

	Reception	Year 1	Year 2
Phonic & Whole Word Spelling	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. (<i>Refer to Phonics Progression of Skills Document</i>)</p> <p>Chant the letters of the alphabet by name, in order.</p> <p>Spell some common exception words, in line with the RWI phonics programme.</p> <p>ELG writing - Children spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Spell using words containing each of the 40+ phonemes already taught. (<i>Refer to Phonics Progression of Skills Document</i>)</p> <p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet.</p> <p>Begin to use letter names to distinguish between alternative spellings of the same sound.</p> <p>Spell words containing the diagraphs ph / wh</p> <p>Words ending in y as in happy, very, party.</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling.</p> <p>Spell homophones and near homophones.</p> <p>Continue to spell a wider range of common exception words.</p> <p>Use letter names rather than phonemes when spelling, with more consistency.</p> <p>/s/ spelt c. /n/ spelt kn. /r/ spelt wr /u/ spelt o. (or) spelt as a before l and ll (ball) -dge (badge), -ge (huge), g before e, i, y (giant)</p> <p>At the end of words: le(table), el(camel), al(metal), il(pencil), y (sky),</p> <p>Words ending in -tion (station)</p>
Other Word-Building Spelling	<p>Say sounds for each letter in the alphabet and at least 10 diagraphs. (<i>Refer to Phonics Progression of Skills Document</i>)</p>	<p>Know how the prefix 'un' can be added to change meaning and use in writing.</p> <p>Use the suffixes: 's', 'es', 'ed' and 'ing' within writing.</p> <p>Spell compound words.</p> <p>Write from memory simple sentences dictated which include taught phonemes and common exception words.</p> <p>Apply simple spelling rules and guidance, as listed in <a href="#">English appendix 1</a></p>	<p>Apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></p> <p>Learn to spell more words in contracted form.</p> <p>Use the singular possessive apostrophe.</p> <p>Add suffixes to spell longer words: -ment, -ness, ful, -less, ly</p> <p>Adding -es to nouns and verbs ending in y</p> <p>Adding -ed, -ing, -er, -est, -y to words and the different spelling rules for adding these suffixes</p>
Transcription	<p>RWI programme – “hold a sentence” and write a word at a time, using phonics skills and leaving finger spaces between words.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the Grapheme/phoneme correspondences (GPCs) and common exception words taught so far.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>

<p><b>Handwriting</b></p>	<p>Access to a range of activities in continuous provision to develop fine motor skills.</p> <p>Develop pencil grip so that the child has an effective tripod grip.</p> <p>Write first name independently using the correctly formed letters and with a capital at the beginning.</p> <p>Form digits 0 – 9</p> <p>ELG writing: Write recognisable letters, most of which are correctly formed;</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters and digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</p> <p>Most letters sit on the line correctly.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters.</p> <p>Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>
<p><b>Contexts for Writing</b></p>	<p>Child initiated writing (in role, and for purpose)</p> <p>Write for different purposes during adult focused activities, including writing based on familiar stories, poetry, labels, instructions and lists.</p>	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p>	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p>
<p><b>Planning Writing</b></p>	<p>Talk about what they want to write</p>	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p>	<p>Plan or say out loud what they are going to write about</p>
<p><b>Drafting Writing</b></p>	<p>Write simple phrases and sentences that can be read by others.</p>	<p>Sequence sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write down ideas and/or key words, including new vocabulary.</p> <p>Encapsulate what they want to say, sentence by sentence.</p>
<p><b>Editing Writing</b></p>	<p>Tell an adult what they have written about.</p>	<p>Discuss what they have written with the teacher or other pupils.</p>	<p>Evaluate their writing with the teacher and other pupils.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p>
<p><b>Performing Writing</b></p>	<p>Helicopter stories (acting out their story with adult support and their friends)</p>	<p>Read their writing aloud, clearly enough to be heard by their peers and the teacher</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>

<b>Vocabulary</b>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Leave spaces between words</p> <p>Join words and joining clauses using "and"</p> <p>Use familiar adjectives to add detail</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>
<b>Grammar</b>	<p>Begin to leave spaces between words</p>	<p>Leave spaces between words</p> <p>Join words and joining clauses using 'and'</p> <p>Regular plural noun suffixes –s or –e including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes added to verbs where no change is needed in spelling of root words (e.g. helping, helped, helper)</p> <p>Use the prefix un– to change the meaning of verbs and adjectives.</p> <p>Understand how words can combine to make sentences.</p>	<p>Use sentences with different forms: statement, question, exclamation, command.</p> <p>Use the present and past tenses correctly and consistently, including the progressive form.</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Use some features of written Standard English.</p> <p>Use correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress</p> <p>Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Form adjectives using suffixes such as –ful, –less</p>
<b>Punctuation</b>	<p>Show awareness of full stops in writing, sometimes using a full stop and capital letter accurately.</p>	<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Use commas to separate items in a list.</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>Learn how to use both familiar and new punctuation correctly - see <a href="#">English appendix 2</a>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>
<b>Grammatical Terminology</b>	<p>letter, word, sentence, full stop, finger space</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>

