

S P T Spelling  Spell words with prefixes (e.g. super-, anti-, auto-)  Spell and use 'a' and 'an' (e.g. a rock, an open box)  Use word families to help spell (e.g. solve, solution, solver, dissolve, insoluble)  Spell most homophones correctly (words which sound the same, but may have different spellings and meanings)  Grammar, Punctuation and Vocabulary  Use conjunctions (e.g. when, before, after, while, so, because)  Use adverbs (e.g. then, next, soon, therefore)  Use the present perfect form subject + to have + past participle verb (e.g. He has gone out to play)  Start using inverted commas for speech  Text and Structure  In stories create settings, characters and plot  In non-fiction use headings and subheadings  Start to use paragraphs  Plan by discussing and writing down ideas  Presentation, Evaluation and Improvement  Use diagonal and horizontal joins between some letters  Suggest how a piece of writing can be improved  Suggest how pronouns, words and grammar can be changed to improve writing  Check for spelling and punctuation errors			www.PrimeryTeaks.cu					
Spell words with prefixes (e.g. super-, anti-, auto-)  Spell and use 'a' and 'an' (e.g. a rock, an open box)  Use word families to help spell (e.g. solve, solution, solver, dissolve, insoluble)  Spell most homophones correctly (words which sound the same, but may have different spellings and meanings)  Grammar, Punctuation and Vocabulary  Use conjunctions (e.g. when, before, after, while, so, because)  Use prepositions (e.g. when, before, after, while, so, because)  Use prepositions (e.g. then, next, soon, therefore)  Use prepositions (e.g. then, next, soon, therefore)  Use the present perfect form subject + to have + past participle verb (e.g. He has gone out to play)  Start using inverted commas for speech  Text and Structure  In stories create settings, characters and plot  In non-fiction use headings and subheadings  Start to use paragraphs  Plan by discussing and writing down ideas  Presentation, Evaluation and Improvement  Use diagonal and horizontal joins between some letters  Suggest how a piece of writing can be improved  Suggest how pronouns, words and grammar can be changed to improve writing  Check for spelling and punctuation errors  Read writing aloud clearly, controlling volume and with expression  *** *** Exceeding *** ***  Expand nouns by adding adjectives and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  Use punctuation connected with speech correctly; e.g. a comma after the reporting clause; and punctuation with inverted commas: The conductor shouted, "Sit down!"	Writing Next Steps Bookmark - Pink							
(e.g. super-, anti-, auto-)  Spell and use 'a' and 'an' (e.g. a rock, an open box)  Use word families to help spell (e.g. solve, solution, solver, dissolve, insoluble)  Spell most homophones correctly (words which sound the same, but may have different spellings and meanings)  Grammar, Punctuation and Vocabulary  Use conjunctions (e.g. when, before, after, while, so, because)  Use adverbs (e.g. then, next, soon, therefore)  Use prepositions (e.g. when, because of)  Use the present perfect form subject + to have + past participle verb (e.g. He has gone out to play)  Start using inverted commas for speech  Text and Structure  In stories create settings, characters and plot  In non-fiction use headings and subheadings  Start to use paragraphs  Plan by discussing and writing down ideas  Presentation, Evaluation and Improvement  Use diagonal and horizontal joins between some letters  Suggest how a piece of writing can be improved  Suggest how pronouns, words and grammar can be changed to improve writing  Check for spelling and punctuation errors  Read writing aloud clearly, controlling volume and with expression  *** ** Exceeding *** **  Expand nouns by adding adjectives and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  Use punctuation connected with speech correctly; e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"	5	Р	- Opening					
(e.g. a rock, an open box)	P1							
Solution, solver, dissolve, insoluble)  Spell most homophones correctly (words which sound the same, but may have different spellings and meanings)  Grammar, Punctuation and Vocabulary  Use conjunctions (e.g. when, before, after, while, so, because)  Use adverbs (e.g. then, next, soon, therefore)  Use prepositions (e.g. before, after, during, in, because of)  Use the present perfect form subject + to have + past participle verb (e.g. He has gone out to play)  Start using inverted commas for speech  Text and Structure  In stories create settings, characters and plot  In non-fiction use headings and subheadings  Start to use paragraphs  Plan by discussing and writing down ideas  Presentation, Evaluation and Improvement  Use diagonal and horizontal joins between some letters  Suggest how a piece of writing can be improved  Suggest how pronouns, words and grammar can be changed to improve writing  Check for spelling and punctuation errors  Read writing aloud clearly, controlling volume and with expression  * * * Exceeding * * *  Expand nouns by adding adjectives and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  Use punctuation connected with speech correctly; e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"	P2		Spell and use 'a' and 'an' (e.g. a rock, an open box)					
(words which sound the same, but may have different spellings and meanings)  Grammar, Punctuation and Vocabulary  Use conjunctions (e.g. when, before, after, while, so, because)  Use adverbs (e.g. then, next, soon, therefore)  Use prepositions (e.g. before, after, during, in, because of)  Use the present perfect form subject + to have + past participle verb (e.g. He has gone out to play)  Start using inverted commas for speech  Text and Structure  In stories create settings, characters and plot  In non-fiction use headings and subheadings  Start to use paragraphs  Plan by discussing and writing down ideas  Presentation, Evaluation and Improvement  Use diagonal and horizontal joins between some letters  Suggest how a piece of writing can be improved  Suggest how pronouns, words and grammar can be changed to improve writing  Check for spelling and punctuation errors  Read writing aloud clearly, controlling volume and with expression  *** *** ** ** ** ** ** *** ***  Expand nouns by adding adjectives and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  Use punctuation connected with speech correctly; e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"	Р3		Use word families to help spell (e.g. solve, solution, solver, dissolve, insoluble)					
