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| Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| * Spell words by identifying the sound and then writing the sounds with letter or letters | * Spell words containing each of the 40+ phonemes already taught * Spell common exception words that have been taught * Name the letters of the alphabet in order * Use letter names to distinguish between alternative spellings of the same sound * Use –ing and –ed, where no change is needed in the spelling of root words * Spell the days of the week * Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs * Begin to spell words using contracted forms * Can use the prefix un– * Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words * Write from memory simple sentences dictated by the teacher that include words   using the GPCs | * Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly * Spell by learning new ways of spelling phonemes for which one or more spellings are already known * Spell common homophones * Spell common exception words taught so far * Add suffixes to spell longer words, including – ly * Use the possessive apostrophe (singular) * Add suffixes to spell longer words, including – ful, –less (to create adjectives) * Spell more words with contracted forms * Distinguish between homophones and near-homophones * Add suffixes to spell longer words –ment, –ness * Write from memory simple sentences dictated by the teacher that include words   using the GPCs, | * Use further prefixes and suffixes and understand how to add them (English Appendix 1) * Spell words that are often misspelt (English Appendix 1) * Use the first two or three letters of a word to check its spelling in a dictionary * Form nouns using prefixes e.g. super, anti, auto * Spell further homophones and understand their meanings * Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble * Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | * 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 e.g. boys’, girls’ and in words with irregular plurals e.g. children’s * Use the first two or three letters of a word to check its spelling in a dictionary * Plural nouns of words ending in ‘o’. * Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | * 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 * Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * Use a thesaurus * Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-’, ‘de-   ’, ‘mis-’, ‘over-’ and ‘re-’   * Spell some words   with ‘silent’ letters   * Continue to 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 * Use dictionaries to check the spelling and meaning of words * Use a thesaurus * Recognise how words are related by meaning as synonyms and antonyms * Use further prefixes and suffixes and understand the guidance for adding them * Spell some words   with ‘silent’ letters   * Continue to distinguish between homophones and other words which are often confused |

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|  | and common exception words taught so far | common exception words and punctuation taught so far |  |  |  |  |

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| Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| * Write recognisable letters, most of which are correctly formed * Children handle equipment and tools effectively, including pencils for writing. * Children write in print | * 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 practise these. | * Form lower-case letters of the correct size relative to one another * 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 * Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined | * 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 | * 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 * Is able to maintain fluency of writing and has sufficient stamina for typical written tasks * Can correctly join letters in accordance with the school’s agreed style * Increase the legibility, consistency and quality of their handwriting | * Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task | * Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task |

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| Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| * Write simple sentences which can be read by themselves and others. | * Say out loud what they are going to write about * Discuss what they have written with the teacher or other pupils * Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary * Select basic ideas and content linked to the purpose of a task * Re-read what they have written to check that it makes sense * Use simple prepositions | * Consider what they are going to write before beginning by planning or saying out loud what they are going to write about * When planning, write down ideas and/or key words, including new vocabulary * Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils * Re-read to check that writing makes sense e.g. verb tense * Proof-read to check for errors in spelling, grammar and punctuation * Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience * Use adventurous vocabulary appropriate to task * Use a range of prepositions (behind, before, above, along) | * Writing is clear in purpose * Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * When planning, discuss and record ideas * Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary * Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements * In narratives, creates settings, characters and plot * Vocabulary choices move from generic to specific e.g. from ‘dog’ to ‘terrier’ * Expansion of detail / events may be supported through vocabulary   (technical, vivid | * Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * Plan their writing by discussing and recording ideas * Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements * In narratives, creates settings, characters and plot * Writing is clear in purpose * Use a varied and rich vocabulary * Description or detail in both narrative and non- narrative is expanded through an appropriate and precise range of vocabulary * Viewpoint is consistently maintained (for example, word choice indicates child’s viewpoint on a character or an issue) * Use figurative language such as | * Note and develop initial ideas, drawing on reading and research where necessary * Identify audience for, and purpose of, the writing * Select the appropriate form and use other similar writing as models for their own * Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * Evaluate and edit by assessing the effectiveness of their own and others’ writing * Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * Use expanded noun phrases to convey complicated information concisely * Use a range of devices to build cohesion within and across paragraphs | * Note and develop initial ideas, drawing on reading and research where necessary * Identify the audience for and purpose of the writing * Select the appropriate form and use other similar writing as models for their own * Evaluate and edit by assessing the effectiveness of their own and others’ writing * Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision * Use range of devices to build cohesion within and across paragraphs * Select language that shows good awareness of the reader * Understand and apply the difference between |

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|  |  |  |  | language) and explanation | similes, alliteration to build a picture in the readers head | * In narratives, describe settings, characters and atmosphere * Choose the appropriate register for the audience and purpose (formal or informal) * Viewpoint is established and generally maintained * Use figurative language such as similes, alliteration, metaphors and personification in poetry * Editing sentences by either expanding or reducing for meaning and effect * Content is balanced e.g. between action/ description/ dialogue, fact and comment | vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter   * In narratives, describe settings, characters and atmosphere * Integrate dialogue to convey character and advance the action * Use figurative language such as similes, alliteration, metaphors and personification in a range of writing * Select verb forms for meaning and effect e.g. deliberate change of tense * Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this * Select synonyms accurately for effect rather than as an alternative for an original word |

