

Year 1

Spelling

- Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others
- Spell words containing each of the 40+ phonemes already taught
- Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes
- Spell a few common exception words (e.g. I, the, he, said, of)
- Spell some common exception words
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- Spell the days of the week
- Name the letters of the alphabet in order
- Name the letters of the alphabet using 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
- Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly
- Form most lower-case letters correctly
- Form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these

Composition

- Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher
- Write down one of the sentences that he/she has rehearsed
- Compose and write sentences independently to convey ideas
- Write sentences, sequencing them to form short narratives (real or fictional)
- Write sentences by re-reading what he/she has written to check that it makes sense
- Discuss what he/she has written with the teacher or other pupils
- Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher

Vocabulary , Grammar and Punctuation

- Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun
- Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper
- Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat
- Join words and clauses using and
- Separate words with spaces
- Use capital letters and full stops to demarcate sentences in some of his/her writing
- Begin to punctuate work using question marks and exclamation marks
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun I
- Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark

Year 2

Spelling

- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others
- Spell by learning 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
- Spell many common exception words
- Spell some words with contracted forms
- Spell by learning the possessive apostrophe (singular) e.g. the girl's book
- Spell by distinguishing between homophones and near-homophones
- Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly
- Apply spelling rules and guidance, as listed in (English Appendix 1)
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Handwriting

- Form lower-case letters of the correct size relative to one another in some of his/her writing
- Use the diagonal and horizontal strokes needed to join letters in some of his/her writing
- Use the diagonal and horizontal strokes needed to join letters
- 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 and to lower case letters
- Use spacing between words that reflects the size of the letters

Composition

- Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional)
- Write about real events, recording these simply and clearly
- Write poetry to develop positive attitudes and stamina for writing
- Write for different purposes to develop positive attitudes and stamina for writing
- Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing
- Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about
- Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary
- Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence
- Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils
- Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher
- Read aloud what he/she has written with appropriate intonation to make the meaning clear

Vocabulary , Grammar and Punctuation

- Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman
- Form adjectives using suffixes such as -ful, -less

- Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest
- Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses
- Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon
- Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Use present and past tense mostly correctly and consistently
- Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting
- Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required
- Use question marks and exclamation marks appropriately
- Use commas to separate items in a list
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name
- Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma

Year 3

Spelling

- Use the prefixes un-, dis-, mis-, re-, pre-
- Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited
- Use the suffix -ly
- Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature
- Spell words with endings which sound like 'zhun' e.g. division, decision
- Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane
- Spell words that are often misspelt (English Appendix 1)
- Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym
- Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double
- Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo
- Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine
- Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting

- Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined

- Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Composition

- Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary
- Plan his/her writing by discussing and recording ideas within a given structure
- Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2)
- Draft and write by organising writing into paragraphs as a way of grouping related material
- Draft and write in narratives, creating settings, characters and plot
- Draft and write non-narrative material, using headings and sub-headings to organise texts
- Evaluate and edit by assessing the effectiveness of his/her own writing
- Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions
- Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly
- Read his/her 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

Vocabulary , Grammar and Punctuation

- Form nouns using a range of prefixes e.g. super-, anti-, auto-
- Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box
- Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble

- Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of
- Begin to use paragraphs as a way to group related material
- Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play
- Begin to use inverted commas to punctuate direct speech
- Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')

Year 4

Spelling

- Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-
- Understand and add suffixes -ation, -ous
- Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician
- Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique
- Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's
- Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1)
- Spell words with the 's' sounds spelt 'sc' e.g. science, scene
- Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's
- Use the first three or four letters of a word to check its spelling in a dictionary
- Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far

Handwriting

- 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
- Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Composition

- Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar

- Plan his/her writing by discussing and recording ideas
- Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)
- Draft and write by organising paragraphs around a theme
- 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
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements
- Evaluate and edit by proposing changes to 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 use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials
- Confidently read his/her 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

Vocabulary , Grammar and Punctuation

- Understands the grammatical difference between plural and possessive -s
- Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done
- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair
- Use fronted adverbials e.g. Later that day, I heard the bad news.
- Use paragraphs to organise ideas around a theme
- Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

- Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas
- Use apostrophes to mark plural possession e.g. the girl's name, the girls' names
- Use commas after fronted adverbials
- Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial

Year 5

Spelling

- Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious
- Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial
- Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance
- Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly
- Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough
- Spell some words with 'silent' letters e.g. knight, psalm, solemn
- Spell some of the year 5 and 6 words correctly (English Appendix 1)
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus

Handwriting

- Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Write increasingly legibly

Composition

- Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own
- Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary

- Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed
- Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)
- Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character
- Draft and write by précising longer passages
- Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly
- Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
- Use different verb forms mostly accurately with consideration for audience and purpose
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)
- Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing
- Proof-read for spelling errors linked to spelling statements for year 5
- Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity
- Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary , Grammar and Punctuation

- Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify

- Understand verb prefixes e.g. dis-, de-, mis-, over- and re-
- Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must
- Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly
- Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before
- Use brackets, dashes or commas to indicate parenthesis
- Use commas to clarify meaning or avoid ambiguity
- Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity

Year 6

Spelling

- Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference
- Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter
- Distinguish between homophones and other words which are often confused, for example, nouns end -ce and verbs end -se (English Appendix 1)
- Use dictionaries to check the spelling and meaning of words
- Spell most of the year 5 and 6 words correctly (English Appendix 1)
- Use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)
- Use a thesaurus with confidence

Handwriting

- Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined
- Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task

Composition

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary
- Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure)
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2)
- Draft and write narratives, describing settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action
- Draft and write by accurately précising longer passages
- Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis
- Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning
- Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural
- Distinguish between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling errors linked to spelling statements for year 6
- Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens
- Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary , Grammar and Punctuation

- Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types

- Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little
- Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)
- Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis
- Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text
- Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses
- Use the colon to introduce a list and semi-colons within lists
- Use bullet points to list information
- Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover
- Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points
- Use the perfect form of verbs to mark relationships of time and cause
- Use expanded noun phrases to convey complicated information concisely
- Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity