

HIAS MOODLE+ RESOURCE

Writing Progression Year 1-6: Pen Portraits and Curriculum Priorities

HIAS English Team
October 2024
Final version

© Hampshire County Council

Overview

This document exemplifies a pathway for progression in writing across the Primary English curriculum.

Points to consider when using this resource

- Pen portraits are reflective of a pupil meeting age related expectations in the Primary English curriculum.
- Schools should use this as a model to complete their own pathways, mapping out the pupil's journey across the KS1 and KS2 curriculum.
- Priorities for teaching indicate a suggested timeline of coverage. They support the development of basic skills and consolidation of previous learning so that your curriculum builds strong foundations for every child.
- Not every National Curriculum statement is evident in this document, and it should not be used as a replacement for existing assessment tools.

Pen Portraits Year 1 - 3

| Year 1 | Year 2 | Year 3 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Pupils can write simple sentences without support. Sentences are punctuated with capital letters and full stops. They are beginning to use the conjunction <i>and</i> to join words and clauses.</p> <p>They rehearse their ideas orally prior to writing, drawing on models from reading to help structure and develop their own.</p> <p>Pupils are aware of the need to add description to their writing and use simple noun phrases.</p> <p>They demonstrate correct letter formation and use their phonics knowledge to support spelling.</p> <p>They are increasingly confident, writing independently in a familiar range of forms, but still need support with extending and developing writing.</p> | <p>Pupils demonstrate a growing awareness of the reader and are confident to write independently across a range of familiar forms.</p> <p>Simple narratives are developed through a series of linked ideas drawing on their increasing knowledge of cohesive devices (eg a range of common conjunctions to develop, link or expand ideas). Additional detail is added for the reader through their use of descriptive phrases, control of tense and accurate use of punctuation.</p> <p>Non-fiction texts are organised using simple features and reflect their understanding of the vocabulary and sentence structures required.</p> <p>Letter formation is correct, and writing demonstrates a growing control over size and spacing. Spelling reflects their growing understanding of phonics and spelling rules taught so far.</p> <p>They can read back their own writing, checking for errors in punctuation and spelling. They are beginning to check for sense and meaning and can edit with support where necessary.</p> | <p>Pupils are aware of the purpose and audience for their writing. They explore and experiment with a wider range of sentence structures, thinking carefully about how to extend and join parts of their writing using appropriate adverbs and conjunctions. Description is developed using appropriate noun phrases and technical vocabulary is evident in non-fiction.</p> <p>Writing is shaped by simple planning structures that support the development of paragraphs: sections of writing are grouped under subheadings in non-fiction. Where speech is used, it is accurately punctuated.</p> <p>Writing is legible and beginning to become more consistent when joined. Spelling reflects the curriculum taught so far.</p> <p>They read back their writing and, with support, edit to link and develop ideas coherently.</p> |

Pen Portraits Year 4 - 6

| Year 4 | Year 5 | Year 6 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Pupils can identify the purpose, audience and form of their writing in both fiction and non-fiction texts. They organise these texts using paragraphs for clarity. Ideas are connected through the use of nouns, pronouns, and adverbials to provide clarity and coherence for the reader.</p> <p>Narratives have clear structures and key events are expanded to provide clarity for the reader. They are secure in using a range of sentence structures and are beginning to manipulate clauses dependent on the purpose of the writing. Speech is accurately punctuated, and a character's response is beginning to be indicated within the narrative.</p> <p>Writing is consistently joined and legible. Spelling reflects the curriculum taught so far.</p> <p>Pupils are able to proof-read and edit their writing with increasing independence.</p> | <p>Pupils are demonstrating a growing awareness of the reader and consider the language, grammar and text choices they make at the point of writing.</p> <p>They use a range of varied sentences and recognise the impact different structures and length have on the overall effect of their writing. To support this, they are beginning to use the wider range of punctuation taught at KS2.</p> <p>They structure their writing logically, developing ideas and using a wider range of cohesive devices within and across paragraphs. In narratives, they can develop characters, settings, and atmosphere through appropriate language choices. They are able to integrate dialogue within narrative writing to convey a sense of character. In non-fiction they are beginning to adopt an appropriate level of formality and select appropriate verb choices, whilst avoiding more speech like constructs.</p> <p>Writing is consistently joined and legible. Spelling reflects the curriculum taught so far. Spelling and punctuation errors are edited largely independently with reference to taught rules.</p> | <p>Pupils demonstrate an awareness of the reader and begin to make language, grammar, and text choices at the point of writing. Writing is securely organised within and across coherent paragraphs with sentence length and structure varied for effect. Pupils use the full range of punctuation taught at KS2 to support the structure and clarity of meaning in sentences.</p> <p>Pupils show awareness of standard forms and can write in different tenses as required. In non-fiction they adopt an appropriate level of formality and select vocabulary and grammar to reflect what the writing requires.</p> <p>They are able to integrate dialogue within narrative writing to convey character and advance the action.</p> <p>Writing is consistently joined and legible. Spelling reflects the curriculum taught so far. They draw on a range of effective strategies for spelling, using a wider range of rules and patterns.</p> <p>When evaluating and editing their writing, they can discuss their choices, add detail and delete for clarification.</p> |

