



| Transcription - Spelling | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Phonic and whole word spelling | Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. | Spell words containing each of the 40+ phonemes already taught Spell some Y1 CEW and days of the week Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound | Segment words into phonemes and represent with graphemes Spell further Y2 CEW Spell homophones and near homophones: too/two/to, there/their,/they're where/were, sun/son, knight/night, sea/see, hear/here | Spell words that are often misspelt from the Y3/4 spelling list and homophones and near homophones, pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break, threw/through. Children are able to identify their most common spelling errors. Children can use No-Nonsense strategies to reduce misspellings. | Spell words that are often misspelt from the Y3/4 spelling list and homophones and near homophones, including but not limited to led/lead, farther/father, allowed/aloud, hear/heard, who's/whose, peace/piece, weather/whether, meddle/medal. Children are able to identify their most common spelling errors and select their most effective No-Nonsense strategies to reduce misspellings. | Spell some words with 'silent' letters, including, but not limited to kn, mb, stle, mn, b. Use a range of strategies to spell accurately - correct use of homophones, including but not limited to guest/guessed, serial/cereal, bridle/bridal, alter/altar, desert/dessert, draft/draught, stationary/stationery, principal/principle by using morphology (using known root words), etymology (and other words related by meaning) and dictionaries, using first 3 or 4 letters | Spell some words with 'silent' letters including, but not limited to ps, psy, gn, n. Use a range of strategies to spell accurately - correct use of homophones, including but not limited to ascent/assent, descent/decent, compliment/complement, affect/effect, precede/proceed, deviser/device, prophecy/prophecy, mourning/morning using morphology (using known root words), etymology (and other words related by meaning) and dictionaries, using first 3 or 4 letters |
| Other word building spelling | | Use the prefix -un Spell regular plurals - s, es Add suffixes where no change in spelling of root words - ing, er, ed, est | Use the possessive apostrophe - singular Spell words with contracted forms Add further suffixes - ment, less, ful, ness Add suffixes where change in spelling of root words occurs - ing, er, ed, est | Use the possessive apostrophe - regular plurals Use further prefixes without any further changes to spellings of mis-, dis-, in-, re-, sub-, anti-, inter- and consolidate suffixes from Y2 and understand how to add them | Use the possessive apostrophe - plurals and irregular plurals Use further prefixes without any further changes to spellings of il-, im-, ir-. Usually spell words with suffixes correctly and show understanding by explaining rules and patterns to others. | Use prefixes and suffixes with or without related spelling changes. New suffixes include - ible and -able. Use a thesaurus to include varied vocabulary to replace bland words. | Use a wide range of prefixes and suffixes with or without related spelling changes. Use a thesaurus as a tool to edit and improve their work. |

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| | | | | Check spelling in a dictionary - using first 2/3 letters | Explain the meaning of them. Check spelling in a dictionary - using first 2/3 letters | | |
| Transcription | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. | Write simple dictated sentences- in line with grammar learnt so far | Write simple dictated sentences- in line with grammar learnt so far | Write simple dictated sentences - in line with grammar learnt so far | Write simple dictated sentences - in line with grammar learnt so far | | |
| Handwriting | Form lower case and capital letters correctly Develop their small motor skills so that they can use a range of tools competently (PD) Use their core muscle strength to achieve a good posture when sitting at a table or on the floor (PD) Develop the foundations of a handwriting style which is fast, accurate and efficient (PD) | Sit correctly at a table, holding a pencil comfortably and correctly Form upper case and lower case letters correctly, including lead in lines, clear ascenders and descenders and sitting on the line Form digits 0-9 correctly (Understand which letters belong to the same handwriting 'families') | Form upper and lower case letters in relative size to each other Show horizontal and diagonal strokes and start to join Use appropriately sized spacing between words | Handwriting is legible and consistent with appropriate joins | Handwriting, at increased pace, maintains legibility, consistency and quality | Use appropriate handwriting - legible, fluent and with increasing speed | Use appropriate handwriting - legible, fluent and with increasing speed |
| Composition | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Contexts for writing | Name writing Labels Captions Sentences | Based on T4W models | Develop positive attitudes towards and stamina for writing by: Write for a range of purpose based on T4W models (narratives about personal experiences and those of others -real and | Plan their writing by: Identifying key organisational and language features in a writing model based on T4W models | Plan their writing by: Identify structure, vocabulary and grammar in a writing model to inform own writing based on T4W models | Plan their writing by: Selecting appropriate form for audience and purpose based on T4W models | Plan their writing by: Selecting appropriate form for precise audience and purpose based on T4W models |

