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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*
 |