Suggested Curriculum Priorities – Year 1

| Termly Progression / Journey | | | Year 1 |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn | Spring | Summer | End of Year Pen Portrait |
| <p>Transcription: Handwriting – shape and space Phonetically plausible spelling Spell some common exception words</p> | <p>Transcription: Handwriting – shape, space and size Phonetically plausible spelling and known common exception words</p> | <p>Transcription: Handwriting – shape, space, size and sitting Apply known phonics and known common exception words Spell words with taught suffixes (eg <i>-ing, -er, -est</i>)</p> | <p>Pupils can write simple sentences without support. Sentences are punctuated with capital letters and full stops. They are beginning to use the conjunction <i>and</i> to join words and clauses. They rehearse their ideas orally prior to writing, drawing on models from reading to help structure and develop their own. Pupils are aware of the need to add description to their writing and use simple noun phrases. They demonstrate correct letter formation and use their phonics knowledge to support spelling. They are increasingly confident, writing independently in a familiar range of forms, but still need support with extending and developing writing.</p> |
| <p>Sentence structure: Simple sentence beginning with noun or personal pronoun / Use CL and FS</p> | <p>Sentence structure: Simple sentence Joining words with <i>and</i> Use CL and FS</p> | <p>Sentence structure: Compound sentence – joining clauses using ‘and’ Punctuate sentences with CL, FS and ?</p> | |
| <p>Grammar: Past tense - <i>ed</i></p> | <p>Grammar: Present tense – <i>ing</i> Simple noun phrase (adj + noun)</p> | <p>Grammar: Adding the prefix – <i>un</i> to verbs and adjectives</p> | |
| <p>Composition: Oral rehearsal Hold a sentence – write a sentence – check a sentence</p> | <p>Composition: Orally rehearse a sentence Check for accuracy – spelling and punctuation Add adjectives for detail</p> | <p>Composition: Simple noun phrases for detail Sequence sentences to form short narratives Read work back to check for transcription errors and meaning – who, does what, where / when</p> | |