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| | | | fictional-, real events, poetry, writing for different purposes | | | | |
| Planning and Drafting Writing | | <p>Write sentences by: Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> | <p>Plan their writing by: Plan using a range of strategies (saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence)</p> | <p>Plan their writing by: Discuss and record ideas with others when planning writing</p> <p>Draft and write by: Sentences have a range of structures reflecting SPAG objectives with varied and rich vocabulary (include composing and rehearsing orally)</p> <p>Paragraphs organised around a theme</p> <p>Narratives have simple settings, characters and plot</p> | <p>Plan their writing by: Discuss and record ideas with others when planning writing</p> <p>Draft and write by: Sentences have a range of structures reflecting SPAG objectives with use of new vocabulary (include composing and rehearsing orally)</p> <p>Organise and demarcate paragraphs appropriately</p> <p>Narratives have settings, characters and plot with some detail</p> | <p>Plan their writing by: Note and develop initial ideas for writing (drawing on reading and research, considering how authors develop characters and settings)</p> <p>Draft and write by: Select appropriate grammar reflecting all taught SPAG objectives and vocabulary</p> <p>Increase effectiveness of narrative writing by including settings, characters and atmosphere and integrating dialogue to advance action and develop character.</p> <p>Precis longer passages across the curriculum.</p> <p>Use a wide range of devices to build cohesion within paragraphs</p> | <p>Plan their writing by: Note and develop initial ideas for writing (drawing on reading and research, considering how authors develop characters and settings)</p> <p>Draft and write by: Choose grammar and vocabulary deliberately to change and enhance meaning</p> <p>Increase effectiveness of narrative writing by including settings, characters and atmosphere and integrating dialogue to advance action and develop meaningful character dialogue.</p> <p>Precis longer passages, justifying inclusions and exclusions across the curriculum and to support editing.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> |

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| | | | | Simple organisational devices are used in non-narrative writing, including generating simple headings and subheadings. | Simple organisational devices are used in non-narrative writing, including engaging and logical headings and relevant subheadings. | Use further organisational and presentational devices to guide the reader, including questions as headings, bullet points, diagrams. | Use further organisational and presentational devices to guide the reader, including glossary, linked opening to closing and fact box. |
| Editing Writing | | Re-reading and discuss what they have written (to check it makes sense) | Make simple additions, revisions and corrections to their own writing by: Re-read their writing to check for sense, spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] | Evaluate and edit by: Correct and improve writing by beginning to reference effectiveness (propose changes for effectiveness and proof-read for spelling and punctuation errors) | Evaluate and edit by: Correct and improve writing with reference to effectiveness with greater independence (propose changes for effectiveness and proof-read for spelling and punctuation errors) | Evaluate and edit by: Always proof-read writing for errors and effectiveness (errors, tenses, clarify meaning, appropriate register/formality) | Evaluate and edit by: Ensure effectiveness of writing in terms of impact and suitability for audience and purpose (errors, tenses, clarify meaning, appropriate register/formality) |
| Performing Writing | | Read aloud their writing (clearly enough to be heard by their peers and the teacher.) | Read aloud what they have written with appropriate intonation to make the meaning clear | Read aloud their own writing so that the meaning is clear. Children to text mark their own writing for clarity. | Read aloud their own writing, to larger groups, so that the meaning is clear. Children to text mark their own writing for clarity. | Perform their own compositions that reflect their text markings. | Perform their own compositions; engaging the audience |

| SPAG | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Vocabulary | | Leave spaces between words | Use expanded noun phrases to describe and specify [feg the blue butterfly] | Use prefixes of super- and anti- to form nouns Use knowledge of related words and words families to deduce meaning | Use prefixes of super- and anti- and give a clear definition of the new word created Children can use knowledge of related words and words families to group words and deduce meaning | Can increasingly convert nouns or adjectives into verbs using suffixes, including but not limited to -ate, -ise, -fy Can use prefixes to generate new verbs, including dis-, de-, mis-, over-, re- Use a thesaurus to include varied vocabulary to replace bland words. | Can convert nouns or adjectives into verbs using suffixes, including but not limited to -ate, -ise, -fy Can use prefixes to generate a wide range new verbs, including dis-, de-, mis-, over-, re- Use a thesaurus as a tool to edit and improve their work. |