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| Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| * Write simple sentences which can read by themselves and others. | * Has an awareness that ideas can be organised into a sequence * Sequence sentences to form short narratives * Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions | * Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence * Use brief opening and ending * Appropriately sequences ideas * Link related sentences through the use of pronouns and adverbials where appropriate | * Organise writing into logical chunks and write a coherent series of linked sentences for each * Select nouns and pronouns to provide clarity for the reader * Use simple organisational devices, e.g. headings and subheadings * Organise paragraphs around a theme * Vary nouns and pronouns to avoid repetition * Uses varied nouns and pronouns for cohesion | * Non-narrative material uses simple organisational devices * Organise paragraphs around a theme * Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * Use conjunctions, adverbs and prepositions to express time and cause for cohesion * Openings and closings are clearly signalled and well developed * Produce internally coherent paragraphs in logical sequence   e.g. using topic sentences with main ideas supported by subsequent sentences | * Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining * Produce internally coherent paragraphs in logical sequence   e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences   * Linking ideas across paragraphs using adverbials of time (*later*), place (*nearby*) number (*secondly*) * Linking ideas across paragraphs through tense choice (he had seen her before) * Use a wide range of devices to build cohesion within paragraphs | * Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables * Draft and write by using a wide range of devices to build cohesion within paragraphs * Link ideas across paragraphs using a wider range of cohesive devices   e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis |

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| Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| * Write simple sentences which can be read by themselves and others. | * Compose a sentence orally before writing it * Write a simple sentence starting with a personal pronoun * Write a simple sentence starting with a noun/proper noun * Write a simple sentence with straight forward subject/ verb agreement * Write reliably formed simple and compound sentences | * Write questions (beginning with who/ what/ when/ where/ how etc) * Write statements * Write commands using the imperative form of a verb * Use sentences with different forms: statement, question, exclamation, command | * Draft and write an increasing range of sentence structures (simple and compound) * Use some variation in sentence types (statement/ command/ question/ exclamation) * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) | * Compose and rehearse sentences orally (including dialogue) * Use an increasing range of sentence length and structure * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although | * Make deliberate choices of sentence length and structure for impact on the reader * Fronted prepositional phrases for greater effect e.g. *Throughout the stormy winter …*   *Far beneath the*  *frozen soil …*   * Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports * Use a wide range of clause structures, sometimes varying their position within the sentence | * Use a wide range of clause structures, sometimes varying their position within the sentence * Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse   / the window in the greenhouse was broken   * Use the structures typical of informal speech e.g. the use of question tags: He’s your friend, isn’t he? * Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I were or Were they to come |

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| Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * . Leave spaces between words * Use capital letter for names * Use capital letter for the personal pronoun ‘I’ * Begin to punctuate sentences using a capital letter and a full stop * Join words using   ‘and’   * Begin to punctuate sentences using a question mark * Join clauses using   ‘and’   * Use a capital letter for days of the week * Begin to punctuate sentences using an exclamation mark * Use simple noun phrases (adjective   + noun)   * Can use the following terminology from Appendix 2 to discuss their writing: *letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark* | * Use capital letters, full stops, question marks and exclamation to demarcate sentences * Use coordinating conjunctions (or/and/but) * Write expanded noun phrases to describe and specify * Use the present and past tenses correctly and consistently * Use –ly to turn adjectives into adverbs – slow/ slowly * Use subordinating conjunctions (when/ if /that   /because   * Use commas to separate items in a list * Use apostrophes to mark where letters are missing in spelling * Use the suffixes – er, -est, in adjectives * Use the progressive form correctly and consistently e.g he was shouting. * Use apostrophes to mark singular possession in nouns * Form nouns using suffixes –ness, -er and by compounding e.g. | * Use conjunctions to express time, place and cause * Use adverbs and prepositions to express time, place and cause * Use inverted commas to punctuate direct speech * Know when to use   ‘a’ and ‘an’   * Proof-read for spelling and punctuation errors * Use irregular simple past-tense verbs e.g. awake / awoke * Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play * Indicate possession by using the possessive apostrophe with plural nouns * Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * Use fronted adverbials * Use commas after fronted adverbials * Use and understand the grammatical | * Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit   down!”   * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair * Understand the difference between plural and possessive -s * Proof-read for spelling and punctuation errors * Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * Standard English forms for verb inflections instead of local spoken forms * Use fronted adverbials followed by a comma * Use the present perfect form of | * Proof-read for spelling and punctuation errors * Use relative clauses beginning with who, which, where, when, whose, that * Use commas to clarify meaning or avoid ambiguity in writing * Convert nouns or adjectives into verbs using ‘-ate’, ‘-ise’ or ‘-ify’ * Ensure correct subject and verb agreement when using singular and plural * Use brackets, dashes or commas to indicate parenthesis * Use the perfect form of verbs to mark relationships of time and cause * Use modal verbs or adverbs to indicate degrees of possibility * Ensure the consistent and correct use of tense throughout a piece of writing * Use a colon to introduce a list * Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing | * Proof-read for spelling and punctuation errors * Ensure the consistent and correct use of tense throughout a piece of writing * Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun * Use correct subject and verb agreement when using singular and plural * Use brackets, dashes or commas to indicate parenthesis * Use a colon to introduce a list * Use a semi colon within lists * Use semi colons, colons or dashes to mark boundaries between independent clauses * Use hyphens to avoid ambiguity * Use the perfect form of verbs to mark relationships of time and cause * Use modal verbs or adverbs to indicate degrees of possibility * Punctuate bullet points consistently |

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|  |  |  | whiteboard, superman   * Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: *noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma* | terminology in English Appendix 2 in discussing their writing: *preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma* | verbs in contrast to the past tense   * Indicate possession by using the possessive apostrophe with plural nouns * Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: *determiner, pronoun, possessive pronoun, adverbial* | their writing and reading: *modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity* | * Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: *subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points* |