Suggested Curriculum Priorities – Year 2

| Termly Progression / Journey | | | Year 2 End of Year Pen Portrait |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn | Spring | Summer | |
| <p>Transcription: Correct letter formation Alternative phonemes for spelling Apply common exception words from Year 1 Spell words with taught suffixes (eg <i>-ing, -er, -est</i>)</p> | <p>Transcription: Sizing (upper / lower case) Spell some homophones and near homophones Spell common exception words from Year 2 taught so far</p> | <p>Transcription: Fluency / accuracy in shape, size and sitting Application of suffixes to spell longer words Application of apostrophes for omission Use Year 2 common exception words</p> | <p>Pupils demonstrate a growing awareness of the reader and are confident to write independently across a range of familiar forms. Simple narratives are developed through a series of linked ideas drawing on their increasing knowledge of cohesive devices (eg a range of common conjunctions to develop, link or expand ideas). Additional detail is added for the reader through their use of descriptive phrases, control of tense and accurate use of punctuation. Non-fiction texts are organised using simple features and reflect their understanding of the vocabulary and sentence structures required. Letter formation is correct, and writing demonstrates a growing control over size and spacing. Spelling reflects their growing understanding of phonics and spelling rules taught so far. They can read back their own writing, checking for errors in punctuation and spelling. They are beginning to check for sense and meaning and can edit with support where necessary.</p> |
| <p>Sentence structure: Start and end punctuation Secure use of <i>and / but</i> to link two main clauses Simple subordination using <i>because</i></p> | <p>Sentence structure: Secure coordination (<i>and, but, so</i>) and subordination (<i>because, when</i>) Commas for lists Use a statement</p> | <p>Sentence structure: Secure coordination (<i>and, but, so</i>) and subordination (<i>because, when, if</i>) Use a command</p> | |
| <p>Grammar: Past tense Expanded noun phrases (adj + adj + noun)</p> | <p>Grammar: Irregular verbs Adjectives using suffixes – <i>-less / -ful</i></p> | <p>Grammar: Apostrophe for singular possession Progressive verbs (past and present) to mark actions in progress</p> | |
| <p>Composition: Plan ideas and collect key vocabulary Write a series of linked / cohesive sentences Proof reading for spelling errors</p> | <p>Composition: Collecting ideas, drafting and re-reading for sense Verbs to indicate time Linked sentences are used in sections to develop ideas Proof reading for spelling and punctuation errors</p> | <p>Composition: Collecting vocabulary appropriate to purpose and audience Proofreading to check for errors – spelling, grammar and punctuation</p> | |

Suggested Curriculum Priorities – Year 3

| Termly Progression / Journey | | | Year 3 End of Year Pen Portrait |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn | Spring | Summer | |
| <p>Transcription: Begin to join some letters – stringing Apply suffixes to spell longer words Apply apostrophes for omission Apply Year 1 and 2 common exception words at the point of writing</p> | <p>Transcription: Develop fluency in stringing more letters in handwriting Apply spelling rules / patterns taught so far Use spelling rules and patterns taught so far</p> | <p>Transcription: Increasing fluency in joined handwriting Apply Year 1 and 2 CEW and Yr 3 statutory spellings Apply spelling rules and patterns at the point of writing</p> | <p>Pupils are aware of the purpose and audience for their writing. They explore and experiment with a wider range of sentence structures, thinking carefully about how to extend and join parts of their writing using appropriate adverbs and conjunctions. Description is developed using appropriate noun phrases and technical vocabulary is evident in non-fiction.</p> <p>Writing is shaped by simple planning structures that support the development of paragraphs: sections of writing are grouped under subheadings in non-fiction. Where speech is used it is accurately punctuated.</p> <p>Writing is legible and beginning to become more consistent when joined. Spelling reflects the curriculum taught so far.</p> <p>They read back their writing and, with support, edit to link and develop ideas coherently.</p> |
| <p>Sentence structure: Secure coordination (<i>and, but, so</i>) and subordination (<i>because</i>) Commas for lists</p> | <p>Sentence structure: Comma after a fronted adverbial Develop subordination (<i>when, if</i>)</p> | <p>Sentence structure: Express time, place and cause using conjunctions, adverbs or prepositions</p> | |
| <p>Grammar: Apostrophe for singular possession Adverbial phrases (adv + verb)</p> | <p>Grammar: Fronted adverbials for <i>when</i> and <i>where</i> Use <i>a / an</i> correctly</p> | <p>Grammar: Use inverted commas to indicate speech Use present perfect</p> | |
| <p>Composition: Group related materials into sections Collect vocabulary appropriate to purpose and audience Proofreading to check for errors</p> | <p>Composition: Use headings and subheadings to organise writing Proofreading to check for errors – spelling, grammar, punctuation</p> | <p>Composition: Development of paragraphs Collecting vocabulary appropriate to purpose and audience Proofreading to check for cohesion</p> | |