	Year 3	Year 4	Year 5	Year 6
<b>Phonic &amp; Whole Word Spelling</b>	<p>Spell further homophones</p> <p>Spell words that are often misspelt - see <a href="#">English appendix 1</a></p> <p>The /l/ sound spelt y (myth, gym)</p> <p>(u) spelt ou (young, double) (k) spelt ch (echo) (sh) spelt ch(chef) (s) spelt sc(science) (ay) spelt ei(vein), eigh(eight), ey(obey)</p>		<p>Spell some words with 'silent' letters</p> <p>Endings -cial /tial (official, essential)</p> <p>Words with 'ee' sound spelt ei after c (receive)</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, as listed in <a href="#">Appendix 1</a></p>	
<b>Other Word-Building Spelling</b>	<p>Use further prefixes and suffixes and understand how to add them - see English appendix 1</p> <p>Adding suffixes -ing,-ed,-en,-er,-ation to words of more than one syllable.</p> <p>Adding prefixes; in-, un-, dis-, mis-, il-, im-, ir-, sub-, super-, anti-, auto-</p> <p>Suffix -ly</p> <p>-ous(famous), -tion(action), -ssion(expression), -sion(tension), -cian(musician)</p> <p>-sure (measure), -ture (nature), -sion (confusion)</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 2 or 3 letters of a word to check its spelling in a dictionary</p>		<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</p> <p>Words ending in -cious / -tious (precious / cautious)</p> <p>Words ending in -ant / -ance / -ancy / -ent/ -ence/ -ency (observant, tolerance, innocent, innocence, frequency)</p> <p>Words ending in -able / -ible and -ably / -ibly</p> <p>Adding suffixes to words ending in -fer (referring / referred / referral)</p> <p>Use of hyphen</p> <p>Words containing the letter string -ough (rough, through)</p>	
<b>Transcription</b>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>			

Handwriting	<p>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.</p> <p>Increase the legibility, consistency and quality of their handwriting,</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for a task.</p>
Contexts for Writing	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>
Planning Writing	<p>Discussing and record ideas.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <i>English appendix 2</i>.</p>	<p>Note and develop initial, ideas, drawing on reading and research where necessary.</p>
Drafting Writing	<p>Organise paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Develop longer passages.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader.</p>
Editing Writing	<p>Assess the effectiveness of their own and others' writing, suggesting improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.#</p> <p>Ensure correct subject and verb agreement when using singular and plural, language of speech and writing and choosing the appropriate register.</p> <p>Proofread for spelling and punctuation errors</p>
Performing Writing	<p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>

<b>Vocabulary</b>	<p>Extend their range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p>		<p>Use a thesaurus</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p>	
<b>Grammar</b>	<p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Form nouns using prefixes (super-, anti-)</p> <p>Use the correct form of 'a' or 'an'</p> <p>Use word families based on common words (solve, solution, dissolve, insoluble)</p>	<p>Use fronted adverbials</p> <p>Show understanding of the grammatical difference between plural and possessive -s</p> <p>Use standard English verb inflections (I did vs I done)</p> <p>Use extended noun phrases, including with prepositions.</p> <p>Use appropriate choice of pronoun or noun to create cohesion.</p>	<p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.</p> <p>Convert nouns or adjectives into verbs.</p> <p>Verb prefixes.</p> <p>Devices to build cohesion, including adverbials of time, place and number.</p>	<p>Recognise structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Differences in informal and formal language.</p> <p>Synonyms &amp; antonyms</p> <p>Further cohesive devices such as grammatical connections and adverbials.</p> <p>Use of ellipsis.</p>
<b>Punctuation</b>	<p>Use and punctuate direct speech (i.e. Inverted commas)</p>	<p>Use commas after fronted adverbials</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p>	<p>Use hyphens to avoid ambiguity</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use a colon to introduce a list punctuating bullet points consistently.</p>
<b>Grammatical Terminology</b>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>