.

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].

Punctuation

Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, *It's raining; I'm fed up*].

Use of the colon to introduce a list and use of semi-colons within lists.

Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*].

New Terminology

subject, object

active, passive

synonym, antonym

ellipsis, hyphen, colon, semi-colon, bullet points

Composition

Plan, write, draft and evaluate their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own
- noting and developing initial ideas, drawing on reading and research where necessary
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using further organisational and presentational devices to structure text and to guide the reader
- in narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- choosing the appropriate register
- assessing the effectiveness of their own and others' writing.

Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Top Tips– See the 'What Can You Do' pages at the back of this booklet

What Can You Do?

Know your child's writing targets so you can help them!
Play some games– the following practice key skills.

Sentence game (any age)

Choose a book.

Ask for a number – this gives you a page to turn to.

Now ask for a number – this gives you the line.

Then ask for a small number – this will select a word.

They then have 15 seconds to write a sentence using the selected word.

Then use the same sort of process to randomly select two or three words – can they make a sentence using the words?

Make sure it has capital letter, full stop and makes sense.

Noun and verb game (any age)

Ask for a list of nouns (engine, ruler, pencil, tree).

Then make a list of verbs (sipped, stole, rushed, wished).

The game is to invent sentences that include a noun and a verb from the lists. This can be fun if the nouns and verbs do not match in any sensible way – you will get some quite creative solutions!

The engine sipped... The ruler stole... The pencil rushed... The tree wished...

Now complete the sentences preferably choosing unusual ideas, e.g.

The engine sipped from a cup of silences. The ruler stole a tongue of ideas.

The pencil rushed down the stairs and into the garden.

The tree wished it could turn over a new leaf.

Join (any age but consider their target conjunctions!)

Provide two short, simple sentences.

The camel ate the cake The cake was full of dates.

The aim of the game is for your child to join them to make one sentence. They will need to use some form of conjunction and it can be useful to suggest a way of joining them. For instance, you could ask the them to join the two sentences above using the word 'which':

The camel ate the cake, which was full of dates.

This game is great for children who are in year 3 and above as they need to begin using a variety of ways (beyond '...and then...') to link sentences, gaining flow in their writing. So, play this often!

Animal games (any age but again look at year page for word and sentence focus)

Make a list of animals.

Children have to write a sentence about each one – as playful as possible.

Put in certain criteria, e.g. use a simile, use two adjectives, use an adverb, use 'after', use 'when', etc.

Use the animal list to create alliterative sentences – one per animal, e.g. the tiny tiger tickled the terrified terrapin's two toes with torn tinsel.

Improve (any age)

Provide a list of dull sentences that have to be made more detailed or interesting or powerful, e.g.

The worm went.

The man got the drink.

The dog came along the road.

The woman ate the stuff.

The man looked at the stuff in the shop.

Change the ending (Year 2 onwards)

Provide a short sentence and ask your child to extend it by adding a chunk on at the end.

Provide a list of ways, e.g. use a connective, add on an 'ing' chunk, add on a chunk using 'who, which, that when, while, where, before, after', etc.

Teddy closed the curtains.

This might become:

Teddy closed the curtains when the fireworks started.

Teddy closed the curtains while everyone was juggling.

Teddy closed the curtains before the milkman came.

Teddy closed the curtains, hoping it would keep out the sunlight.

Change the opening (Year 2 onwards)

Provide a simple sentence and ask your child to extend it by adding a chunk to the beginning.

Build up a repertoire of different ways to vary the opening to sentences,

e.g. use an adverb (how), a time connective (when), an 'ing' or 'ed' chunk, one word, a simile, a prepositional phrase (at the end of the lane – where), an adjective, etc.

Bertie dug a deep hole

Might become:

After tea, Bertie dug a deep hole. In the garden, Bertie dug a deep hole. Carefully, Bertie dug a deep hole. As fast as a ferret, Bertie dug a deep hole. Hoping to reach Australia, Bertie dug a deep hole.

Spelling lists

Reception/KS1 High frequency Words

Phase 2	Phase 3	Phase 4	Phase 5
a	all	children	about
an	are	come	asked
and	be	do	by
as	down	from	called
at	for	have	came
back	he	help	could
big	her	it's	day
but	look	just	don't
can	me	like	here
dad	my	little	house
get	now	one	I'm
got	see	out	looked
got	she	said	made
had	that	so	make
him	them	some	Mr
his	then	there	Mrs
I	they	went	oh
if	this	were	old
in	too	what	people
into	was	when	put
is	we		saw
it	will		their
mum	with		time
no	you		very
not			Your
of			
off			
on			
put			
the			
to			
up			

