



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	<p>spell: words containing each of the 40+ phonemes already taught</p> <p>common exception words, the days of the week</p> <p>name the letters of the alphabet:</p> <p>naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound</p> <p>add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Using the prefix un– using –ing, –ed, –er and –est</p>	<p>spell: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms.</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Use dictionaries to check the spelling and meaning of words</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Use dictionaries to check the spelling and meaning of words</p>



	<p>where no change is needed in the spelling of root words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and Common exception words taught so far.</p>	<p>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>	<p>sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Use the first three or four letters of a word to check spelling, meaning or both in a dictionary use a thesaurus.</p>	<p>Use the first three or four letters of a word to check spelling, meaning or both in a dictionary Use a thesaurus.</p>
Grammar Word	<p>Use plural noun suffixes - s and -es</p> <p>Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un</p> <p>Identify initial sounds in words</p> <p>Learn set 1 sounds.</p>	<p>Form nouns using suffixes such as ness, er and by compounding [for example, whiteboard, superman] Form adjectives using suffixes such as ful, less</p> <p>Use the suffixes er, est in adjectives and use ly in Standard English to turn adjectives into adverbs.</p>	<p>Form nouns with a range of prefixes [for example super, anti, auto] Use a or an according to whether the next word begins with a vowel or consonant</p>	<p>Recognise the grammatical difference between plural and possessives</p> <p>Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>Convert nouns or adjectives into verbs using suffixes [for example, ate; ise; ify]</p> <p>Use verb prefixes [for example, dis , de , mis , over and re]</p>	<p>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p>



	Use standard English when speaking and writing.					
Grammar Sentence cohesion Detail	Use adjectives for description and specification	Write expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].	Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).	Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Extend language choices for clarity and effect.
Grammar Sentence Cohesion Varying Sentence Type	Combine words to make sentences Leave spaces between words Join words and clauses using 'and' Sequence sentences to form short narratives	Use subordination (using when, if, that, because) and coordination (using or, and, but) Write sentences with different forms: Statement, question, exclamation or command	Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Extend the range of sentences. Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Extend the range of sentences. Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Vary sentences for clarity and effect.



Grammar Cohesion Paragraphs	Write about more than one idea	Write about more than one idea Group related information	Group related ideas into paragraphs Use headings and subheadings to aid presentation	Use paragraphs to organise ideas around a theme	Organise paragraphs around a theme with a focus on more complex narrative structures	Use layout devices
Grammar Cohesion Within Paragraphs	Vary the way sentences begin.	Vary the way sentences begin. Write so that other people can understand the meaning of sentences.	Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, later that day, I heard the bad news.] Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition	Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
Grammar Cohesion Between Paragraphs	-	-	Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, later that day, I heard the bad news.]	Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]



Grammar Cohesion Tenses	Begin to use present and past tense correctly	Use present and past tenses correctly and consistently	Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Revisit progressive and perfect verb forms for past and present. Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Link ideas using tense choices Use modal verbs [for example, might, should, will, must] or adverbs [for example, perhaps, surely] to indicate degrees of possibility	Use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech
Grammar Punctuation	Begin Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Punctuate sentences using a capital letter and a full stop, question or explanation mark.	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling and to mark singular	Use inverted commas to punctuate direct speech.	Use commas after fronted adverbials Indicate apostrophes to mark plural possession (-for example, the girl's name / the girls' names) Use inverted commas and other punctuation to indicate direct speech [for	Use commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis	Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up) Use the colon to introduce a list and use semi-colons within lists Punctuate bullet points consistently



		possession in nouns (- for example, the girl's name]		example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit Down!"		Use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover
Writing Composition	Write sentences: Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Reread and check sentences. Discuss what has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher. Discuss what they have written with	Develop positive attitudes towards and stamina for writing: Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry. Write for different purposes Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence. Make	Plan writing: Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas. Draft and write: Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In nonnarrative use simple organisational devices such as	Plan writing: Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas. Draft and write: Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In nonnarrative use simple organisational devices such as	Plan writing: Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Draft and write: Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of	Plan writing: Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Draft and write: Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of



	the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.	simple additions, revisions and corrections: Evaluate writing with the teacher and other pupils Re-read to check sense Proofread to check for errors in spelling, grammar and punctuation Read aloud with intonation	heading, subheadings. Evaluate and edit: Assess the effectiveness of own and others' writing, Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	heading, subheadings. Evaluate and edit: Assess the effectiveness of own and others' writing, Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	devices to build cohesion Use organisational and presentational devices. Evaluate and edit: Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Subject and verb agreement when using singular and plurals Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors	devices to build cohesion Use organisational and presentational devices Evaluate and edit: Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Subject and verb agreement when using singular and plurals Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors
Writing Handwriting	Sit correctly and hold a pencil correctly. Begin to form lower-case letters correctly.	Form lower- case letters of a consistent size. Begin to join some letters	Use the diagonal and horizontal strokes that are needed to join letters and understand which	Use the diagonal and horizontal strokes that are needed to join letters and understand which	write legibly, fluently and with increasing speed by: Choosing which shape of a letter to	write legibly, fluently and with increasing speed by: Choosing which shape of a letter to



	<p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand letters are formed in similar ways</p>	<p>Write capital letters and digits of consistent size.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Use diagonal and horizontal strokes needed to join some letters</p>	<p>letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task.</p>	<p>use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task.</p>
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