

		Early Years Foundation Stage		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Plan/ explore	<p>Communication & Language</p> <ul style="list-style-type: none"> Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Start a conversation with an adult or friend and continue it for many turns. Use talk to organise themselves and their play: "Ley's go on a bus...you sit there... I'll be the driver." 	<p>Communication & Language</p> <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses, with modelling and support from their teacher. Participate in small group, class and one-to-one discussions, offering their own ideas. Retell the story both as an exact repetition or in their own words. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop new knowledge and vocabulary. 	<ul style="list-style-type: none"> Say out loud what they are going to write about. Compose a sentence orally before writing it. 	<ul style="list-style-type: none"> Plan or say out loud what they are going to write about. Write down key ideas and/or key words including new vocabulary. 	<ul style="list-style-type: none"> Discuss and record ideas within a given structure. Compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures. 	<ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. 	<ul style="list-style-type: none"> Identify the audience and purpose of the writing, using other similar writing as models for their own work. Select appropriate grammar and vocabulary. Note and develop initial ideas, drawing on reading where necessary. 	<ul style="list-style-type: none"> Identify the audience and purpose of own writing. Note and develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
	Write/ organise	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. 	<ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> Sequence sentences to form short narratives. 	<ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional) Write a poem linked to class learning. Write for different purposes. 	<ul style="list-style-type: none"> Write for a range of real purposes and audiences across the curriculum. Draft and write in narratives, creating settings, characters, and plot. Draft and write non-narrative material using headings and sub-headings. Organise writing into paragraphs as a way of grouping material. 	<ul style="list-style-type: none"> Write for a range of real purposes and audiences across the curriculum. Draft and write in narratives, creating settings, characters, and plot with consideration for the audience and purpose. Draft and write non-narrative material using simple organisational devices. Organise paragraphs around a theme. 	<ul style="list-style-type: none"> Write for a range of real purposes and audiences across the curriculum. Draft and write narratives, describing settings, characters and atmosphere and integrate dialogue to convey character. Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. Use devices to build cohesion within a paragraph e.g. then, after that, firstly. Link ideas across paragraphs using adverbials of time. Précis longer passages. 	<ul style="list-style-type: none"> Write for a range of real purposes and audiences across the curriculum. Understand the difference between vocabulary of informal speech and vocabulary appropriate for formal speech and writing. Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Link ideas across paragraphs using a wider range of cohesive devices to structure text and to guide the reader e.g. repetition of a word or phrase, grammatical connections, and ellipsis. Using a wide range of devices to build cohesion within and across paragraphs. Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text. Accurately précis longer passages.

Skills	Improve / read	<ul style="list-style-type: none"> Re-read what they have written to check it makes sense. 	<ul style="list-style-type: none"> Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils and begin to make changes independently. Read aloud their writing clearly enough 	<ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils. Proof-read to check their writing makes sense and for errors in spelling, grammar, and punctuation so that the meaning is clear. Check verbs to ensure correct tense. Read aloud their writing clearly enough to be heard by their peers and teacher. 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing suggesting improvements. Propose improvements to writing by changing grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. Proof-read for spelling and punctuation errors including the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar and vocabulary in own writing to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. Proof-read own writing to check for spelling and punctuation errors, including the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials. Confidently read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Evaluate and edit by assessing effectiveness of own and others writing. Ensure consistent and correct use of tense throughout piece of writing. Propose changes to vocabulary, grammar, and punctuation to enhance effects and meaning. