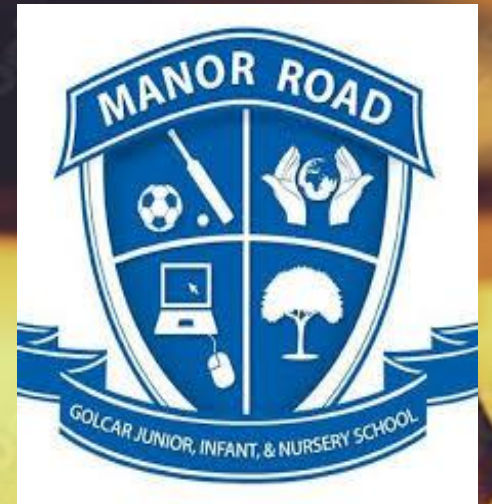


Golcar Writing Overview



Writing is important and it takes a lot of skills all at once. We need to practise each skill in isolation to make it automatic when we write at length.



Writing is the hardest language skill to acquire and we need lots of praise and confidence building to succeed

In order to write, we need to know language in our heads first



Golcar Writing

- ✓ There are a lot of skills involved in writing language. It is the hardest skill to learn and the last skill language learners master. It takes a lot of mechanical skills to write and often the language skills are lost whilst writers focus on these skills. We need to practise skills in isolation a lot before we can put them all together and write at length easily.
- ✓ There are lots of language structures and styles to learn. These take a lot of practise and a lot of repetition before they are automatic.
- ✓ We must see experts at work modelling what they do and why.
- ✓ We must rehearse language before we write it. We must have the references in our brains before we try to write them down.
- ✓ Our muscles need a lot of practice for writing – they take a long time to develop. We need control in our fingers, our arms, our elbows and our shoulders.
- ✓ We need writing skills to communicate and express ourselves and our ideas. We need to practise our presentation and pencil grip so that we can present our ideas to others.
- ✓ Writing is fun.
- ✓ We can improve our writing by editing and adding to it. We can steal other people's ideas to help our writing come alive.
- ✓ There are hundreds of reasons and purposes we need to write for.
- ✓ There is a 'code' to writing – this takes a long time to learn and needs a lot of repeated practice.
- ✓ We can be creative with language and be individual.
- ✓ Writing creates images, emotions, experiences, places – things come alive in a reader's head when we write.



Golcar Goals – Writing - YEAR Nursery

Writing – Vocabulary, Grammar & Punctuation –

Organising writing

Watch writing done by adults

See writing in context

Notice writing around them

To understand that writing conveys meaning and has a purpose

Know that letters are different to drawings and are made up of curves and lines

Transcription - Handwriting – teaching our muscles & presenting our writing

Mark make for different purpose

Use their hands, elbows, shoulders and eyes to develop muscles and movement during physical play

Be inspired to mark make

Be inspired to use small world objects, tools and implements to create and play

Begin to understand that letters have meaning

Begin to show a preference for a dominant hand

To begin to use anti-clockwise movements and to retrace vertical lines

Copy adults writing to form some letters of their name

To experiment with their marks and symbols

Writing – Grammar terminology for pupils

Sound, letter, writing, drawing, circle, line

Composition – Writing and oracy – using writing to communicate

Listen attentively to and enjoy stories, rhymes and songs

Act out stories

Imagine own stories in role play

With adults, use different kinds of books to find things out and enjoy language

Respond to text through adult questioning and prompts

To use new vocabulary introduced through books, stories and first-hand experiences

To articulate their thoughts and ideas using longer sentences

Transcription – Spelling – working out the code

Listen to language

Attempt to identify different sounds in words (beginning, middle, end)

To orally blend sounds in words

Learn rhythm

Learn words that sound the same (rhyme)

Write some letters of their name and know this conveys meaning

Ascribe sounds to letters and begin their early GPC



Golcar Goals – Writing - YEAR EYFS

Writing – Vocabulary, Grammar & Punctuation – Organising writing

Understand what a capital letter is and when it is used.
Understand what a full stop is and when it is used.
Begin to demonstrate the use of full stops and capital letters when writing simple phrases and sentences.

