

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and whole word spelling Children should :	<ul style="list-style-type: none"> ✓ Spell correctly: <ul style="list-style-type: none"> - words containing each of the 40+ phonemes already taught. e.g. ai - rain, oi-join, ay – day, a-e – made, -ir – girl, ie – lie, aw- paw, igh-high - common exception words e.g. <i>the, today, were, where, says, friend</i> - days of the week. ✓ Name the letters of the alphabet correctly in order. ✓ Use letter names to distinguish between alternative spellings of the same sound. ✓ Make phonetically plausible attempts at spelling words. ✓ Division of words into syllables e.g. <i>po-cket, sun-set, thun-der</i> 	<ul style="list-style-type: none"> ✓ Segment 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 e.g. /s/= c or s - <i>sit, race</i>, /r/ = r or wr – <i>ring write</i>, ✓ learn to spell common exception words. e.g. <i>clothes, beautiful, parents, everybody, behind, child, water, great, after, because</i> ✓ distinguish between homophones and near-homophones. E.g. <i>there/ their/ they're, sun/son, be/bee, to/two/too, hear/here</i> 	<ul style="list-style-type: none"> ✓ spell further homophones ✓ /ow/ = 'ou' e.g. <i>mouth, around, sound</i> ✓ /u/ = 'ou' e.g. <i>touch, double</i> ✓ /'i/ = 'y' e.g. <i>gym, Egypt</i> ✓ 'ai' diagraph, 'aigh' tetragraph e.g. <i>straight, painter, fainted</i> ✓ 'ei' diagraph and 'eigh' tetragraph e.g. <i>vein, weight, neighbour</i> ✓ /ai/ = 'ey' e.g. <i>obey, prey, convey</i> ✓ Word ending in 'al' e.g. <i>arrival, comical</i> ✓ /k/ = 'ch', e.g. <i>scheme, echo, character</i> ✓ Words ending in -le e.g. <i>batle, article, struggle</i> ✓ Words ending in -sion e.g. <i>division, invasion</i> ✓ spell words that are often misspelt (Appendix 1) ✓ Words that are homophones e.g. <i>ball/bawl, berry/bury, brake/break, fair/ fare</i> 	<ul style="list-style-type: none"> ✓ spell further homophones or close homophones e.g. <i>accept/except, knot/not, weather/whether,</i> ✓ /sh/= ch e.g. <i>chalet, chef, machine</i> ✓ Word ending -sion <i>expansion, comprehension</i> ✓ Word ending -ous <i>precious, poisonous, dangerous</i> ✓ Word ending -ious and -eous e.g. <i>serious, curious, hideous, spontaneous</i> ✓ Word ending -ssion e.g. <i>expression, discussion, confession</i> ✓ Words ending in -cian e.g. <i>musician, magician, electrician,</i> ✓ /or/ = au e.g. <i>automatic, astronaut</i> ✓ Words with 'c' before 'l' and 'e' circle, century, circus ✓ spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> ✓ words ending -tious, -ious e.g. <i>ambitious, infectious, fictitious</i> ✓ Words ending in -cious e.g. <i>delicious, atrocious,</i> ✓ Words ending in -cial and -tial e.g. <i>official, special, potential, essential</i> ✓ Word ending -ant e.g. <i>abundant, brilliant</i> ✓ Words ending in -ance and -ancy e.g. <i>abundance, elegance, vacancy</i> ✓ Words ending in -ent and -ence e.g. <i>innocence, decent, emergent</i> ✓ Words ending in -able and -ible e.g. <i>dependable, enjoyable, possible</i> ✓ spell some words with 'silent' letters ✓ /or/ = 'ough' e.g. <i>fought, thought</i> ✓ continue to distinguish between homophones or near homophones e.g. <i>advice/ advise, device/devise, practice/ practise</i> ✓ Words with hyphens e.g. <i>co-oidantes, co-own, re-examine</i> ✓ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	<ul style="list-style-type: none"> ✓ Short vowel /i/ = y e.g. <i>rhythm, system</i> ✓ /igh/ = y e.g. <i>rhyme, occupy, apply</i> ✓ /oa/ spelt 'ou' or 'ow' e.g. <i>shoulder, mould</i> ✓ 'soft c' = ce e.g. <i>prejudice, sacrifice, cemetery</i> ✓ /f/ spelt 'ph' e.g. <i>graph, pheasant, phone</i> ✓ /i/ = y e.g. <i>rhythm, system</i> ✓ /shul/ = cial e.g. <i>antisocial, official,</i> ✓ 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 and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling Children should;	<ul style="list-style-type: none"> ✓ Add prefixes and suffixes: <ul style="list-style-type: none"> - using the spelling rule for adding –s or –es. 	<ul style="list-style-type: none"> ✓ learn the possessive apostrophe (singular) e.g. <i>Sam's, Tim's, the teacher's, the girl's</i> 	<ul style="list-style-type: none"> ✓ Use further prefixes e.g. - re: <i>redo, refresh,</i> - dis: <i>disagree, disappointed</i> 	<ul style="list-style-type: none"> ✓ use further prefixes and understand how to add them <ul style="list-style-type: none"> - in :<i>inactive, incorrect, invisible</i> 	<ul style="list-style-type: none"> ✓ suffixes where the root word ends inf -fer e.g. <i>referring, transferring, referee</i> 	<ul style="list-style-type: none"> ✓ use further prefixes <ul style="list-style-type: none"> - over: <i>overthrow, overbalance</i> - dis, un, over, im: <i>disappointed,</i>

