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|  | Year 1 | Year 2 |
| Phonic and whole word spelling  | • words containing each of the 40+ phonemes taught• common exception words• the days of the week• name the letters of the alphabet in order• using letter names to distinguish between alternative spellingsof the same sound | • segmenting spoken words into phonemes and representingthese by graphemes, spelling many correctly• learning new ways of spelling phonemes for which 1 or morespellings are already known, and learn some words with eachspelling, including a few common homophones• learning to spell common exception words• distinguishing between homophones and near-homophones |
| Other word building spelling  | • using the spelling rule for adding –s or –es as the plural markerfor nouns and the third person singular marker for verbs• using the prefix un–• using –ing, –ed, –er and –est where no change is needed in thespelling of root words• apply simple spelling rules and guidance from Appendix 1 | learning the possessive apostrophe (singular)• learning to spell more words with contracted forms• add suffixes to spell longer words, including –ment, –ness,–ful, –less, –ly• apply spelling rules and guidelines from Appendix 1 |
| Transcription | • write from memory simple sentences dictated by the teacherthat include words using the GPCs and common exceptionwords taught so far | • write from memory simple sentences dictated by the teacherthat include words using the GPCs, common exception wordsand punctuation taught so far. |
| Handwriting  | • sit correctly at a table, holding a pencil comfortably andcorrectly• 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’ and to practise these | • form lower-case letters of the correct size relative to oneanother• start using some of the diagonal and horizontal strokesneeded to join letters and understand which letters, whenadjacent to one another, are best left unjoined• write capital letters and digits of the correct size, orientationand relationship to one another and to lower-case letters• use spacing between words that reflects the size of theletters. |
| Contexts for writing  |  | • writing narratives about personal experiences and those ofothers (real and fictional)• writing about real events• writing poetry• writing for different purposes |
| Planning writing | • saying out loud what they are going to write about• composing a sentence orally before writing it | • planning or saying out loud what they are going to write about |
| Drafting  | • sequencing sentences to form short narratives• re-reading what they have written to check that it makessense | • writing down ideas and/or key words, including newvocabulary• encapsulating what they want to say, sentence by sentence |
| Editing  | • discuss what they have written with the teacher or otherpupils | • evaluating their writing with the teacher and other pupils• rereading to check that their writing makes sense and thatverbs to indicate time are used correctly and consistently,including verbs in the continuous form• proofreading to check for errors in spelling, grammar andpunctuation |
| Performing  | • read their writing aloud clearly enough to be heard by theirpeers and the teacher. | • read aloud what they have written with appropriateintonation to make the meaning clear |
| Vocabulary | • leaving spaces between words• joining words and joining clauses using "and" | • expanded noun phrases to describe and specify |
| Grammar  | • regular plural noun suffixes (-s, -es)• verb suffixes where root word is unchanged (-ing, -ed, -er)• un- prefix to change meaning of adjectives/adverbs• to combine words to make sentences, including using and• Sequencing sentences to form short narratives• separation of words with spaces• sentence demarcation (. ! ?)• capital letters for names and pronoun 'I') | • sentences with different forms: statement, question,exclamation, command• the present and past tenses correctly and consistentlyincluding the progressive form• subordination (using when, if, that, or because) and coordination (using or, and, or but)• some features of written Standard English• suffixes to form new words (-ful, -er, -ness)• sentence demaracation• commas in lists• apostrophes for ommission & singular posession |
| Punctuation | • beginning to punctuate sentences using a capital letter and afull stop, question mark or exclamation mark• using a capital letter for names of people, places, the days ofthe week, and the personal pronoun ‘I’ | • learning how to use both familiar and new punctuationcorrectly, including full stops, capital letters, exclamation marks,question marks, commas for lists and apostrophes forcontracted forms and the possessive (singular) |
| Grammatical terminology | **letter, capital letter, word, singular, plural , sentence****punctuation, full stop, question mark, exclamation mark** | **noun, noun phrase, statement, question, exclamation,****command, compound, adjective, verb, suffix , adverb****tense (past, present) , apostrophe, comma** |

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|  | Year 3 | Year 4 |
| Phonic and whole word spelling  | * spell further homophones
* spell words that are often misspelt (Appendix 1)
* spell words that sound like shun – division
* use suffix ly
 | * spell further homophones
* spell words that are often misspelt (Appendix 1)
* spell words that sound like shun – sion tion ssion cian
