



	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	<ul style="list-style-type: none"> Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT) Know and recall & identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT) Know and spell some taught common exception/high frequency and familiar words. (LIT) 	<ul style="list-style-type: none"> know and spell words containing each of the 40+ phonemes taught know and spell common exception words know and spell the days of the week know and name the letters of the alphabet in order know and use letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> know and segment spoken words into phonemes and representing these by graphemes, spelling many correctly know and learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones know and learn to spell common exception words know and distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> know and spell further homophones know and spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> know and spell further homophones know and spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> know and spell some words with 'silent' letters know and continue to distinguish between homophones and other words which are often confused know and use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	<ul style="list-style-type: none"> know and spell some words with 'silent' letters know and continue to distinguish between homophones and other words which are often confused know and use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling		<ul style="list-style-type: none"> know and use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs know and use the prefix un- know and use -ing, -ed, -er and -est where no change is needed in the spelling of root words know and apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> know and learn the possessive apostrophe (singular) know and learn to spell more words with contracted forms know and add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly know and apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> know and use further prefixes and suffixes and understand how to add them know and place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals know and use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> know and use further prefixes and suffixes and understand how to add them know and place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals know and use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> know use further prefixes and suffixes and understand the guidance for adding them know use dictionaries to check the spelling and meaning of words know use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> know use further prefixes and suffixes and understand the guidance for adding them know and use dictionaries to check the spelling and meaning of words know use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription		<ul style="list-style-type: none"> know and write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> know and write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> know and write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> know and write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 		
Handwriting	<ul style="list-style-type: none"> Know and develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD) Develop the foundations of a handwriting style which is fast, accurate and efficient (PD) Know and form lower-case and capital letters correctly. (LIT) Know how to write the taught letters (LIT) 	<ul style="list-style-type: none"> know and sit correctly at a table, holding a pencil comfortably and correctly know and begin to form lower-case letters in the correct direction, starting and finishing in the right place know and form capital letters know and form digits 0-9 know and understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> know and form lower-case letters of the correct size relative to one another know and 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 know and write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters know and use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> know and use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined know and increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> know and 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 know and increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> know and choose which shape of a letter to use when given choices and deciding whether or not to join specific letters know and choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> know and choose which shape of a letter to use when given choices and deciding whether or not to join specific letters know and choose the writing implement that is best suited for a task



Contexts for Writing	<ul style="list-style-type: none"> Child initiated writing (in role, and for purpose) know and write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes 		<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> know and identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering and know how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> know and identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering and know how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	<ul style="list-style-type: none"> Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) Know, talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L) Know and talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L) 	<ul style="list-style-type: none"> know and say out loud what they are going to write about know and compose a sentence orally before writing it 	<ul style="list-style-type: none"> know, plan or say out loud what they are going to write about 	<ul style="list-style-type: none"> know, discuss and recording ideas know, compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> know, discuss and record ideas know, compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> know, note and develop initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> know, note and develop initial ideas, drawing on reading and research where necessary
Drafting Writing	<ul style="list-style-type: none"> To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) 	<ul style="list-style-type: none"> know and sequencing sentences to form short narratives know and re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> write down ideas and/or key words, including new vocabulary know and encapsulate what they want to say, sentence by sentence 	<ul style="list-style-type: none"> know how to organise paragraphs around a theme in narratives, know how to create settings, characters and plot in non-narrative material, know and use simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> know how to organise paragraphs around a theme in narratives, know how to create settings, characters and plot in non-narrative material, know and use simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> know and select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, know and describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action précis longer passages know and use a wide range of devices to build cohesion within and across paragraphs know and use further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> know and select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, know and describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action précis longer passages know and use a wide range of devices to build cohesion within and across paragraphs know and use further organisational and presentational devices to structure text and to guide the reader



<p>Editing Writing</p>	<ul style="list-style-type: none"> Know how to check written work by reading and make changes where necessary.(LIT) 	<ul style="list-style-type: none"> know and discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> know how to evaluate their writing with the teacher and other pupils know how to reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form know and proofread to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> know how to assess the effectiveness of their own and others' writing and suggesting improvements know and propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences know and proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> know how to assess the effectiveness of their own and others' writing and suggesting improvements know and propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences know and proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> know how to assess the effectiveness of their own and others' writing know and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning know and ensure the consistent and correct use of tense throughout a piece of writing know and ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register know and proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> know how to assess the effectiveness of their own and others' writing know and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning know and ensure the consistent and correct use of tense throughout a piece of writing know and ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register know and proofread for spelling and punctuation errors
<p>Performing Writing</p>	<ul style="list-style-type: none"> Think of, say and write a simple sentence, sometimes using a capital letter and full stop. 	<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<p>Vocabulary</p>	<ul style="list-style-type: none"> Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L) 	<ul style="list-style-type: none"> know how to leave spaces between words know how to join words and joining clauses using "and" 	<ul style="list-style-type: none"> know and use expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> know how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although know how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition know and use conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> know how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although know how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition know and use conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> know how to use a thesaurus know and use expanded noun phrases to convey complicated information concisely know and use modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> know how to use a thesaurus know and use expanded noun phrases to convey complicated information concisely know and use modal verbs or adverbs to indicate degrees of possibility
<p>Grammar (edited to reflect content in Appendix 2)</p>	<ul style="list-style-type: none"> Know how to make writing exciting using wow words (adjectives). (LIT) To begin to know sentences can be extended using a joining word (conjunction) (LIT) 	<ul style="list-style-type: none"> know regular plural noun suffixes (-s, -es) know verb suffixes where root word is unchanged (-ing, -ed, -er) know and use the un- prefix to change meaning of adjectives/adverbs know how to combine words to make sentences, including using and Sequencing sentences to form short narratives know how to separate of words with spaces know and use sentence demarcation (. ! ?) know and use capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> know and write sentences with different forms: statement, question, exclamation, command know and use the present and past tenses correctly and consistently including the progressive form know how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) know some features of written Standard English know and use suffixes to form new words (-ful, -er, -ness) know and use sentence 	<ul style="list-style-type: none"> know and use the present perfect form of verbs in contrast to the past tense know how to form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' know and use word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> know and use fronted adverbials know the difference between plural and possessive -s know Standard English verb inflections (I did vs I done) extended noun phrases, including with prepositions know and use appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> know and use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun know how to convert nouns or adjectives into verbs know and use verb prefixes know and use devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> know and recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms know and use passive verbs to affect the presentation of information in a sentence know and use the perfect form of verbs to mark relationships of time and cause know the differences in informal and formal language know and use synonyms & Antonyms know and use further cohesive devices such as grammatical connections and



			<p>demarcation</p> <ul style="list-style-type: none"> • know and use commas in lists • apostrophes for omission & singular possession 				<p>adverbials</p> <ul style="list-style-type: none"> • know and use of ellipsis
<p>Punctuation (edited to reflect content in Appendix 2)</p>	<ul style="list-style-type: none"> • Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) 	<ul style="list-style-type: none"> • 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' 	<ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> • using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently
<p>Grammatical Terminology</p>	<p>letter capital letter word sentence full stop</p>	<p>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</p>	<p>adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>