



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	<ul style="list-style-type: none">Introduce writing in phonicsbe able to spell CVC words e.g dog, leg, shopattempt to spell unfamiliar words using phoenetic strategy	<ul style="list-style-type: none">spell words containing each of the 40+ phonemes taughtspell common exception wordsspell the days of the weekname the letters of the alphabet in orderuse letter names to distinguish between alternative spellings of the same sound	<ul style="list-style-type: none">segment spoken words into phonemes and representing these by graphemes, spelling many correctlylearn 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 homophoneslearn to spell common exception wordsdistinguish between homophones and near-homophones	<ul style="list-style-type: none">spell further homophonesspell words that are often misspelt (Appendix 1)	<ul style="list-style-type: none">spell further homophonesspell words that are often misspelt (Appendix 1)	<ul style="list-style-type: none">spell some words with ‘silent’ letterscontinue to distinguish between homophones and other words which are often confuseduse 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">spell some words with ‘silent’ letterscontinue to distinguish between homophones and other words which are often confuseduse 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		<ul style="list-style-type: none">use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbsuse the prefix un–use –ing, –ed, –er and –est where no change is needed in the spelling of root wordsapply simple spelling rules and guidance from Appendix 1	<ul style="list-style-type: none">learn the possessive apostrophe (singular)learn to spell more words with contracted formsadd suffixes to spell longer words, including –ment, –ness, –ful, –less, –lyapply spelling rules and guidelines from Appendix 1	<ul style="list-style-type: none">use further prefixes and suffixes and understand how to add themplace the possessive apostrophe accurately in words with regular plurals and in words with irregular pluralsuse the first 2 or 3 letters of a word to check its spelling in a dictionary	<ul style="list-style-type: none">use further prefixes and suffixes and understand how to add themplace the possessive apostrophe accurately in words with regular plurals and in words with irregular pluralsuse the first 2 or 3 letters of a word to check its spelling in a dictionary	<ul style="list-style-type: none">use further prefixes and suffixes and understand the guidance for adding themuse 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	<ul style="list-style-type: none">use further prefixes and suffixes and understand the guidance for adding themuse 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
Transcription		<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.	<ul style="list-style-type: none">write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
Handwriting	<ul style="list-style-type: none">begin to write letters using the correct sequence of movementspencil gripWrite own name <p><u>Continuous provision for writing</u> - inside and outside</p> <p>Fine motor activities - threading, beads, nuts and bolts, peg boards, stickers</p> <p>Gross motor activities - rollers, balls, climbing equipment,</p> <p>writing tools - paintbrushes pens, pencils, marker pens, paper etc</p> <p>Tuff tray activities - shaving foam, flour,</p>	<ul style="list-style-type: none">sit correctly at a table, holding a pencil comfortably and correctlybegin to form lower-case letters in the correct direction, starting and finishing in the right placeform capital lettersform digits 0-9understand which letters belong to which handwriting ‘families’ and to practise these	<ul style="list-style-type: none">form lower-case letters of the correct size relative to one anotherstart using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedincrease the legibility, consistency and quality of their handwritingwrite capital letters and digits of the correct size, orientation and relationship to one another and to lower-case lettersuse spacing between words that reflects the size of the letters.	<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 unjoinedincrease the legibility, consistency and quality of their handwriting	<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 unjoinedincrease the legibility, consistency and quality of their handwriting	<ul style="list-style-type: none">choosing which shape of a letter to use when given choices and deciding whether or not to join specific letterschoosing the writing implement that is best suited for a task	<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 letterschoosing the writing implement that is best suited for a task
Contexts for Writing	<ul style="list-style-type: none">being to write simple labels, captions and sentences		<ul style="list-style-type: none">write narratives about personal experiences and those of others (real and fictional)write about real eventswrite poetrywritie for different purposes	<ul style="list-style-type: none">discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	<ul style="list-style-type: none">discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	<ul style="list-style-type: none">Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ownin writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	<ul style="list-style-type: none">identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ownin writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	<ul style="list-style-type: none">begin to think about what to write ahead of writing	<ul style="list-style-type: none">say out loud what they are going to write aboutcompose 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 ideascompose 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">discuss and record ideascomposing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	<ul style="list-style-type: none">note and develop initial ideas, drawing on reading and research where necessary	<ul style="list-style-type: none">note and develop initial ideas, drawing on reading and research where necessary