* add suffix ous
 |
| Other word building spelling  | use further prefixes and suffixes and understand how to addthem un dis re mis pre• add suffixes beginning with vowel letters to words of more than one syllable.  | use further prefixes and suffixes and understand how to addthem- in im il ir sub inter suoer anti auto • use the first 2 or 3 letters of a word to check its spelling in adictionary |
| Transcription | • write from memory simple sentences, dictated by the teacher,that include words and punctuation taught so far. | • write from memory simple sentences, dictated by the teacher,that include words and punctuation taught so far. |
| Handwriting  | • use the diagonal and horizontal strokes that are needed tojoin letters and understand which letters, when adjacent to oneanother, are best left unjoined• increase the legibility, consistency and quality of theirhandwriting | • use the diagonal and horizontal strokes that are needed tojoin letters and understand which letters, when adjacent to oneanother, are best left unjoined• increase the legibility, consistency and quality of theirhandwriting |
| Contexts for writing  | • discussing writing similar to that which they are planning towrite in order to understand and learn from its structure,vocabulary and grammar | • discussing writing similar to that which they are planning towrite in order to understand and learn from its structure,vocabulary and grammar considering purpose and audience  |
| Planning writing | • discussing and recording ideas within a given structure• composing and rehearsing sentences orally (includingdialogue), progressively building a varied and rich vocabularyand an increasing range of sentence structures | • discussing and recording ideas• composing and rehearsing sentences orally (includingdialogue), progressively building a varied and rich vocabularyand an increasing range of sentence structures |
| Drafting  | • organising paragraphs around a theme• in narratives, creating settings, characters and plot• in non-narrative material, using headings & subheadings | • organising paragraphs around a theme• in narratives, creating settings, characters and plot considering audience and purpose.• in non-narrative material, using simple organisational devices |
| Editing  | • assessing the effectiveness of their own and others’ writingand suggesting improvements• proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions , adverbs and prepositions• proofread for spelling and punctuation errors including full stops, capital letters, question and exclamation marks, commas for lists and apostrophes mostly correctly.  | • assessing the effectiveness of their own and others’ writingand suggesting improvements• proposing changes to grammar and vocabulary to improveconsistency, including the accurate use of pronouns insentences, expanded noun phrases and fronted adverbials. • proofread for spelling and punctuation errors including the use of apostrophe for possession , speech punctuation and use of comma for fronted adverbial.  |
| Performing  | • read their own writing aloud, to a group or the whole class,using appropriate intonation and controlling the tone andvolume so that the meaning is clear. | • read their own writing aloud, to a group or the whole class,using appropriate intonation and controlling the tone andvolume so that the meaning is clear. |
| Vocabulary | • extending the range of sentences with more than one clauseby using a wider range of conjunctions, including when, if,because, although• using conjunctions, adverbs and prepositions to express time and space. | • extending the range of sentences with more than one clauseby using a wider range of conjunctions, including when, if,because, although• choosing nouns or pronouns appropriately for clarity andcohesion and to avoid repetition |
| Grammar  | • using the present perfect form of verbs in contrast to the pasttense• form nouns using prefixes (ly)• use the correct form of 'a' or 'an'• word families based on common words (solve, solution,dissolve, insoluble) | • using fronted adverbials• difference between plural and possesive -s• Standard English verb inflections (I did vs I done)• extended noun phrases, including with prepositions• appropriate choice of pronoun or noun to create cohesion |
| Punctuation | • using and punctuating direct speech (i.e. Inverted commas use apostrophes | • using commas after fronted adverbials• indicating possession by using the possessive apostrophe withsingular and plural nouns• using and punctuating direct speech (including pucntuationwithin and surrounding inverted commas) |
| Grammatical terminology | **adverb, preposition conjunction, word family, prefix, clause,****subordinate clause, direct speech, consonant, consonant letter****vowel, vowel letter, inverted commas (or ‘speech marks’)** | **determiner, pronoun, possessive pronoun,adverbial** |

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|  | Year 5 | Year 6 |
| Phonic and whole word spelling  | • spell some words with ‘silent’ letters• continue to distinguish between homophones and otherwords which are often confused• use knowledge of morphology and etymology in spelling andunderstand that the spelling of some words needs to be learntspecifically, as listed in Appendix 1 | • spell some words with ‘silent’ letters• continue to distinguish between homophones and otherwords which are often confused• use knowledge of morphology and etymology in spelling andunderstand that the spelling of some words needs to be learntspecifically, as listed in Appendix 1 |
