



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Handwriting</b>	<p>A NC: sit correctly at a table, holding a pencil comfortably and correctly</p> <p>B NC: begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>C NC: form capital letters</p> <p>D NC: form digits 0-9</p> <p>E NC: understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>A NC: form lower-case letters of the correct size relative to one another</p> <p>B NC: start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>C NC: write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>D NC: use spacing between words that reflects the size of the letters.</p>	<p>A NC: 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>B NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes 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>A NC: 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>B NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes 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>A NC: write legibly, fluently and with increasing speed by:</p> <p>B NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>C NC: choose the writing implement that is best suited for a task.</p>	<p>A NC: write legibly, fluently and with increasing speed by:</p> <p>B NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>C NC: choose the writing implement that is best suited for a task.</p>

spellings		<p>A NC: segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>B NC: learn 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>C NC: learn to spell common exception words</p> <p>D NC: learn to spell more words with contracted forms</p> <p>E NC: learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>F NC: distinguish between homophones and near-homophones</p> <p>G NC: add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>H NC: apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></p> <p>I NC: 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>A NC: use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>B NC: spell further homophones</p> <p>C NC: spell words that are often misspelt (English Appendix 1)</p> <p>D NC: 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>E NC: use the first two or three letters of a word to check its spelling in a dictionary</p> <p>F NC: write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>A NC: use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>B NC: spell further homophones</p> <p>C NC: spell words that are often misspelt (English Appendix 1)</p> <p>D NC: 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>E NC: use the first two or three letters of a word to check its spelling in a dictionary</p> <p>F NC: write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>A NC: use further prefixes and suffixes and understand the guidance for adding them</p> <p>B NC: spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>C NC: continue to distinguish between homophones and other words which are often confused</p> <p>D NC: use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>E NC: use dictionaries to check the spelling and meaning of words</p> <p>F NC: use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>G NC: use a thesaurus.</p>	<p>A NC: use further prefixes and suffixes and understand the guidance for adding them</p> <p>B NC: spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>C NC: continue to distinguish between homophones and other words which are often confused</p> <p>D NC: use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>E NC: use dictionaries to check the spelling and meaning of words</p> <p>F NC: use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>G NC use a thesaurus.</p>
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