Use conjunctions (e.g. when, before, after, while, so, because)  Use adverbs (e.g. then, next, soon, therefore)  Use prepositions (e.g. before, after, during, in, because of)  Use the present perfect form subject + to have + past participle verb (e.g. He has gone out to play)  Start using inverted commas for speech  Text and Structure  In stories create settings, characters and plot  In non-fiction use headings and subheadings  Start to use paragraphs  Plan by discussing and writing down ideas  Presentation, Evaluation and Improvement  Use diagonal and horizontal joins between some letters  Suggest how a piece of writing can be improved  Suggest how pronouns, words and grammar can be changed to improve writing  Check for spelling and punctuation errors  Read writing aloud clearly, controlling volume and with expression  *** *** ** ** ** ** ** ** ** ** ** **	Р4		(words which sound the same, but may have					
while, so, because)  Use adverbs (e.g. then, next, soon, therefore)  Use prepositions (e.g. before, after, during, in, because of)  Use the present perfect form subject + to have + past participle verb (e.g. He has gone out to play)  Start using inverted commas for speech  Text and Structure  In stories create settings, characters and plot  In non-fiction use headings and subheadings  Start to use paragraphs  Plan by discussing and writing down ideas  Presentation, Evaluation and Improvement  Use diagonal and horizontal joins between some letters  Suggest how a piece of writing can be improved  Suggest how pronouns, words and grammar can be changed to improve writing  Check for spelling and punctuation errors  Read writing aloud clearly, controlling volume and with expression  *** *** Exceeding *** ***  Expand nouns by adding adjectives and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  Use punctuation connected with speech correctly; e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"			Grammar, Punctuation and Vocabulary					
therefore)  Use prepositions (e.g. before, after, during, in, because of)  Use the present perfect form subject + to have + past participle verb (e.g. He has gone out to play)  Start using inverted commas for speech  Text and Structure  In stories create settings, characters and plot  In non-fiction use headings and subheadings  Start to use paragraphs  Plan by discussing and writing down ideas  Presentation, Evaluation and Improvement  Use diagonal and horizontal joins between some letters  Suggest how a piece of writing can be improved  Suggest how pronouns, words and grammar can be changed to improve writing  Check for spelling and punctuation errors  Read writing aloud clearly, controlling volume and with expression  * * * Exceeding * * *  Expand nouns by adding adjectives and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  Use punctuation connected with speech correctly; e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"	P5		Use conjunctions (e.g. when, before, after, while, so, because)					
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In stories create settings, characters and plot  In non-fiction use headings and subheadings  Start to use paragraphs  Plan by discussing and writing down ideas  Presentation, Evaluation and Improvement  Use diagonal and horizontal joins between some letters  Suggest how a piece of writing can be improved  Suggest how pronouns, words and grammar can be changed to improve writing  Check for spelling and punctuation errors  Read writing aloud clearly, controlling volume and with expression  **A ** Exceeding **A **  Expand nouns by adding adjectives and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  Use punctuation connected with speech correctly; e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"	Р9		Start using inverted commas for speech					
Plot   In non-fiction use headings and subheadings	<u> </u>							
Read writing aloud clearly, controlling volume and with expression   Read writing aloud clearly, controlling volume and with expression   Read writing aloud clearly, controlling volume and with expression   Descriptional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)   Descriptional phractuation within inverted commas: The conductor shouted, "Sit down!"	P10							
Plan by discussing and writing down ideas  Presentation, Evaluation and Improvement  Use diagonal and horizontal joins between some letters  Suggest how a piece of writing can be improved  Suggest how pronouns, words and grammar can be changed to improve writing  Check for spelling and punctuation errors  Read writing aloud clearly, controlling volume and with expression  **A ** Exceeding **A**  Expand nouns by adding adjectives and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  Use punctuation connected with speech correctly; e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"	P11		In non-fiction use headings and sub- headings					
Presentation, Evaluation and Improvement	P12		Start to use paragraphs					
Use diagonal and horizontal joins between some letters  Suggest how a piece of writing can be improved  Suggest how pronouns, words and grammar can be changed to improve writing  Check for spelling and punctuation errors  Read writing aloud clearly, controlling volume and with expression  ** * Exceeding * * *  Expand nouns by adding adjectives and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  Use punctuation connected with speech correctly; e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"	P13		Plan by discussing and writing down ideas					
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prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  Use punctuation connected with speech correctly; e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"			☆ ☆ ☆ Exceeding ☆ ☆ ☆					
correctly; e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"	Р19		prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with					
Paragraphs are used correctly	P20		correctly; e.g. a comma after the reporting clause; end punctuation within inverted					
	P21		Paragraphs are used correctly					

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P8				Use the present perfect form subject + to have + past participle verb (e.g. He has gone out to play)			
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