Transcription - Handwriting – teaching our muscles & presenting our writing

ELG: Physical development/Fine Motor Skills
Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
Use a range of small tools, including scissors, paint brushes and cutlery.
Begin to show accuracy and care when drawing
ELG: Writing
Write recognisable letters, most of which are correctly formed

Writing – Grammar terminology for pupils

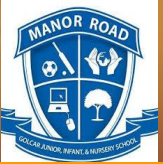
Sentence, full stop, capital letter, word, sound, syllable, letter, phoneme, digraphs, phonics

Composition – Writing and oracy – using writing to communicate

ELG: Literacy/Reading/Comprehension – oral rehearsal ready for writing
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Anticipate – where appropriate – key events in stories.
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
ELG: Writing
Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Write simple phrases and sentences that can be read by others.

Transcription – Spelling – working out the code

ELG: Literacy/Reading/Comprehension
Say a sound for each letter in the alphabet and at least 10 digraphs.
Read words consistent with their phonic knowledge by sound-blending.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words



Golcar Goals – Writing - YEAR Y1

Transcription – Spelling – ‘working out the code’

words containing each of the 40+ phonemes already taught

common exception words and the days of the week

name the letters of the alphabet, naming the letters of the alphabet in order and using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

using the prefix un–

using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

apply simple spelling rules and guidance, as listed in [English Appendix 1](#)

write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing – Grammar Terminology for Pupils

letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark.

Writing – Vocabulary, Grammar & Punctuation – Organising writing

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
- leaving spaces between words
- joining words and joining clauses using and
- 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’
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Composition - Writing & Oracy – using writing to communicate & express

Write sentences 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 the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Transcription – Handwriting – Teaching our muscles & presenting writing

- 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’ (i.e. letters that are formed in similar ways) and to practise these.

Spelling – work for year 1
Revision of reception work
Statutory requirements
The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include: - all letters of the alphabet and the sounds which they most commonly represent - consonant digraphs which have been taught and the sounds which they represent - vowel digraphs which have been taught and the sounds which they represent - the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds - words with adjacent consonants - guidance and rules which have been taught

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as –s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as –es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	–ing and –er always add an extra syllable to the word and –ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding –er and –est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat</i> , <i>fill</i> , <i>fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e , i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	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, our – and/or others, according to the programme used

Vowel digraphs and trigraphs		
Some may already be known, depending on the programmes used in Reception, but some will be new.		
Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a–e		made, came, same, take, safe
e–e		these, theme, complete
i–e		five, ride, like, time, side
o–e		home, those, woke, hope, hole
u–e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, zoo	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark



Golcar Goals – Writing - YEAR Y2

Transcription – Spelling – ‘working out the code’

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Writing – Grammar Terminology for Pupils

noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

Composition - Writing & Oracy – using writing to communicate & express

Write sentences by:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- 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 and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- 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]
- read aloud what they have written with appropriate intonation to make the meaning clear

Writing – Vocabulary, Grammar & Punctuation – Organising writing

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), 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)

Transcription – Handwriting – Teaching our muscles & presenting writing

- 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

Spelling – work for year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

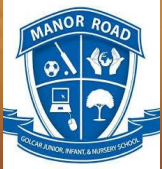
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əl/ sound spelt –el at the end of words	The –el spelling is much less common than –le . The –el spelling is used after m, n, r, s, v, w and more often than not after s .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /b/ sound spelt a after w and qu	a is the most common spelling for the /b/ (‘hgt’) sound after w and qu .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ɜ/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful, –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can’t – cannot</i>). <i>It’s</i> means <i>it is</i> (e.g. <i>It’s</i> raining) or sometimes <i>it has</i> (e.g. <i>It’s</i> been raining), but <i>it’s</i> is never used for the possessive.	can’t, didn’t, hasn’t, couldn’t, it’s, I’ll
The possessive apostrophe (singular nouns)		Megan’s, Ravi’s, the girl’s, the child’s, the man’s
Words ending in –tion		station, fiction, motion, national, section

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea .	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>–ness</i>, <i>–er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>] Formation of adjectives using suffixes such as <i>–ful</i>, <i>–less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>–er</i>, <i>–est</i> in adjectives and the use of <i>–ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Year 2: Detail of content to be introduced (statutory requirement)	
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, <i>she is drumming</i>, <i>he was shouting</i>]
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, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma



Golcar Goals – Writing - YEAR Y3

Transcription – Spelling – ‘working out the code’

Use further prefixes and suffixes and understand how to add them (English Appendix 1).

Spell further homophones.

Spell words that are often misspelt (English Appendix 1).

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].

Use the first two or three letters of a word to check its spelling in a dictionary.

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing – Grammar Terminology for Pupils

preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, Inverted commas (or ‘speech marks’), determiner, pronoun, possessive, pronoun, adverbial.