Drafting Writing	<ul style="list-style-type: none">dictate and invent own compositionbeing to write simple narratives and recounts	<ul style="list-style-type: none">sequence sentences to form short narrativesre-read what they have written to check that it makes sense	<ul style="list-style-type: none">write down ideas and/or key words, including new vocabularyencapsulate what they want to say, sentence by sentence	<ul style="list-style-type: none">organise paragraphs around a themein narratives, create settings, characters and plotin non-narrative material, use simple organisational devices	<ul style="list-style-type: none">organise paragraphs around a themein narratives, creating settings, characters and plotin non-narrative material, use simple organisational devices	<ul style="list-style-type: none">select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningin narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the actionprecis longer passagesuse a wide range of devices to build cohesion within and across paragraphsuse further organisational and presentational devices to structure text and to guide the reader	<ul style="list-style-type: none">select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningin narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the actionprecis longer passagesuse a wide range of devices to build cohesion within and across paragraphsuse further organisational and presentational devices to structure text and to guide the reader

Editing Writing		<ul style="list-style-type: none">• 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• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form• 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 suggesting 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 and suggesting 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• proposing 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, distinguishing between the language of speech and writing and choosing the appropriate register• proofread for spelling and punctuation errors	<ul style="list-style-type: none">• assess the effectiveness of their own and others’ writing• proposing 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, distinguishing between the language of speech and writing and choosing the appropriate register• proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none">• dictate and invent own composition	<ul style="list-style-type: none">• read their writing aloud clearly enough to be heard by their peers and the teacher.	<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 the tone and volume so that the meaning is clear.	<ul style="list-style-type: none">• read their 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.	<ul style="list-style-type: none">• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<ul style="list-style-type: none">• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none">• Being to use some story languages such as “once upon a time”	<ul style="list-style-type: none">• leaving spaces between words• joining words and joining clauses using "and"	<ul style="list-style-type: none">• expanded noun phrases to describe and specify	<ul style="list-style-type: none">• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<ul style="list-style-type: none">• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<ul style="list-style-type: none">• use a thesaurus• using expanded noun phrases to convey complicated information concisely• using modal verbs or adverbs to indicate degrees of possibility	<ul style="list-style-type: none">• use a thesaurus• using expanded noun phrases to convey complicated information concisely• using modal verbs or adverbs to indicate degrees of possibility
Grammar (edited to reflect content in Appendix 2)	*	<ul style="list-style-type: none">• regular plural noun suffixes (-s, -es)• verb suffixes where root word is unchanged (-ing, -ed, -er)• un- prefix to change meaning of adjectives/adverbs• to combine words to make sentences, including using and• Sequencing sentences to form short narratives• separation of words with spaces• sentence demarcation (. ! ?)• capital letters for names and pronoun 'I')	<ul style="list-style-type: none">• sentences with different forms: statement, question, exclamation, command• the present and past tenses correctly and consistently including the progressive form• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)• some features of written Standard English• suffixes to form new words (-ful, -er, -ness)• sentence demarcation• commas in lists• apostrophes for omission & singular possession	<ul style="list-style-type: none">• using fronted adverbials• difference between plural and possessive -s• Standard English verb inflections (I did vs I done)• extended noun phrases, including with prepositions• appropriate choice of pronoun or noun to create cohesion	<ul style="list-style-type: none">• using fronted adverbials• difference between plural and possessive -s• Standard English verb inflections (I did vs I done)• extended noun phrases, including with prepositions• appropriate choice of pronoun or noun to create cohesion	<ul style="list-style-type: none">• recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• use passive verbs to affect the presentation of information in a sentence• using the perfect form of verbs to mark relationships of time and cause• differences in informal and formal language• synonyms & Antonyms• further cohesive devices such as grammatical connections and adverbials• use of ellipsis	<ul style="list-style-type: none">• recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• use passive verbs to affect the presentation of information in a sentence• using the perfect form of verbs to mark relationships of time and cause• differences in informal and formal language• synonyms & Antonyms• further cohesive devices such as grammatical connections and adverbials• use of ellipsis
Punctuation (edited to reflect content in Appendix 2)	<ul style="list-style-type: none">• begin to use capital letters and full stops to punctuate a sentence	<ul style="list-style-type: none">• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’	<ul style="list-style-type: none">• learning 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">• using commas after fronted adverbials• indicating possession by using the possessive apostrophe with singular and plural nouns• using and punctuating direct speech (including punctuation within and surrounding inverted commas)	<ul style="list-style-type: none">• using commas after fronted adverbials• indicating possession by using the possessive apostrophe with singular and plural nouns• using and punctuating direct speech (including punctuation within and surrounding inverted commas)	<ul style="list-style-type: none">• using hyphens to avoid ambiguity• using semicolons, colons or dashes to mark boundaries between independent clauses• using a colon to introduce a list punctuating bullet points consistently	<ul style="list-style-type: none">• using hyphens to avoid ambiguity• using semicolons, colons or dashes to mark boundaries between independent clauses• using a colon to introduce a list punctuating bullet points consistently
Grammatical Terminology		letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma	determiner, pronoun, possessive pronoun, adverbial	determiner, pronoun, possessive pronoun, adverbial	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points