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| | | | | | | Use expanded noun phrases (to convey complication information concisely), such as 'a tiny kitten with its eyes still closed...' | Use expanded noun phrases (to convey more complicated information concisely) such as 'the younger predators with less experience of hunting and fewer successful kills...' Can recognise the differences between formal and informal language and use formal vocabulary and structures, including subjunctive forms |
| Grammar | | Join words and clauses using 'and' | Use a range of subordination, including, but not limited to when, if, that, or because and co-ordination or, and, or but Use sentences with different forms (statement, question, exclamation, command) Use the present and past tenses correctly and consistently (including the progressive form, she is drumming, she drummed, she was drumming) Use some features of written Standard | Consolidate Y2 conjunctions and introduce 'although' and 'however' Use the correct form of 'a' or 'an' Select the appropriate tense for task. Begin to use the present perfect form of verbs (I am hoping...He is playing...) Choose nouns or pronouns appropriately with some independence to avoid | Children routinely use an increasing range of subordinating conjunctions at the beginning and within a sentence Consistently use the correct form of 'a' or 'an' Can explain why they have chosen a particular verb tense. Use the present perfect form of verbs with more accuracy. Choose nouns or pronouns appropriately across a range of independent writing to | Usually use relative clauses (beginning with who, which, where, when, whose, that or with an implied relative pronoun) Usually use modal verbs and adverbs to show degree of possibilities, including, but not limited to, there might be, we may be, sometimes, possibly, occasionally Use the perfect form of verbs to represent time: she has gone on holiday (showing that she is not back yet) Usually use devices to build cohesion, including adverbials of time, place and number. | Routinely and confidently use relative clause (beginning with who, which, where, when, whose, that or with an implied relative pronoun) Consistently uses modal verbs or adverbs to show degrees of possibilities, including, but not limited to, might have, ought to have, should have, frequently, probably, seldom Use passive verbs used appropriately in independent writing across the curriculum Use a range of devices to build cohesion, including adverbials of time, place and number. |

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| | | Use some grammatical terminology (English Appendix 2 in to discuss their writing) | English (Year group All the Time Toolkit) Use and understand some grammatical terminology (English Appendix 2) | repetition, create cohesion and achieve clarity Use conjunctions, adverbs and prepositions to express time and cause (including fronted adverbials) Understand and use grammatical terminology (English Appendix 2) accurately and appropriately | avoid repetition, create cohesion and achieve clarity Use conjunctions, adverbs and prepositions to express time and cause including fronted adverbials) Understand and use grammatical terminology (English Appendix 2) accurately and appropriately | Understand and use grammatical terminology (English Appendix 2) accurately and appropriately | Understand and use grammatical terminology (English Appendix 2) accurately and appropriately |
| Punctuation | Capital letters Full stops | Use a capital letter for proper nouns (and personal pronoun 'I') Use basic sentence punctuation (capital letter and a full stop, question mark or exclamation mark) | Use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive - singular) | Use inverted commas to punctuate direct speech | Use a wider range of sentence punctuation (including apostrophe for plural possession) | Begin to use more advanced sentence punctuation - using commas to clarify meaning or avoid ambiguity in writing, using hyphens to avoid ambiguity, using brackets, dashes or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list, punctuating bullet points consistently | Use advanced punctuation- using commas to clarify meaning or avoid ambiguity in writing, using hyphens to avoid ambiguity, using brackets, dashes or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list, punctuating bullet points consistently |
| Year group vocabulary list | letter, capital letter word, sentence full stop, question mark, exclamation mark grapheme, phoneme, digraph, trigraph, syllable, | singular, plural, root word punctuation, contraction, fluency, phrases, inference, infer, prediction | noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) (possessive) apostrophe, comma | preposition, conjunction word family clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter | determiner pronoun, possessive pronoun adverbial/fronted adverbial narrative poetry | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity Reading figurative language, | subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points organisational and presentational devices |

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| | | noun, prefix, suffix, narrative, dictate, conjunction, pronoun | contemporary, classic, recurring, intonation, homophone, editing, subordination, co- ordination, proof-read, synonym | inverted commas paragraph reference books, myths, legends, themes, conventions, tone, summarising, justify evaluate, present perfect verb, dictionary | | cohesion thesaurus, enhance | |
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| Enrichment activities | World Book Day Vocabulary Parade | National Handwriting Day 23 rd January National Storytelling Week (1 st -8 th Feb) Home Competition World Book Day Vocabulary Parade (March) Author Visits (March) BBC Radio 2 500 word competition (February) Library trips | | | | | |