

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<p>Sit correctly at a table and hold a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters correctly</p> <p>Form digits 0-9 with correct orientation</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these</p> <p>Leave spaces between words</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start to 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 (break letters)</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>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</p>	<p>Increase the legibility, consistency and quality of 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)</p>	<p>Write legibly, fluently and with increasing speed by: choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task (e.g. quick notes, letters)</p>	<p>Develop a legible personal handwriting style</p> <p>Adapt handwriting to match a particular purpose</p>
Spelling	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use the prefix un-</p> <p>Use -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)</p> <p>Apply simple spelling rules and guidelines in writing</p> <p>Write simple sentences from memory dictated by the</p>	<p>Spell by segmenting spoken words into phonemes</p> <p>Represent these phonemes by graphemes</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known</p> <p>Learn some words with each spelling, including a few common homophones</p> <p>Spell common exception words</p> <p>Spell more words with contracted forms</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly (nouns and adjectives)</p> <p>Turn adjectives into adverbs using suffixes -ly, -est, -er</p> <p>Apply spelling rules and guidelines in writing</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, <u>an</u> open box)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p>Use a dictionary to confirm spellings</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Know 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)</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>Use a dictionary to confirm spellings</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Understand how nouns are formed using a range of prefixes, such as super-, anti-, auto-</p>	<p>Use further prefixes and suffixes and understand the guidelines for adding them to nouns or adjectives</p> <p>Convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify). Verb prefixes (e.g. dis-, de-, mis-, over- and re).</p> <p>Spell some words with 'silent' letters, e.g. knight, psalm, solemn</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p>	<p>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</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Understand difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out - discover; ask for - request; go in - enter)</p> <p>Understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little).</p>

	teacher that include words taught so far					
Vocabulary, Grammar and Punctuation	<p>Join words and join sentences using <i>and</i></p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Learn the grammatical terms: word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Understand how regular plural noun suffixes are made by adding <i>-s</i> or <i>-es</i> including the effects of these suffixes have on the meaning of the noun</p> <p>Know that suffixes can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>Add the prefix un- to change the meaning of verbs and adjectives</p>	<p>Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contractions</p> <p>Use a variety of sentences with different forms: statement, question, exclamation, command</p> <p>Use expanded noun phrases to describe and specify, e.g. the blue butterfly</p> <p>Use the present and past tenses correctly</p> <p>Join sentences using <i>or, and, but</i> (coordination)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing</p> <p>Use apostrophes to mark singular possession</p> <p>Use subordination in sentences using <i>when, if, that, or because</i></p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p> <p>Learn the grammatical terms: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma</p> <p>Know how nouns can be formed using suffixes such as <i>-ness, -er</i></p> <p>Understand how compound words are made [for example, whiteboard, superman] Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>Add the suffixes <i>-er, -est</i> to make adjectives (comparative and superlative)</p>	<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions and adverbs to express time and cause</p> <p>Begin to use correctly punctuation for direct speech (inverted commas)</p> <p>Express time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>)</p> <p>Express time, place and cause using adverbs (e.g. <i>then, next, soon, therefore</i>)</p> <p>Express time, place and cause using prepositions (e.g. <i>before, after, during, in, because of</i>)</p> <p>Use the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p>Learn the grammatical terms: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>Propose changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i></p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use fronted adverbials(e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>Use commas after fronted adverbials</p> <p>Indicate possession by using the possessive apostrophe with <i>singular and plural nouns</i></p> <p>Use and correctly punctuate direct speech</p> <p>Use expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p>Learn the following grammatical terms: <i>determiner, pronoun, possessive pronoun, adverbial</i></p> <p>Understand the grammatical difference between plural and possessive <i>-s</i> Recognise and use Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>Use commas to clarify meaning and avoid ambiguity in writing</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs to indicate degrees of possibility (e.g. <i>might, should, will, must</i>)</p> <p>Use adverbs to indicate degrees of possibility (e.g. <i>perhaps, surely</i>)</p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun</p> <p>Learn the grammatical terms: determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity</p>	<p>Recognise vocabulary and structures that are appropriate for formal and informal speech and writing, including subjunctive forms (such as <i>If I were</i> or <i>Were they to come</i>) in some very formal writing and speech</p> <p>Use passive verbs to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me.]</i>).</p> <p>Use hyphens to avoid ambiguity</p> <p>Use semi-colons, colons or dashes to mark boundaries between main clauses punctuate bullet points consistently</p> <p>Use a colon to introduce a list</p> <p>Learn the grammatical terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>Understand how words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>]</p> <p>To understand the use of the subjunctive form (such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech.</p>

		Add the suffix -ly to turn adjectives into adverbs Understand present tense and past tense and use consistently in own writing				
Composition	<p>Say sentences out loud about what is going to be written</p> <p>Compose a sentence orally before writing</p> <p>Sequence sentences to form short narratives</p> <p>Re-read what has been written to check that it makes sense</p> <p>Discuss what has been written with the teacher or other pupils</p> <p>Read writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>Understand that words can combine to make sentences</p> <p>Join words and clauses using <i>and</i></p>	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Develop writing stamina</p> <p>Consider what they are going to write before beginning</p> <p>Plan or say out loud what is going to be written about</p> <p>Write down ideas and/or key words, including new vocabulary to support writing</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to writing</p> <p>Evaluate writing with the teacher and other pupils</p> <p>Use present tense and past tense consistently throughout writing</p> <p>Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently (<i>including verbs in the continuous form</i>)</p> <p>Proof-read to check for errors in spelling, grammar and punctuation (<i>e.g. ends of sentences punctuated correctly</i>)</p> <p>Read aloud what has written with appropriate intonation to make the meaning clear</p>	<p>Plan writing by discussing similar examples in order to understand and learn from its structure, vocabulary and grammar</p> <p>Compose and rehearse sentences orally (including dialogue) prior to recording</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices such as headings and sub-headings</p> <p>Proof-read for spelling and punctuation errors</p> <p>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</p> <p>Introduce paragraphs as a way to group related material</p> <p>Use headings and sub-headings to aid presentation</p>	<p>Discuss and record ideas</p> <p>Write a first draft and edit to improve</p> <p>Progressively build a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Evaluate and edit writing by assessing the effectiveness of their own and others' writing and suggest improvements</p>	<p>Identify the audience and purpose of the writing</p> <p>In non fiction, note and develop initial ideas</p> <p>In narrative writing, consider how authors have developed characters and settings</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (<i>e.g. headings, bullet points, underlining</i>)</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Use devices to build cohesion within a paragraph (<i>e.g. then, after that, this, firstly</i>)</p> <p>Link ideas across paragraphs using adverbials of time (<i>e.g. later</i>), place (<i>e.g. nearby</i>) and number (<i>e.g. secondly</i>)</p>	<p>Select the appropriate form for writing</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Assess the effectiveness of their own and others' writing and evaluate changes for their effectiveness on improving the piece</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p> <p>Create paragraphs with a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (<i>e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence</i>), and ellipsis</p> <p>Structure text using different layout devices, such as headings, sub-headings, columns, bullets, or tables</p>