

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics & Whole Word Spelling	Words containing 40 phonemes taught Common exception words Days of the week Name the letters of the alphabet Spell words with simple phoneme/grapheme correspondence e.g cat, dog, red Make phonetically plausible attempts at writing longer words	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which 1 or more spellings are already known and learn some words with each spelling Learning to spell common exception words Distinguish between homophones and near-homophones	Spell further homophones Spell words that are often misspelt	Spell further homophones Spell words that are often misspelt	Spell some words with silent letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling of some words needs to be learnt specifically	Spell some words with silent letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling of some words needs to be learnt specifically
Other word building -spelling	Use the spelling rule for adding –s and –es as a plural Using the prefix un to change meaning of verbs and adjectives eg. kind-unkind Using –ing, -er, -ed and –est where no change is needed in the root word Apply simple spelling rules	Learn the possessive apostrophe Learn to spell words in contracted form Add suffixes –-ness, er to form nouns Add -ful, -less, er, est to form adjectives Add-ly to form adverb, Apply spelling rules	Use further prefixes and suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to	Use further prefixes and suffixes and understand how to add them Use the first 2 or 3 letters of a word to check its spelling in a dictionary	Use further prefixes and suffixes and understand the guidance for adding them. Use the first 3 or 4 letters of a word to check its spelling and meaning in a dictionary	Use further prefixes and suffixes and understand the guidance for adding them. Use the first 3 or 4 letters of a word to check its spelling and meaning in a dictionary

			check its spelling in a dictionary			
Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and the punctuation taught so far.	Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.	Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.		
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly Begin to 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	Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters 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.	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined. Increase the legibility, consistency and quality of their writing	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined. Increase the legibility, consistency and quality of their writing	Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task	Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task
Contexts For writing	Write narratives about personal experiences and those of others Write about real events Write poetry	Write narratives about personal experiences and those of others Write about real events	Write Non-Chronological Reports/recounts Write Poetry Write Informal/formal letters Write instructions	Write Non-Chronological Reports/recounts Write Poetry Write formal persuasive advert	Write Newspaper reports Write poetry Write a formal letter/information text	Write a balanced argument Write descriptive poetry Write a formal letter

	Write for different purposes	Write poetry Write for different purposes Write instructions	Write narratives based on myths and legends Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Write informal letters Write narratives based on myths and legends Develop character and setting descriptions Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Develop character and setting descriptions Retell a classic story using setting and character descriptions Write a diary entry Write a persuasive report/argument Write a non-chronological report Identify the audience for, and purpose of the writing selecting the appropriate form and using other similar writing as models for their own. In writing narratives, consider how authors have developed characters and settings in what pupils have read listened to or seen performed.	Develop character and setting descriptions Retell a dual narrative using setting and character descriptions Write a diary entry Write a persuasive report Write a non-chronological report Write dialogue Identify the audience for, and purpose of the writing selecting the appropriate form and using other similar writing as models for their own. In writing narratives, consider how authors have developed characters and settings in what pupils have read listened to or seen performed.
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Planning Writing	Saying out loud what they are going to write about Compose a sentence orally before writing it	Planning or Saying out loud what they are going to write about	Discuss and record ideas Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures	Discuss and record ideas Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures	Noting and developing initial ideas, drawing on reading and research where necessary	Noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	Sequence sentences to form short narratives Re-read what they have written recognise when sentences make sense	Write down ideas/key words including new vocabulary Sum up what they want to say sentence by sentence	Organise paragraphs around a theme In narratives create settings, characters and plot In non-fiction writing use headings and sub-headings as organisational devices	Organise paragraphs around a theme In narratives create settings, characters and plot In non-fiction writing use headings and sub-headings as organisational devices	In narratives, describe setting, characters and atmosphere and integrate dialogue to convey character and advance the action. Precise longer passages Use further organisational and presentational devices to structure text and to guide the reader. Use a wide range of devices to build cohesion within and across paragraphs Select appropriate grammar and	In narratives, describe setting, characters and atmosphere and integrate dialogue to convey character and advance the action. Precise longer passages Use further organisational and presentational devices to structure text and to guide the reader. Use a wide range of devices to build cohesion within and across paragraphs

					vocabulary understanding how choices can change and enhance meaning.	Select appropriate grammar and vocabulary understanding how choices can change and enhance meaning.
Editing Writing	Discuss what they have written with the teacher or other pupils	Reread to check that their sentences make sense and that verbs are consistently used in the right tense Proof read to check for errors in spelling, grammar and punctuation	Proof read to check for errors in spelling, grammar and punctuation Assess the effectiveness of their own and others' writing	Assess the effectiveness of their own and others' writing Propose changes to grammar and vocabulary to improve consistency including correct use of pronouns and tense Proofread for spelling and punctuation errors.	Assess the effectiveness of their own and others' writing Propose changes to grammar and vocabulary to improve consistency including correct use of pronouns and tense Proofread for spelling and punctuation errors . Ensure writing remains in the correct voice throughout (formal, informal, dramatic) Ensure correct use of subject and verb agreement (was/were)	Assess the effectiveness of their own and others' writing Propose changes to grammar and vocabulary to improve consistency including correct use of pronouns and tense Proofread for spelling and punctuation errors. Ensure writing remains in the correct voice throughout (formal, informal, dramatic) Ensure correct use of subject and verb agreement (was/were)