Composition - Writing & Oracy – using writing to communicate & express

Planning Writing

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Discuss and recording ideas

Draft and write by:

Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#)).

Begin to use paragraphs to organise my writing around a theme.

In narratives, I am beginning to create settings, characters and plot.

In non-narrative material, begin to use simple organisational devices [for example, headings and sub-headings].

Evaluate and edit by:

Assess the effectiveness of their own and others' writing and suggesting improvements.

Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proof-read for spelling and punctuation errors

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

Writing – Vocabulary, Grammar & Punctuation – Organising writing

Develop their understanding of the concepts set out in [English Appendix 2](#) by:

Beginning to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

Use the present perfect form of verbs in contrast to the past tense.

Begin to use conjunctions, adverbs and prepositions to express time and cause

Indicating possession by using the possessive apostrophe with plural nouns.

Begin to punctuate direct speech.

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Transcription – Handwriting – Teaching our muscles & presenting writing

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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes

New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /t/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /n/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings. The prefix in- can mean both 'not' and 'in'/into'. In the words given here it means 'not'.	dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) in-: inactive, incorrect

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Before a root word starting with l, in- becomes il. Before a root word starting with m or p, in- becomes im-. Before a root word starting with r, in- becomes ir-. re- means 'again' or 'back'. sub- means 'under'. inter- means 'between' or 'among'. super- means 'above'. anti- means 'against'. auto- means 'self' or 'own'.	illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible re-: redo, refresh, return, reappear, redecorate sub-: subdivide, subheading, submarine, submerge inter-: interact, intercity, international, interrelated (inter + related) super-: supermarket, superman, superstar anti-: antiseptic, anti-clockwise, antisocial auto-: autobiography, autograph
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Exceptions: (1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (2) If the root word ends with -le, the -le is changed to -ly. (3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>. (4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.	happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt -sure. The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as -sion .	division, invasion, confusion, decision, collision, television
The suffix -ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se. Exceptions: <i>attend</i> – <i>attention</i>, <i>intend</i> – <i>intention</i>. –cian is used if the root word ends in c or cs.	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /ei/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s , but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children's</i>).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)
Homophones and 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

Word list – years 3 and 4

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

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Notes and guidance (non-statutory)

Examples:

business: once *busy* is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', *business* can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

disappear: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning 'two') before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as **c**.
- *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box] Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]
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, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech

Year 3: Detail of content to be introduced (statutory requirement)	
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')



Golcar Goals – Writing - YEAR Y4

Transcription – Spelling – ‘working out the code’

Use further prefixes and suffixes and understand how to add them (English Appendix 1).

Spell further homophones.

Spell words that are often misspelt (English Appendix 1).

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].

Use the first two or three letters of a word to check its spelling in a dictionary.

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing – Grammar Terminology for Pupils

preposition, conjunction, word family,
prefix, clause, subordinate clause,
direct speech, consonant, consonant
letter vowel, vowel letter, Inverted
commas (or ‘speech marks’),
determiner, pronoun, possessive,
pronoun, adverbial.

Composition - Writing & Oracy – using writing to communicate & express

Planning Writing

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Discuss and recording ideas

Draft and write by:

Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#)).

Organise paragraphs around a theme.

In narratives, create settings, characters and plot.

In non-narrative material, use simple organisational devices [for example, headings and sub-headings].

Evaluate and edit by:

Assess the effectiveness of their own and others' writing and suggesting improvements.

Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proof-read for spelling and punctuation errors

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

Writing – Vocabulary, Grammar & Punctuation – Organising writing

Develop their understanding of the concepts set out in [English Appendix 2](#) by:

Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

Use the present perfect form of verbs in contrast to the past tense.

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Use conjunctions, adverbs and prepositions to express time and cause

Use fronted adverbials, correctly punctuated with a comma.

Indicating possession by using the possessive apostrophe with plural nouns.