| Other word building spelling  | • use further prefixes and suffixes and understand the guidancefor adding them – cious and cial ance and ence able and ible • use dictionaries to check the spelling and meaning of words• use the first 3 or 4 letters of a word to check spelling, meaningor both of these in a dictionary | • use further prefixes and suffixes and understand the guidancefor adding them – add suffixes with vowel sounds to words ending fer • use dictionaries to check the spelling and meaning of words• use prefixes using hyphen  |
| Transcription |  |  |
| Handwriting  | • choosing which shape of a letter to use when given choicesand deciding whether or not to join specific letters | choosing which shape of a letter to use when given choicesand deciding whether or not to join specific letters• choosing the writing implement that is best suited for a task |
| Contexts for writing  | • identifying the audience for and purpose of the writing, using similar models ofr his/her own• in writing narratives, considering how authors have developedcharacters and settings in what pupils have read, listened to orseen performed | • identifying the audience for and purpose of the writing,selecting the appropriate form.• in writing narratives, considering how authors have developedcharacters and settings in what pupils have read, listened to orseen performed |
| Planning  | • noting and developing initial ideas, drawing on reading andresearch where necessary | • noting and developing initial ideas, drawing on reading andresearch where necessary |
| Drafting  | • selecting appropriate grammar and vocabulary. • in narratives, describing settings, characters and atmosphereand integrating dialogue to convey character • précising longer passages• using a wide range of devices to build cohesion within andacross paragraphs• using further organisational and presentational devices tostructure text and to guide the reader( headings, bullet points ,underlining. ) | • selecting appropriate grammar and vocabulary, understandinghow such choices can change and enhance meaning• in narratives, describing settings, characters and atmosphereand integrating dialogue to convey character and advance theaction• accurately précising longer passages• using a wide range of devices to build cohesion within andacross paragraphs • using further organisational and presentational devices tostructure text and to guide the reader ( Headings, tables, subheadings, columns)  |
| Editing  | • assessing the effectiveness of their own and others’ writing• proposing changes to vocabulary, grammar and punctuationto enhance effects and clarify meaning• ensuring the consistent and correct use of tense throughout apiece of writing• ensuring correct subject and verb agreement when usingsingular and plural, distinguishing between the language ofspeech and writing and choosing the appropriate register• proofread for spelling and punctuation errors | • assessing the effectiveness of their own and others’ writing• proposing changes to vocabulary, grammar and punctuationto enhance effects and clarify meaning• ensuring the consistent and correct use of tense throughout apiece of writing• ensuring correct subject and verb agreement when usingsingular and plural, distinguishing between the language ofspeech and writing and choosing the appropriate register• proofread for spelling and punctuation errors |
| Performing  | • perform their own compositions, using appropriateintonation, volume, and movement so that meaning is clear. | • perform their own compositions, using appropriateintonation, volume, and movement so that meaning is clear. |
| Vocabulary | • use a thesaurus• using expanded noun phrases to convey complicatedinformation concisely• using modal verbs or adverbs to indicate degrees of possibility | • use a thesaurus with confidence• using expanded noun phrases to convey complicatedinformation concisely• using modal verbs or adverbs to indicate degrees of possibility |
| Grammar  | • using the perfect form of verbs to mark relationships of timeand cause• using relative clauses beginning with who, which, where,when, whose, that or with an implied (ie omitted) relativepronoun• converting nouns or adjectives into verbs• verb prefixes• devices to build cohesion, including adverbials of time, placeand number | • recognising vocabulary and structures that are appropriate forformal speech and writing, including subjunctive forms• using passive verbs to affect the presentation of informationin a sentence• using the perfect form of verbs to mark relationships of timeand cause• differences in informal and formal language• synonyms & Antonyms• further cohesive devices such as grammatical connections andadverbials• use of ellipsis |
| Punctuation | • using commas to clarify meaning or avoid ambiguity in writing• using brackets, dashes or commas to indicate parenthesis | • using hyphens to avoid ambiguity• using semicolons, colons or dashes to mark boundariesbetween independent clauses• using a colon to introduce a listpunctuating bullet points consistently |
| Grammatical terminology | modal verb, relative pronoun, relative clause, parenthesis,bracket, dash, cohesion, ambiguity | subject, object, active, passive, synonym, antonym, ellipsis,hyphen, colon, semi-colon, bullet points |