Next 200 Common Words

across	dragon	he's	new	take
after	duck	home	next	tea
again	each	horse	night	tell
air	eat	hot	once	than
along	eggs	how	only	that's
am	end	I'll	or	there's
animals	even	inside	other	these
another	ever	its	our	thing
any	every	I've	over	things
around	everyone	jumped	park	think
away	eyes	keep	place	thought
baby	fast	key	plants	three
bad	feet	king	play	through
bear	fell	know	please	told
because	find	last	pulled	took
bed	first	laughed	queen	top
been	fish	let's	rabbit	town
before	floppy	let's	ran	tree
began	fly	liked	really	trees
best	food	live	red	two
better	found	lived	right	under
birds	fox	long	river	us
boat	friends	looking	room	use
book	fun	looks	round	want
box	garden	lots	run	wanted
boy	gave	magic	sat	water
can't	giant	man	say	way
car	girl	many	school	well
cat	going	may	sea	we're
clothes	gone	miss	shouted	where
cold	good	more	sleep	which
coming	gran	morning	small	white
couldn't	grandad	most	snow	who
cried	great	mother	something	why
dark	green	mouse	soon	wind
did	grow	much	still	window
didn't	hard	must	stop	wish
different	has	narrator	stopped	work
dog	hat	need	suddenly	would
door	head	never	sun	yes

Spelling lists

Year 3/4 Spelling list

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different	difficult disappear early length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure	probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women
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Year 5/6 Spelling list

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

Terminology

Adjective

A word, such as *heavy*, *red*, or *sweet*, that is used to describe (or modify) a noun.

Adverb

A word, such as *very*, *really* or *slowly*, that is used to give more information about an adjective, verb, or other adverb.

Clause

A group of words that contains a verb and either forms part of a sentence or is a complete sentence in itself. For example:

I went to the bank and drew out some money.

[clause] [clause]

Compound

A word made up of two or more existing words, such as *credit card*, *left-handed*, or *website*.

Conjunction

A word that is used to link other words or parts of a sentence, such as *and*, *but*, or *if*.

Consonant

A spoken sound made by completely or partially blocking the flow of air breathed out through the mouth. In English, consonants are represented by the letters *b*, *c*, *d*, *f*, *g*, *h*, *j*, *k*, *l*, *m*, *n*, *p*, *q*, *r*, *s*, *t*, *v*, *w*, *x*, *y*, and *z*.

Noun

A word that refers to a person or thing, for example *book*, *John*, *country*, *London*, or *friendship*. There are many different types of nouns.

Nouns may be classified as **common** (e.g. *boy*, *day*, *table*) or **proper** (e.g. *Ivan*, *Wednesday*),

Object

The person or thing affected by a verb, for example:

He was eating a sandwich.

She loves animals.

Prefix

A letter or group of letters placed at the beginning of an existing word to change its meaning, such as *un-* (as in *unable*, *unlock*, or *unhappy*) or *multi-* (as in *multimedia*, *multitask*, or *multicultural*).

Preposition

A word that is used in front of a noun or pronoun to show place, time, direction, or method. For example:

*She ran **across** the street.*

*The restaurant is not open **during** the day.*

*We went **by** train.*

*Her bag was **under** the chair.*

*The dog crawled **between** us and lay down at our feet.*

*His flat was **over** the shop.*

Plural

The form of a noun that is used to refer to more than one person or thing, such as *books* or *benches*.

Sentence

A sentence is a group of words that makes complete sense, contains a main verb, begins with a capital letter, and ends with a full stop, exclamation mark, or question mark. For example:

Paul flew to New York last Monday.

Whose turn is it to do the washing up?

Subject

The subject of a sentence is generally the person or thing that the sentence is about, often the person or thing that performs the action of a verb. For example:

*The **restaurant** was packed.*

***He** was eating a sandwich.*

Suffix

A group of letters placed at the end of an existing word to change its meaning, such as *-ish* (as in *childish* or *feverish*) or *-able* (as in *likeable* or *breakable*).

Tense

The form that a verb takes to show when a person did something, or when something existed or happened. In English the main tenses are: present, past, and future.

Verb

A word that describes what a person or thing does, or what happens, for example *run*, *sing*, *grow*, *occur*, *seem*.

Vowel

A spoken sound made with the mouth open and without the tongue touching the roof of the mouth, teeth, etc. In English, vowels are represented by the letters *a*, *e*, *i*, *o*, and *u*.

Marking Code

code	meaning
○	Punctuation error (capital letters, full stops, speech marks, commas, question mark etc.)
~~~~~	Grammatical error or sentence doesn't make sense
_____	Incorrect spelling ( spelling given in margin (or near word ks1)
^	Missing word/words
//	New paragraph/line needed
✓	Great word/sentence/ punctuation etc.
T TA	Teacher assistance TA assistance
☺ ☹ ☹	Pupil responses confident not sure not understood
P✓ S✓ V✓ O✓	Targets used Punctuation Sentence Vocabulary organisation

# Targets

You will find a copy of  
your child's targets in  
their homework book.

Try to prompt your child  
to use them when they  
do writing at home.