Vocab/ Sentence	Combine words to make sentences Join words and clauses using “and” Use familiar adjectives to add e.g. red apple Sequencing sentences to form short narratives	Use expanded noun phrases in sentences-improve a noun phrase by adding more or one adjective Use verbs and know that adverbs in sentences give additional information about the verb. Understand how patterns in a sentence show its function- statement, command, exclamation, question Write a sequenced piece of narrative writing Narrative is organised into a beginning, middle and end. Narrative to include a simple Character Description and Setting Description Use subordinating (when, if, that, because) and co-ordinating (and, or, but) conjunctions in	Extend the range of sentences with more than one clause by using a wider range of conjunctions- if, because, although, when Choose nouns or pronouns to avoid repetition in sentences Use adverbs and adverbials as sentence openers. Use adverbial phrases that start with a preposition- Underneath the book shelf..... At 12 o clock Narrative to include a simple Character Description showing emotion and Setting Description	Distinguish between plural s and possessive s Use a wide range of fronted adverbials correctly punctuated-SPACE Extend the range of sentences with more than one clause by using a wider range of conjunctions- if, because, so, while, meanwhile, until Open with a fronted Adverbial and then a comma- silently tiptoeing, Include how (manner) , where (place) and when (time) in adverbial phrases	Use relative clauses beginning with who, where, when, which, that or whose Use a wide range of fronted adverbials correctly punctuated-SPACE Use modal verbs in sentences to show level of certainty Use of thesaurus to improve vocabulary Understand what a synonym and antonym are Use parenthesis in sentences	use differences in formal and informal language Use a wide range of fronted adverbials correctly punctuated-SPACE Use passive and active voice in fiction and non-fiction writing Use of thesaurus to improve vocabulary Use parenthesis in sentences to add extra information in fiction and non-fiction writing
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		sentences (BOYS sentences)				
Grammar	Know what nouns are and Understand singular and plural	Use present and past tense correctly and consistently Use progressive form of verbs in the present and past tense (she is drumming, she was drumming) Headings/Subheadings Know a verb is an action word Imperative verbs	Choose nouns or pronouns to avoid repetition Use present perfect form of verbs Form nouns using prefixes (eg anti, super) Use the correct form of 'a' or 'an' Make word families based on common words (solve, dissolve, insoluble) Use fronted adverbials Use conjunctions and adverbs to express time and cause Know what prepositions are	Use present perfect form of verbs Know correct use of Standard English- was/were is/are Expanded noun phrases to include prepositions Introduce determiners and know that they specify the noun in the sentences- Articles, Demonstrative, Possessive and Quantifiers. Know they come before a noun or adjective Use a wide range of conjunctions and adverbs to express time and cause Know the difference between	Use present perfect form of verbs to mark relationship of time and clause Convert nouns or adjectives into verbs by adding suffixes Use verb pre-fixes Use devices to build cohesion including adverbials of time, place and number Know what modal verbs are and use modal verbs to indicate degrees of possibility Introduce relative pronouns and relative clauses Know what parenthesis is	Use modal verbs to indicate degrees of possibility Use passive verbs. Know the difference between active and passive voice Identify and use active and passive form Recognise vocabulary that is appropriate for formal speech and writing including subjunctive form Identify and use subjunctive form Understand and use differences in formal and informal language Understand synonyms and antonyms

			Know what Personal pronouns are Know the difference between the main clause and subordinate clause	coordinating and subordinating conjunctions Introduce possessive pronouns		Reported and direct speech
Punctuation	Separate words with spaces Introduce capital letters, full stops, question marks , exclamation marks Capital letters for names and the pronoun I	Use capital letters, full stops, question marks and exclamation marks consistently Teach A statement uses an full stop A question uses a question mark An exclamation with how or what uses an exclamation mark. Use commas to separate items in a list Begin to use apostrophes to mark where letters are missing (can't, don't, can't) and for singular possession Jane's book	Continue with Key Stage 1 targets Use and punctuate direct speech "" only Accurately use apostrophes to mark where letters are missing (can't, don't, can't) Indicate possession by using the possessive apostrophe with singular and plural nouns. Use commas for fronted adverbials	Use commas for fronted adverbials Indicate possession by using the possessive apostrophe with singular and plural nouns. Use and punctuate direct speech with inverted commas and other punctuation.- must include new speaker, new line Use bullet points	Use commas to clarify meaning Accurately Use brackets, dashes and commas to indicate parenthesis Use and punctuate direct speech with inverted commas and other punctuation.- must include new speaker, new line Use semi-colons to separate items in a complicated, detailed list	Use hyphen to avoid ambiguity Use semi colons to mark boundaries between independent clauses Use colons to introduce a list Use colons and dashes to mark boundaries between dependent clauses Punctuate bullet points Use of ellipses
Grammatical terms	Singular Plural	Expanded noun phrases statement, command, exclamation, question,	Adverbs, Expanded noun phrases statement, command,	Prepositions Fronted adverbials Pronouns Determiner	Parenthesis Relative pronouns Relative clauses Bracket	Subject Object Active Passive

	Full stops, Question marks. Exclamation marks, Capital letter	apostrophe, comma, tense, adjective, adverb ,contraction, homophone, Imperative verb	exclamation, question, apostrophe, comma, tense, adjective, adverb ,contraction suffix ,prefix Subordinate clause Direct speech	Pronoun Possessive pronoun Adverbial Fronted adverbial	Dash Modal verbs Synonym Antonym	Synonym Antonym Colon Semi colon Hyphen Bullet points Direct speech Subordinate clause
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