Use and punctuate direct speech.

and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Use

Transcription – Handwriting – Teaching our muscles & presenting writing

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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred
The /t/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /n/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un- , the prefixes dis- and mis- have negative meanings. The prefix in- can mean both 'not' and 'in/'into'. In the words given here it means 'not'.	dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell) in- : inactive, incorrect

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Before a root word starting with l , in- becomes il . Before a root word starting with m or p , in- becomes im- . Before a root word starting with r , in- becomes ir- . re- means 'again' or 'back'. sub- means 'under'. inter- means 'between' or 'among'. super- means 'above'. anti- means 'against'. auto- means 'self' or 'own'.	illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible re- : redo, refresh, return, reappear, redecorate sub- : subdivide, subheading, submarine, submerge inter- : interact, intercity, international, interrelated (inter + related) super- : supermarket, superman, superstar anti- : antiseptic, anti-clockwise, antisocial auto- : autobiography, autograph The suffix -ation is added to verbs to form nouns. The rules already learnt still apply. The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words.
	The suffix -ation	information, adoration, sensation, preparation, admiration
	The suffix -ly	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Exceptions: (1) If the root word ends in -y with a consonant letter before it, the y is changed to i , but only if the root word has more than one syllable. (2) If the root word ends with -le , the -le is changed to -ly . (3) If the root word ends with -ic , -ally is added rather than just -ly , except in the word <i>publicly</i> . (4) The words <i>truly, duly, wholly</i> . The ending sounding like /ʒə/ is always spelt -sure . The ending sounding like /tʃə/ is often spelt -ture , but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher, catcher, richer, stretcher</i> . If the ending sounds like /ʒən/, it is spelt as -sion . Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelt as i , but a few words have e .	happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure division, invasion, confusion, decision, collision, television poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
Words with endings sounding like /ʒə/ or /tʃə/		
Endings which sound like /ʒən/		
The suffix -ous		

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃən/, spelt -tion , -sion , -ssion , -cian	Strictly speaking, the suffixes are -ion and -ian . Clues about whether to put t , s , ss or c before these suffixes often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t or te . -ssion is used if the root word ends in ss or -mit . -sion is used if the root word ends in d or se . Exceptions: <i>attend – attention, intend – intention</i> . -cian is used if the root word ends in c or cs .	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s , but <i>is</i> added if the plural does not end in -s (i.e. is an irregular plural – e.g. <i>children's</i>).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)
Homophones and 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

Word list – years 3 and 4

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

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Notes and guidance (non-statutory)

Examples:

business: once *busy* is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', *business* can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

disappear: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning 'two') before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as **c**.
- *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
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: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial



Golcar Goals – Writing - YEAR Y5

Transcription – Spelling – ‘working out the code’

See further prefixes and suffixes (see list of sounds on National Curriculum Appendix 1 document) and understand the guidance for adding them.

Spell some words with ‘silent’ letters [for example, knight, psalm, solemn].

Distinguish between homophones and other words which are often confused.

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (including words containing, 'l' before an 'e', except after a 'c' and 'ough' sounds.)

Use dictionaries to check the spelling (using the first 3/4 letters) and meaning of words.

Use a thesaurus to find appropriate synonyms (words of a similar meaning).

Writing – Grammar Terminology for Pupils

subject, object, active,
passive, synonym, antonym,
ellipsis, hyphen, colon,
semi-colon, bullet points

Composition - Writing & Oracy – using writing to communicate & express

Plan their writing by:

Identify the audience for and purpose of the writing, select the appropriate form and using other similar writing as models for their own.

Note and develop initial ideas, drawing on reading and research where necessary.

Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in longer passages.

Use a wide range of devices to build cohesion within and across paragraphs.

Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

Evaluate and edit by:

Assess the effectiveness of their own and others’ writing.

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Ensure the consistent and correct use of tense throughout a piece of writing.

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Proof-read for spelling and punctuation errors.

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

Writing – Vocabulary, Grammar & Punctuation – Organising writing

Develop their understanding of the concepts set out in [English Appendix 2](#) by:

Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (If I were, rather than 'I was').

Use passive verbs to affect the presentation of information in a sentence.

Use the perfect form of verbs to mark relationships of time and cause.

Use expanded noun phrases to convey complicated information concisely.

Use modal verbs or adverbs to indicate degrees of possibility.

Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Create grammatical structures including:

Use all punctuation taught previously in KS1 and KS2 (capital letters, full stops, apostrophes, inverted commas)

Commas to clarify meaning or avoid ambiguity in writing.

Hyphens to avoid ambiguity.

Brackets, dashes or commas to indicate parenthesis.

Colons to introduce a list.

Bullet points punctuated consistently – capital letter and full stop for each.

Transcription – Handwriting – Teaching our muscles & presenting writing

Write legibly, fluently and with increasing speed by:

Choose which shape of a letter to use when given choices and deciding whether or not to join specific letter .