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. Proofread for spelling errors linked to spelling statements for Year 5. Proof-read for spelling and punctuation errors including use of brackets, dashes, or commas to indicate parenthesis, use of commas to clarify meaning or avoid ambiguity. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> Evaluate and edit by assessing effectiveness of own and others writing with reasoning. Ensure consistent and correct use of tense throughout piece of writing. Propose reasoned changes to vocabulary, grammar, and punctuation to enhance effects and meanings. Ensure correct subject and verb agreement throughout writing and choose the appropriate register. Proof-read for spelling and punctuation errors including use of semi-colons, colons, dashes, punctuation of bullet points in a list, use of hyphens. Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	Grammar		<ul style="list-style-type: none"> Use a capital letter and full stop when writing short sentences. 	<ul style="list-style-type: none"> Leave spaces between words. Join words and join clauses using "and." Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. 	<ul style="list-style-type: none"> Understand and use different types of sentences: as a statement, question, exclamation, or command. Use expanded noun phrases to describe and specify e.g. the blue butterfly. Use present and past tenses correctly and consistently. Show correct use of progressive form or verbs to mark actions in progress e.g. she is drumming, he was shouting. Use subordination (using when, if, that, or because). Use co-ordination (using or, and, or but). Learn the possessive apostrophe (singular) eg: the girl's book. 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Express time and cause by using conjunctions, eg, when, before, after, while, so, because. Use adverbs eg: then, next, soon, therefore. Use prepositions eg, before, after, during, in, because of. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use present perfect tense of verbs instead of simple past eg, he has gone out to play not he went out to play. Use standard English forms for verb inflections instead of local spoken forms eg: we were instead of we was. 	<ul style="list-style-type: none"> Use fronted adverbials eg, later that day, I heard the bad news. Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. The strict maths teacher with curly hair) Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use standard English forms for verb inflections instead of local spoken forms eg, we was instead of we were. 	<ul style="list-style-type: none"> Link ideas across paragraphs using adverbials of: <ul style="list-style-type: none"> time e.g later place e.g. nearby number e.g. secondly tense choices e.g. he had seen her before Use relative clauses beginning with who, which, where, when, whose, that. Indicate degrees of possibility using adverbs eg, perhaps, surely or modal verbs eg, should, will, must. Use devices to build cohesion within a paragraph eg then, after that, this, firstly. Link ideas across paragraphs using adverbials of time, place, number or tense choices.

Transcription	Punctuation		<ul style="list-style-type: none"> Use a capital letter and full stop when writing short sentences. 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of own writing. Use capital letters for names of people, places, days of week and personal pronoun 'I'. 	<ul style="list-style-type: none"> Use full stops, capital letters, exclamation marks, question marks to demarcate sentences consistently in own writing. Use commas for lists. Use apostrophes for contracted forms and the possessive (singular). 	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech. Use commas after fronted adverbials. Indicate possession by using the possessive apostrophe with plural nouns. 	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech. Use commas after fronted adverbials. Understand the grammatical difference between plural and possessive -s. 	<ul style="list-style-type: none"> Use brackets, dashes, or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> Use semi-colon, colon, and dash to mark the boundary between independent clauses. Use hyphens to avoid ambiguity eg: man eating shark versus man-eating shark, or recover versus re-cover] Use the colon to introduce a list, semi-colons within lists and bullet points to list information.
