	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing – transcription						
Spelling (See English appendix 1 or further guidance and spelling lists).	Spell words containing each of the 40+ phonemes already taught Spell common exception words Spell the days of the week name the letters of the alphabet by naming the letters of the alphabet in order and 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; using the prefix un–; using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]. Apply simple spelling rules and guidance. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught	Segment spoken words into phonemes and represent 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, including a few common homophones Learn to spell common exception words. Learn to spell more words with contracted forms. Learning the possessive apostrophe (singular) [for example, the girl's book]. Distinguish between homophones and near-homophones.	Use further prefixes and suffixes and understand how to add them. Spell further homophones Spell words that are often misspelt Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first 2 or 3 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		Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn] 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. 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 Use a thesaurus	

	so far.			

Writing – composition				
Audience		Develop positive attitudes towards and stamina for writing by: ● Writing narratives about personal experiences and those of others (real and fictional) ● Writing about real events ● Writing poetry ● Writing for different purposes: writing to entertain, writing to inform	Opportunities to write for a range of real purposes and audiences as part of their work across the curriculum – writing to entertain, writing to inform and writing to persuade,	Opportunities to write for a range of real purposes and audiences as part of their work across the curriculum – writing to entertain, writing to inform, writing to persuade, writing to discuss.
Plan	Say aloud what they are going to write about.	Planning or saying aloud what they are going to write about. Writing down ideas and/or keywords, including new vocabulary.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.	Identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as a model for their own ideas. Note and develop initial ideas, drawing on reading and research where necessary. When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
Draft and write	Compose a sentence orally before writing it. Sequencing sentences to form short narratives Re-read what they have written to check that it makes sense.	Encapsulate what they want to say, sentence by sentence	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organising paragraphs around a theme (TIPTOP). In narratives, create settings, characters and plot. In non-narrative material, use simple organisational devices (for example, headings and subheadings).	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, character and atmosphere and integrating dialogue to convey character and advance the action. Precising longer passages. Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).
Evaluate and edit	Discuss what they have written with the teacher and other pupils.	Evaluate their writing with the teacher and other pupils. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in continuous form. Proof-read to check for errors in	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. Proof-read for spelling and punctuation errors.	Address 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 verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

		spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).		
Reading their writing	Read aloud their writing clearly enough to be heard by their peers and other teachers.	Read aloud what they have written with appropriate intonation to make the meaning clear.	Read aloud their own writing , to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	

Handwriting				
	Sit correctly at a table

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' and to practise these. | 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, 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. | 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. | Write legibly, fluently and with increasing speed by:

● 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. |

Writing – vocabulary, grammar and punctuation				
See English appendix 2	Leave spaces between words.

Join words and join clauses using 'and'.

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.'

Learn the grammar for year 1 in | Learning how to use both familiar and new punctuation correctly – see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use sentences with different forms: statement, question, exclamation, command.

Learn how to use expanded noun phrases to describe and specify [for | Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.

Use the present perfect form of verbs in contrast to the past tense.

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Using conjunctions, adverbs and prepositions to express time and cause.

Use fronted adverbials.

Learn the grammar for years 3 and 4 in [English appendix 2] | 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.

Use the perfect form of verbs to mark relationships of time and cause.

Use expanded noun phrases to convey complicated information concisely.

Use modal verbs or adverbs to indicate degrees of possibility.

Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun |

	English appendix 2. Use the grammatical terminology in English English appendix 2 in discussing their writing.	example, the blue butterfly] Learn how to use the present and past tenses correctly and consistently, including the progressive form. Learn how to use subordination (using when, if, that, or because) and coordination (using or, and, or but). Use the grammar for year 2 in English appendix 2 Use some features of written Standard English Use and understand the grammatical terminology in English appendix 2 in discussing their writing.	Indicate grammatical and other features by using commas after fronted adverbials; indicating possession by using the possessive apostrophe with plural nouns; using and punctuating direct speech. Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading		Learning the grammar for years 5 and 6 in English appendix 2 Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing; using hyphens to avoid ambiguity; using brackets, dashes or commas to indicate parenthesis; using semicolons, colons or dashes to mark boundaries between independent clauses; using a colon to introduce a list; punctuating bullet points consistently. Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading.

English appendix 2					
Word	Plural noun suffixes, including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of the root word. How the prefix un- changes the meaning of verbs and adjectives.	Formation of nouns using suffixes such as –ness, –er and by compounding *(whiteboard, superman)* Formation of adjectives using suffixes such as –ful, –less. Use of suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.	Formation of **nouns** using a range of **prefixes** [for example super-, anti-, auto-] Use of the **forms** a or an according to whether the next **word** begins with a consonant or a vowel [for example, a rock, an open box] **Word families** based on common **words**, showing how words are related in form and me	The grammatical difference between **plural** and **possessive** –s Standard English forms for **verb inflections** instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Converting **nouns** of **adjectives** into **verbs** using **suffixes** (-ate, -ise: -ify). **Verb prefixes** (dis-, de-, mis-, over- and re-).	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].

Sentence	Learn how words can combine to make sentences Join words and join clauses using 'and'	Subordination (using when, if, that, because) and coordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Expressing time, place and cause using **conjunctions** [for example, when, before, after, while, so, because], **adverbs** [for example, then, next, soon, therefore], or **prepositions** [for example, before, after, during, in, because of].	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) **Fronted adverbials** [for example, Later that day, I heard the bad news.]	**Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, perhaps, surely] or **modal verbs** [for example, might, should, will, must]	Use of the **passive** to affect the presentation of information in a **sentence** [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, 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].
Text	Sequence sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Use of paragraphs to organise ideas around a theme. Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition	Devices to build **cohesion** within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using **adverbials** of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as on the other hand, in contrast, or as a consequence], and **ellipsis** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Finger spaces Introduce capital letters, full stops, questions marks and exclamation marks. Capital letters for names Capital I for the personal pronoun.	Use of capital letters, full stops, question marks and exclamation marks. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to make singular possession in nouns (*girl's* name).	Introduce inverted commas to punctuate direct speech.	Use of inverted commas and other punctuation to indicate speech (*The conductor shouted, "Sit down!"*) Apostrophes to make **plural possession.** Use of commas after **fronted adverbials.**	Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	Use of the semi-colon and dash to make the boundary between independent **clauses.** Use of the colon to introduce a list and use of semi-colons within lists. Bullet points to list information. How hyphens can be used to avoid ambiguity (*man-eating shark versus man-eating shark, or recover versus re-cover*).
Terminology	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	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