Suggested Curriculum Priorities – Year 4

| Termly Progression / Journey | | | Year 4 End of Year Pen Portrait |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn | Spring | Summer | |
| <p>Transcription: Increasing fluency in joined handwriting Apply KS1 common exception words, Year 3 statutory spellings and spelling rules and patterns taught so far</p> | <p>Transcription: Increasing fluency in joined handwriting Application of spelling rules and patterns taught so far</p> | <p>Transcription: Increasing fluency in joined handwriting Apply KS1 spelling, Year 3/4 statutory spellings and taught rules and patterns at the point of writing</p> | <p>Pupils can identify the purpose, audience and form of their writing in both fiction and non-fiction texts. They organise these texts using paragraphs for clarity. Ideas are connected using nouns, pronouns, and adverbials to provide clarity and coherence for the reader.</p> <p>Narratives have clear structures and key events are expanded to provide clarity for the reader. They are secure in using a range of sentence structures and are beginning to manipulate clauses dependent on the purpose of the writing. Speech is accurately punctuated, and a character's response is beginning to be indicated within the narrative. Writing is consistently joined and legible. Spelling reflects the curriculum taught so far. Pupils can proof-read and edit their writing with increasing independence.</p> |
| <p>Sentence structure: Vary sentence length for effect and clarity Use a range of sentence structures – simple, compound and complex</p> | <p>Sentence structure: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> | <p>Sentence structure: Vary the position of clauses within a sentence</p> | |
| <p>Grammar: Use conjunctions, prepositions and adverbs to express time and cause Use inverted commas to indicate speech</p> | <p>Grammar: Apostrophe for singular and plural possession Vary nouns/ pronouns within and across sentences to aid cohesion</p> | <p>Grammar: Use inverted commas and other punctuation to indicate direct speech</p> | |
| <p>Composition: Use a range of devices to build cohesion within paragraphs</p> | <p>Composition: Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> | <p>Composition: Discuss choices linked to purpose and audience Evaluate the effectiveness of their writing and edit Include a range of devices to build cohesion within paragraphs</p> | |

Suggested Curriculum Priorities – Year 5

| Termly Progression / Journey | | | Year 5 End of Year Pen Portrait |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn | Spring | Summer | |
| <p>Transcription: Secure legible, joined handwriting Apply Year 3/4 statutory spellings and taught rules and patterns</p> | <p>Transcription: Secure legible, joined handwriting Application of spelling rules and patterns taught so far</p> | <p>Transcription: Secure legible, joined handwriting Apply Year 3/4 and Year 5 statutory spellings and taught rules and patterns at the point of writing</p> | <p>Pupils are demonstrating a growing awareness of the reader and consider the language, grammar and text choices they make at the point of writing. They use a range of varied sentences and recognise the impact different structures and length have on the overall effect of their writing. To support this, they are beginning to use the wider range of punctuation taught at KS2. They structure their writing logically, developing ideas and using a wider range of cohesive devices within and across paragraphs. In narratives, they can develop characters, settings, and atmosphere through appropriate language choices. They can integrate dialogue within narrative writing to convey a sense of character. In non-fiction they are beginning to adopt an appropriate level of formality and select appropriate verb choices, whilst avoiding more speech like constructs. Writing is consistently joined and legible. Spelling reflects the curriculum taught so far. Spelling and punctuation errors are edited largely independently with reference to taught rules.</p> |
| <p>Sentence structure: Vary the length of sentences Use brackets, dashes or commas for parenthesis</p> | <p>Sentence structure: Vary the position of clauses within a sentence</p> | <p>Sentence structure: Use a semi colon to join two related independent clauses (in place of a coordinating conjunction)</p> | |
| <p>Grammar: Relative clauses beginning with <i>who / which / where / when</i> Modal verbs and adverbs to indicate degrees of possibility</p> | <p>Grammar: Relative clauses beginning with an omitted relative pronoun</p> | <p>Grammar: Link ideas across paragraphs using adverbials of time / place and number</p> | |
| <p>Composition: Discuss choices linked to purpose and audience Evaluate the effectiveness of their writing and edit Develop a range of devices to build cohesion within and across paragraphs</p> | <p>Composition: Use dialogue to convey character Evaluate the effectiveness of their writing and edit</p> | <p>Composition: Discuss choices linked to purpose and audience Evaluate the effectiveness of their writing and edit Include a range of devices to build cohesion within and across paragraphs</p> | |