Choose the writing implement that is best suited for a task

Spelling – years 5 and 6		
Revise work done in previous years		
New work for years 5 and 6		
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /fəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce, the /f/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /fəl/	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending in –able and –ible Words ending in –ably and –ibly	The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible). The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference co-ordinate, re-enter, co-operate, co-own
Adding suffixes beginning with vowel letters to words ending in –fer		
Use of the hyphen		

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound). ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	deceive, conceive, receive, perceive, ceiling ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Words containing the letter-string ough		
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	doubt, island, lamb, solemn, thistle, knight

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and other words that are often confused (continued)	descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.	principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and other words that are often confused	In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).	advice/advise device/devise licence/license practice/practise prophecy/propesy farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on

Word list – years 5 and 6

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

Notes and guidance (non-statutory)

Understanding the history of words and relationships between them can also help with spelling.

Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *–sper-* part comes from the Latin *spero*, meaning 'I hope', in which the **e** was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Year 5: Detail of content to be introduced (statutory requirement)

Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity



Golcar Goals – Writing - YEAR Y6

Transcription – Spelling – ‘working out the code’

See further prefixes and suffixes (see list of sounds on National Curriculum Appendix 1 document) and understand the guidance for adding them.

Spell some words with ‘silent’ letters [for example, knight, psalm, solemn].

Distinguish between homophones and other words which are often confused.

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (including words containing, 'l' before an 'e', except after a 'c' and 'ough' sounds.)

Use dictionaries to check the spelling (using the first 3/4 letters) and meaning of words.

Use a thesaurus to find appropriate synonyms (words of a similar meaning).

Writing – Grammar Terminology for Pupils

subject, object, active,
passive, synonym, antonym,
ellipsis, hyphen, colon,
semi-colon, bullet points

Composition - Writing & Oracy – using writing to communicate & express

Plan their writing by:

Identify the audience for and purpose of the writing, select the appropriate form and using other similar writing as models for their own.

Note and develop initial ideas, drawing on reading and research where necessary.

Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in longer passages.

Use a wide range of devices to build cohesion within and across paragraphs.

Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

Evaluate and edit by:

Assess the effectiveness of their own and others’ writing.

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Ensure the consistent and correct use of tense throughout a piece of writing.

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Proof-read for spelling and punctuation errors.

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

Writing – Vocabulary, Grammar & Punctuation – Organising writing

Develop their understanding of the concepts set out in [English Appendix 2](#) by:

Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (If I were, rather than 'I was').

Use passive verbs to affect the presentation of information in a sentence.

Use the perfect form of verbs to mark relationships of time and cause.

Use expanded noun phrases to convey complicated information concisely.

Use modal verbs or adverbs to indicate degrees of possibility.

Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Create grammatical structures including:

Commas to clarify meaning or avoid ambiguity in writing.

Hyphens to avoid ambiguity.

Brackets, dashes or commas to indicate parenthesis.

Semi-colons, colons or dashes to mark boundaries between independent clauses.

Colons to introduce a list.

Bullet points punctuated consistently – capital letter and full stop for each.

Transcription – Handwriting – Teaching our muscles & presenting writing

Write legibly, fluently and with increasing speed by:

Choose which shape of a letter to use when given choices and deciding whether or not to join specific letter .

Choose the writing implement that is best suited for a task

Word list – years 5 and 6

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

Notes and guidance (non-statutory)

Understanding the history of words and relationships between them can also help with spelling.

Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *–sper-* part comes from the Latin *spero*, meaning 'I hope', in which the **e** was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were</u> they to come</i> in some very formal writing and speech]

Year 6: Detail of content to be introduced (statutory requirement)	
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 <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], 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, <i>It's raining; I'm fed up</i>] 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, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Left -handed children — we need to be mindful of the extra strain it takes for children who are left-handed to master the mechanical elements of mark making/writing. We need to be aware that working on white boards is really hard as the work gets rubbed off, working on copy type/handwriting activities is hard if the copying is on the left as the left hand covers it up, working with some types of pens leads to smudging and work looking untidy and working next to someone who is right handed means that they both have a lot less space to work without bumping elbows. Teachers must remove any of these barriers and ensure children can access writing without extra stresses. Handwriting sheets should be printed with the word on the right so children can still see it as they practice.

Hand development ready for writing

It is crucial in the early years to work hard to develop muscles in our hands. Young children need lots of fine motor activities which encourage their muscles to develop and join up to ensure good control. It takes until approximately 6/7 years old for the muscles to be developed and working for the control needed for writing and some children take longer than this.