	Vocabulary	Letter, Alphabet, Rhyme, Phoneme, Grapheme, Digraph, Trigraph, Sentence, Capital letter, Finger spaces, Full Stop	Letter, capital letter, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, vowel, consonant, plural	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, noun, tense, past present, apostrophe, comma, homophone	preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, consonant, letter, vowel, inverted commas /speech marks.	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, subjunctive	
Spelling	<ul style="list-style-type: none"> Spell their own name 	<ul style="list-style-type: none"> Spell words by identifying the sound and then writing the sound with letters. 	<ul style="list-style-type: none"> spell words containing each of the 40+ phonemes already taught spell common exception words spell the days of the week use letter names to distinguish between alternative spellings of the same sound 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 using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Spell common exception words spell more words with contracted forms spell using the possessive apostrophe (singular) [for example, the girl's book] distinguish between homophones and near-homophones add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> The /ow/ sound spelled 'ou.' The /u/ sound spelled 'ou.' The /i/ sound spelled with a 'y.' Words with endings that sound like /ze/ spelled '-sure.' Words with endings that sound like /ch/ is often spelled -the prefix 're-', 'dis' and 'mis' Adding suffixes beginning with vowel letters to words of more than one syllable. The long vowel /a/ sound spelled 'ai' 'ei' and 'ey' Adding the suffix -ly. (adverbs) The /l/ sound spelled '-al' and '-le' at the end of words. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' Adding the suffix -ly. Words which do not follow the rules. Words ending in '-er' when the root word ends in (t)ch. The /k/ sound spelled 'ch.' The /g/ sound spelled '-gue', the /k/ sound spelled '-que.' the /s/ sound spelled 'sc' Homophones and near homophones The suffix '-sion' Use a dictionary and thesaurus to find words. 	<ul style="list-style-type: none"> The prefix 'in-', '-sub', 'inter' Adding -ly to create adverbs, including when the final letter is 'l' Word with the 'sh' sound spelled ch. Adding the suffixes - 'ation', - 'ous', '-ion', '-cian' The 'ee' sound spelled with an 'i' The 'au' digraph Adding '-ly' to create adverbs of manner. Homophones and near homophones The /s/ sound spelled c before 'i' and 'e'. Prefixes - super, anti, auto, bi Plural possessive apostrophes. Use a dictionary and thesaurus to find words. 	<ul style="list-style-type: none"> Words ending in '-ious', and '-cious' Words ending '-cial' and '-tial.' Words ending in '-ant' and '-ent' Words ending in '-ance', '-ance' Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. Words ending in '-able', '-ible', '-ably' and '-ibly.' Adverbs of time - Adding suffixes beginning with vowel letters to words ending in -fer. Words with 'silent' letters at the start and those with 'silent' letters whose presence cannot be predicted from the pronunciation of the word. Words spelled with 'ie' after c. The 'ee' sound spelled ei after c. Words containing the letter string 'ough' where the sound is /aw/, /o/ or 'ow' Adverbs of possibility. Homophones or near homophones Words using hyphens Common Exception Words Use a dictionary and thesaurus to find words. 	<ul style="list-style-type: none"> Words with long and short vowel sound /i/ spelled y Convert nouns or verbs into adjectives using suffix '-ful' Words which can be nouns and verbs. Words with an /o/ sound spelled 'ou' or 'ow.' Words with a 'soft c' spelled /ce/. Adding the prefix dis, un, over, im. Words with the /f/ sound spelled ph. Words with origins in other countries. Words with unstressed vowel sounds. Words with endings 'tial' /shuhl/ after vowels and consonants. Letter string 'acc' at the beginning of words. Words ending in '-ably' and '-ible' and adding the suffix '-ibly' to create an adverb. Changing '-ent' to '-ence.' Recognise -er, -or, -ar at the end of words. Adverbs synonymous with determination. Adjectives and vocabulary to describe settings, characters, and feelings. Grammar and Mathematical Vocabulary Common Exception Words Use a dictionary and thesaurus to find words. 	

Handwriting & presentation	<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Write some letters accurately. 	<ul style="list-style-type: none"> • Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is accurate and efficient. • Write recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Form capital and lower-case letters in the correct direction, starting and finishing in the right place. • Form digits 0-9 correctly. 	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another. • Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Write capital letters and digits of the correct size, orientation, and relationship to one another. • Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • Increasingly use the diagonal and horizontal strokes that are needed to join letters. • Understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency, and quality of their handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant. • Space writing sufficiently so that the ascenders and descenders of letters do not touch. 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters. • Understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the downstrokes of letters are parallel. • Space writing sufficiently so that the ascenders and descenders of letters do not touch. 	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed. • Use style of handwriting is appropriate for a particular task e.g. printing labels, notetaking. 	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed, deciding whether or not to join specific letters. • Choose the writing implement that is best suited for a task. • Use style of handwriting appropriate for a particular task e.g. printing labels, notetaking.
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