Suggested Curriculum Priorities – Year 6

| Termly Progression / Journey | | | Year 6 End of Year Pen Portrait |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn | Spring | Summer | |
| <p>Transcription: Secure legible, joined handwriting Apply Year 3/4 and Year 5 statutory spellings and taught rules and patterns at the point of writing</p> | <p>Transcription: Secure legible, joined handwriting Application of spelling rules and patterns taught so far</p> | <p>Transcription: Secure legible, joined handwriting Apply Year 3/4 and Year 5/6 statutory spellings and taught rules and patterns at the point of writing</p> | <p>Pupils demonstrate an awareness of the reader and begin to make language, grammar, and text choices at the point of writing. Writing is securely organised within and across coherent paragraphs with sentence length and structure varied for effect. Pupils use the full range of punctuation taught at KS2 to support the structure and clarity of meaning in sentences. Pupils show awareness of standard forms and can write in different tenses as required. In non-fiction they adopt an appropriate level of formality and select vocabulary and grammar to reflect what the writing requires. They can integrate dialogue within narrative writing to convey character and advance the action. Writing is consistently joined and legible. Spelling reflects the curriculum taught so far. They draw on a range of effective strategies for spelling, using a wider range of rules and patterns. When evaluating and editing their writing, they can discuss their choices, add detail and delete for clarification.</p> |
| <p>Sentence structure: Vary the position of clauses within a sentence Vary sentence length Use a colon to introduce a list</p> | <p>Sentence structure: Use commas to mark clause boundaries / provide clarity and avoid ambiguity Use a colon to introduce a second sentence that explains or clarifies the previous one</p> | <p>Sentence structure: Use a wide range of sentence structures and manage content effectively through internal punctuation</p> | |
| <p>Grammar: Distinguish between formal and informal speech and structures Subjunctive form</p> | <p>Grammar: Select grammar to reflect what the writing requires</p> | <p>Grammar: Select grammar to reflect what the writing requires</p> | |
| <p>Composition: Use dialogue to advance the action Evaluate the effectiveness of their writing and edit Add detail and delete for clarification</p> | <p>Composition: Integrate dialogue to convey character and advance the action Evaluate choices linked to purpose and audience</p> | <p>Composition: Evaluate and edit their writing Add detail and delete for clarification.</p> | |

HIAS English Team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

For further details referring to English, please contact: Emma Tarrant: emma.tarrant@hants.gov.uk

For further details on the full range of services available please contact us using the following email:

htlcdev@hants.gov.uk

Upcoming Courses

Keep up-to-date with our learning opportunities for each subject through our Upcoming Course pages linked below. To browse the full catalogue of learning offers, visit our new Learning Zone. Full details of how to access the site to make a booking are provided [here](#).

- [English](#)
- [Maths](#)
- [Science](#)
- [Geography](#)
- [RE](#)
- [History](#)
- [Leadership](#)
- [Computing](#)
- [Art](#)
- [D&T](#)
- [Assessment](#)
- [Support Staff](#)
- [SEN](#)
- [TED](#)

- [MFL](#)

Terms and conditions

Terms of licence

Moodle+ subscribers are licenced to access and use this resource and have agreed to pay the annual subscription fee. This authority starts when the fee is paid and ends when the subscription period expired unless it is renewed. This file is for personal or classroom use only. By using it, you agree that you will not copy or reproduce this file except for your own personal, non-commercial use. HIAS have the right to modify the terms of this agreement at any time; the modification will be effective immediately and shall replace all prior agreements.

You are welcome to:

- download this resource
- save this resource on your computer
- print as many copies as you would like to use in your school
- amend this electronic resource so long as you acknowledge its source and do not share as your own work.

You may not:

- claim this resource as your own
- sell or in any way profit from this resource
- store or distribute this resource on any other website or another location where others are able to electronically retrieve it
- email this resource to anyone outside your school or transmit it in any other fashion.