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



	1			ı		
	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 and Common exception words taught so far.	Distinguishing between homophones and near-homophones Add suffixes to spell longer words, including –ment, – ness, –ful, –less, –ly	sentences, dictated by the teacher, that include words and punctuation taught so far	sentences, dictated by the teacher, that include words and punctuation taught so far	Use the first three or four letters of a word to check spelling, meaning or both in a dictionary use a thesaurus.	Use the first three or four letters of a word to check spelling, meaning or both in a dictionary Use a thesaurus.
Grammar Word	Use plural noun suffixes - s and -es Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un Identify initial sounds in words Learn set 1 sounds.	Form nouns using suffixes such as ness, er and by compounding [for example, whiteboard, superman] Form adjectives using suffixes such as ful, less Use the suffixes er, est in adjectives and use ly in Standard English to turn adjectives into adverbs.	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	Recognise the grammatical difference between plural and possessives 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]	Convert nouns or adjectives into verbs using suffixes [for example, ate; ise; ify] Use verb prefixes [for example, dis, de, mis, over and re]	Recognise vocabulary and structures for formal speech and writing, including subjunctive forms

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



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



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

AY S	THE CHARING
	RY SC

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