	<p>e.g. -s cats, dogs, friends, -es catches, watches</p> <ul style="list-style-type: none"> ✓ prefix un- e.g. unhappy, undo, unplug ✓ Suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. E.g. buzzing, buzzed, jumping, jumped, quickest, quicker 	<ul style="list-style-type: none"> ✓ learn to spell more words with contracted forms e.g. couldn't, wouldn't, shouldn't, didn't ✓ add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly e.g. enjoyment, hopeless, hopeful, badly ✓ Spell compound words e.g. playground, football, bedroom, farmyard 	<p>- mis: misunderstand, mistake</p> <ul style="list-style-type: none"> ✓ use further suffixes and understand how to add them e.g. -sure: treasure, measure -ture: adventure, creature -ing: running, developing, -en : forgotten, forbidden, -ally, ✓ place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals e.g. boys', babies', men's ✓ use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<p>- im-, il-, ir: illegal, illegible, immature, irregular, irresponsible</p> <p>- sub: subject, subway, submerge,</p> <p>- inter: interact, intercity, international</p> <p>- bi: bicycle, biannual, bilingual</p> <ul style="list-style-type: none"> ✓ Use further suffixes - ation: information, preparation, vibration - ly, -lly: sadly, completely, bravely, finally, usually ✓ place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals e.g. the girl's name vs the girls' ✓ use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> ✓ and understand the guidance for adding them ✓ use dictionaries to check the spelling and meaning of words ✓ use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary 	<p>unsure, overseas, impatient</p> <ul style="list-style-type: none"> ✓ Use further suffixes - ful :Plentiful, merciful, fearful - ible, ibly: reversible, possibly ✓ Words with unstressed vowels e.g. environment, secretary ✓ Words that can be nouns and verbs:produce, impact, transport ✓ use dictionaries to check the spelling and meaning of words ✓ use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
<p>Transcription Children should:</p>	<ul style="list-style-type: none"> ✓ 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"> ✓ 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"> ✓ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>write from memory sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		
<p>Handwriting Children should:</p>	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ 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 their handwriting 	<ul style="list-style-type: none"> ✓ choose which shape of a letter to use when given choices and deciding whether or not to join specific letters ✓ choose the writing implement that is best suited for a task 		

	<ul style="list-style-type: none"> ✓ form capital letters. ✓ form digits 0-9. ✓ understand which letters belong to which handwriting 'families' and to practise these. <i>E.g. c,a,d,g,q</i> 	<p>letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> • 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. 				
Themes for writing:	-		<p>Magic & mystery (<i>Leon and the place between</i>) Dreams & desires (<i>The BFG, The Tear Thief</i>) Overcoming adversity (<i>Cloud Tea Monkeys</i>) Fantasy World (<i>Girl Robot</i>) Fantasy (<i>Excitable Edgar, Dream Give</i>) Mystery to discovery (<i>How to live Forever</i>) Hope and Healing (<i>The Last Garden</i>) Imagination and freedom (<i>The First Drawing, The Boy who Grew dragons</i>) Protecting the environment (<i>The Tin Forest</i>)</p>	<p>Hope & Healing (<i>FARThER, Exploration and discovery (Shackleton's Journey, Weslandia)</i>) Different worlds (<i>Jabberwocky, How to Train your Dragon</i>) Innovation and inventions (<i>Iron man</i>) Finding Freedom (<i>Varmints</i>) From our family to yours Darkness and light (<i>The Selfish Giant</i>) Taking Courage (<i>The Matchbox Diary</i>) Origins Films</p>	<p>Ambition and desire (<i>The Man that Walked between the Towers, Hidden Figures</i>) Innovation and inventions (<i>Robot Girl</i>) Responsibility and blame (<i>The Lighthouse film</i>) Power vs principle (<i>Percy Jackson, The Tempest</i>) Belonging and equality (<i>Man on the moon, The Lost Thing, The Island</i>) Holes Lessons from History (<i>Kaspar Prince of Cats, Children of Benin Kingdom</i>)</p>	<p>Migration and movement (<i>The Arrival</i>) Evolution and inheritance (<i>Can we Save the Tiger</i>) War (<i>Letters from the Lighthouse, the Christmas Truce</i>) Mystery and belonging (<i>Wild Boy, Alma</i>) Guilt and innocence (<i>Macbeth</i>) Loss and grief (<i>The Savage</i>)</p>
Planning for Writing Children should:	<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 	<ul style="list-style-type: none"> ✓ discuss and record ideas ✓ 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 for and purpose of writing and use this to select an appropriate form ✓ note and develop initial ideas, drawing on reading and research where necessary ✓ In narrative writing, consider how authors have developed characters and settings drawing on what they have read, listened to and performed 		