This photo shows this in an Xray of hands at 3 years old and 7 years old – muscle development



STAGES OF A DEVELOPING PENCIL GRIP

How a child holds a pencil is very important when it comes to letter formation and learning to write, as a functional pencil grip will lead to efficient, pain-free handwriting. The development of a child's pencil grip, however, is a gradual process that will develop as the child grows.

STAGES OF A PENCIL GRIP

There are 6 developmental stages of a maturing pencil grip but it is important to remember that while these stages are 'typical' every child is different and will develop in their own way and at their own speed.

Children need to work on fluency, pressure and grip in order for them to develop a comfortable and sustainable style. Hands get easily tired when children grip or press on too hard.

STAGE 1 - Pincer GRIP

This is the starting developmental point of picking up small objects with the fingers and will ultimately be used by older children to pick up their writing utensil.

This grip is typically seen from 8-9 months when the child will start to use the pads of their index finger and thumb and later advance into using the tips of these digits (typically between the ages of 10-12 months).

This grip is often seen when children start to pick up food to feed themselves



STAGE 2 - PALMAR SUPINATE GRIP

Typically seen in ages 12-18 months.

This is basically a whole fist grip and is quite commonly seen in pre-toddlers when they first start experimenting with drawing/painting. The crayon/paintbrush will be held in a closed fist and they will use the whole of their arm to make marks on the surface. During this stage children may prefer to use more vertical surfaces.

Children will use movement from their shoulders (whole-arm movements)

The hand is in more of a vertical position with all fingers curled around the pencil.



STAGE 3 - DIGITAL PRONATE GRIP

Typically seen in ages 2-3 years.

In this grip, all 4 fingers and the thumb are used to grip the pencil with the palm of the hand facing downwards towards the paper and also the fingers pointing downwards.

The movement comes from the shoulder and elbow and again vertical surfaces may be the preferred choice of creativity.

The pen is held in a vertical position with the fingers pointing downwards towards the paper.



STAGE 4 - QUADTRUPOD GRIP

Typically seen in ages 3-4 years

This grip uses 3 fingers (index, middle and ring fingers) and the thumb and can be either static or dynamic.

A 'static' grip is where the fingers are locked in their position, with the hand muscles doing little work. This pencil movement is, therefore, coming largely from the wrist and above.

A 'dynamic grip' is where the fingers can move the pencil allowing for more precise drawing and writing.



STAGE 5 - STATIC TRIPOD GRIP

Typically seen in ages 3-4 years.

Children using this grip have nearly adopted the most efficient grip. They are using their index and middle finger along with their thumb to grip the pencil however the webspace is much smaller in this stage.

Web space is the area between your thumb and index finger.



STAGE 6 - DYNAMIC TRIPOD GRIP

Typically seen in ages 4-5 years.

The child will start to hold the pencil between the thumb and index finger with the pencil supported on the middle finger. The ring and little fingers are gently curled inwards. This gives an open wide web space which means the movement comes from the fingers.



IS THE DYNAMIC TRIPOD GRIP THE CORRECT PENCIL GRIP?

Yes and no. While many view the dynamic tripod grip to be the most efficient grip it is not the only functional grip.

Using the term 'functional grip' rather than 'correct grip' helps us as a functional grip is one which will allow the child to move their fingers independently to form marks enabling neat writing without getting easily tired or suffering discomfort.

All of the following pencils grips are considered 'functional' and are perfectly suitable for producing neat writing.

1. Dynamic tripod grip

This provides a good balance of both stability and freedom of movement.

2. Static tripod grip

This adds more stability but limits freedom of movement.

3. Quadrupod grip

This grip uses 3 fingers (index, middle and ring fingers) and the thumb and can be either static or dynamic.

4. Lateral tripod grip - The use of 3 fingers; index, middle and thumb (or 4 for a lateral quadrupod grip) but in this grip the thumb crosses over the shaft of the pencil often resting against the index finger instead of the pencil.

Knowing what a child's pencil grip should typically look like for their age will ensure that we are not trying to push a child into adopting a certain style of pencil grip before they are developmentally ready. Pushing little hands before they are developmentally ready can be detrimental. It is very important to develop their gross and fine motor muscles (upper body muscles, shoulder and wrist muscles as well as the small muscles of their fingers). This is best achieved through play with activities such as outdoor play, skipping with a rope, climbing etc but also by encouraging drawing, craft activities and threading. It is important to give children chance to mark make vertically, on a flat table surface, whilst on their tummies and on a sloping surface.

Functional and Efficient Pencil Grasps.

Mature dynamic pencil control from the fingers.