Drafting writing Children should:	<ul style="list-style-type: none"> ✓ sequence sentences to form short narratives. 	<ul style="list-style-type: none"> ✓ write down ideas and/or key words, including new vocabulary ✓ record what they want to say, sentence by sentence 	<ul style="list-style-type: none"> ✓ organise paragraphs around a theme ✓ in narratives, creating settings, characters and plot using devices such as noun phrase ✓ in non-narrative material, using simple organisational devices where appropriate <i>e.g. headings, subheading, bullet points</i> 	<ul style="list-style-type: none"> ✓ organise paragraphs around a theme ✓ in narratives, creating settings, characters and plot ✓ in non-narrative material, using simple organisational devices <i>e.g. headings, subheadings, bullet points,</i> 	<ul style="list-style-type: none"> ✓ select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ✓ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 	<ul style="list-style-type: none"> ✓ select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ✓ in narratives: - create sustained descriptions of imaginative settings, characters and atmospheres

					<ul style="list-style-type: none"> ✓ précis (summarising) longer passages ✓ use a wide range of devices to build cohesion within and across paragraphs <i>e.g.</i> ✓ use further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> - integrate dialogue to convey character and advance action ✓ précis (summarising) longer passages ✓ use a wide range of devices to build cohesion within and across paragraphs <i>e.g.</i> - <i>Adverbials: on the other hand, in contrast, as a consequence</i> ✓ <i>Repetition of a word or phrase</i> ✓ use further organisational and presentational devices to structure text and to guide the reader ✓ Recognise the difference between vocabulary and select the most appropriate form and tone for writing <i>e.g. formal vs informal -> ask for vs request, go in vs enter</i>
Editing Writing Children should:	<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. 	<ul style="list-style-type: none"> ✓ evaluate their writing with the teacher and other pupils ✓ reread writing to check that it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <i>e.g. are going, was growing, is leaving</i> ✓ proofread to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> ✓ assess the effectiveness of their own and others' writing and suggest improvements ✓ propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ✓ proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> ✓ assess the effectiveness of their own and others' writing ✓ propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ✓ ensure the consistent and correct use of tense throughout a piece of writing ✓ ensure correct subject and verb agreement when using singular and plural, ✓ distinguish between the language of speech and writing and choosing the appropriate register ✓ proofread for spelling and punctuation errors 		
Performing writing Children should:	<ul style="list-style-type: none"> ✓ read writing aloud clearly enough to be heard by their peers and the teachers. 	<ul style="list-style-type: none"> ✓ read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> ✓ read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> ✓ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 		

Grammar
Children should use:

<ul style="list-style-type: none"> ✓ Combine words to create a sentence including using 'and' to join clauses ✓ Demarcate sentences using: separation of words with spaces, capital letter, full stops, exclamation marks, question marks ✓ Use capital letters for names and the pronoun 'I' 	<ul style="list-style-type: none"> ✓ sentences with different forms: statement, question, exclamation, command e.g. <i>The dog is black. What colour is the dog? My dog is amazing!</i> ✓ the present and past tenses correctly and consistently including the progressive form e.g. <i>present: they are playing football vs past: they were playing football</i> ✓ develop sentences using subordinating conjunctions e.g. <i>when, if, that, or because</i> and co-ordinating conjunctions e.g. <i>or, and, or but</i> ✓ some features of written Standard English ✓ suffixes to form new words (-ful, -er, -ness) ✓ Use sentence demarcation consistently e.g. <i>. ! ?</i> ✓ Use commas in lists e.g. <i>I need to buy eggs, bread, milk and tomatoes.</i> ✓ apostrophes for omission e.g. <i>can't, won't, it's</i> and singular possession <i>Sam's, the class's, the dog's</i> 	<ul style="list-style-type: none"> ✓ using the present perfect form of verbs in contrast to the past tense e.g. <i>He has gone to class, The class have gone to lunch</i> ✓ form nouns using prefixes e.g. <ul style="list-style-type: none"> - <i>super (over/above) supermarket, supervise, superpower</i> - <i>re (again/back) reappear, recall</i> - <i>sub (under) submarine, subtract</i> - <i>auto (self/ own) automatic, autobiography</i> - <i>anti (against) anticlockwise, antibiotic</i> - <i>inter (between/ among) interact, interval</i> ✓ use the correct form of 'a' (before words beginning with a consonant) or 'an' (before words beginning with vowels) e.g. <i>a class vs an apple</i> ✓ recognise word families based on common words e.g. solve, solution, dissolve, insoluble help, helper, helping, unhelpful 	<ul style="list-style-type: none"> ✓ Using a range of fronted adverbials to show things such as manner, frequency, place, time etc e.g. <i>without hesitation, every morning, just beyond the horizon, early in the afternoon</i> ✓ Standard English verb inflections e.g. <i>I did vs I done</i> ✓ extended noun phrases, including with prepositions e.g. <i>the spectacular robin soared high through the overgrown trees.</i> ✓ appropriate choice of pronoun or noun to create cohesion and avoid repetition e.g. <i>the lion = the fierce creature, the deadly predator, the determined scavenger</i> 	<ul style="list-style-type: none"> ✓ using the perfect form of verbs to mark relationships of time and cause e.g. <i>he has finished his work, they have finished their work,</i> ✓ using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (ie omitted) relative pronoun e.g. <i>His bike that was stolen was found in the park. The girl, who find it, was very proud of herself.</i> ✓ Indicate degrees of possibility using adverbs and modal verbs e.g. <i>perhaps, surely might, should, could,</i> ✓ converting nouns or adjectives into verbs using a range of suffixes <i>simple → simplify</i> <i>captive → captivate</i> <i>fright → frighten</i> <i>personal → personalise</i> ✓ a range of devices to build cohesion e.g. <ul style="list-style-type: none"> - <i>adverbials (to order and add detail) : later, firstly, nearby,</i> - <i>determiners (to refer back to specific nouns): He brought her a football. The football was expensive.</i> - <i>Pronouns (to refer back to previous nouns) e.g. It was</i> 	<ul style="list-style-type: none"> ✓ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms e.g. <i>If I were completing the task, Were they to decide this</i> ✓ using passive verbs to affect the presentation of information in a sentence e.g. <i>the children were driven to the trip, the book is being marked by the teacher</i> ✓ using the perfect form of verbs to mark relationships of time and cause e.g. <i>She has lived here her whole life, they have completed three maths tasks already.</i> ✓ differences in informal and formal language ✓ synonyms & antonyms ✓ further cohesive devices such as grammatical connections and adverbials ✓ ellipses to omit a word or phrase which is predictable or to create suspense e.g. <i>Today... we are proud to present our new award. Vs Today, after months of planning, we are proud to announce our new product. Suddenly, the air was filled with a cacophony of screams and cries ...</i>
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					<p><i>Tim's birthday. He was incredibly excited.</i></p> <ul style="list-style-type: none"> - <i>Conjunctions and adverbs (to make relationships or words clear) The children will go to break after they have tidied the class room</i> <ul style="list-style-type: none"> ✓ include adverbials of time, place and number e.g. <i>later, nearby, firstly,</i> 	
Punctuation Children should:	<ul style="list-style-type: none"> ✓ begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. ✓ use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ✓ leave spaces between words. 	<ul style="list-style-type: none"> ✓ learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> ✓ begin to use and punctuate direct speech (inverted commas, capital letters, closing punctuation e.g. <i>'Can I borrow this please?'</i> 	<ul style="list-style-type: none"> ✓ use commas after fronted adverbials ✓ indicate possession by using the possessive apostrophe with singular and plural nouns e.g. <i>Singular: Tom's pencil, Charles' pencil. Plural: the children's pencil, the brothers' pencil</i> ✓ use and punctuate direct speech e.g. <i>"I wish we could stay forever," Tom sighed. Tom sighed, "I wish we could stay forever."</i> <i>"I wish," Tom sighed, "that we could stay forever."</i> 	<ul style="list-style-type: none"> ✓ use commas to clarify meaning or avoid ambiguity in writing e.g. <i>please help Tom. vs please help, Tom. After dark owls flew across the night sky. Vs After dark, owls flew across the night sky.</i> ✓ use brackets, dashes or commas to indicate parenthesis e.g. <i>I went to the cinema to meet Tilly (my best friend). Tilly, my best friend, met me at the cinema. Tilly – my best friend – met me at the cinema.</i> 	<ul style="list-style-type: none"> ✓ use hyphens to avoid ambiguity e.g. <i>man eating shark vs man-eating shark, free for all vs free-for-all, recover vs re-cover</i> ✓ use semicolons, colons or dashes to mark boundaries between independent clauses e.g. <i>The passengers were disgruntled; they had been stranded on the platform for hours.</i> ✓ use a colon to introduce a list ✓ punctuating bullet points consistently
Grammatical terminology Children should recognise:	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, syllable, vowel, consonant, digraph, trigraph	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma, possession,	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points