

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TRANSCRIPTION	SPELLING	<ul style="list-style-type: none"> <li>identify known phonemes in unfamiliar words.</li> <li>use syllables to divide words when spelling.</li> <li>use what I know about alternative phonemes to narrow down possibilities for accurate spelling.</li> <li>use the spelling rule for adding ‘s’ or ‘es’ for verbs in the 3rd person singular.</li> <li>name all the letters of the alphabet in order.</li> <li>use letter names to show alternative spellings of the same phoneme.</li> </ul>	<ul style="list-style-type: none"> <li>segment spoken words into phonemes and record these as graphemes.</li> <li>spell words with alternatives spellings, including a few common homophones.</li> <li>spell longer words using suffixes such as ‘ment’, ‘ness’, ‘ful’, ‘less’, ‘ly’.</li> <li>use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</li> <li>identify phonemes in unfamiliar words and use syllables to divide words.</li> </ul>	<ul style="list-style-type: none"> <li>spell words with additional prefixes and suffixes and understand how to add them to root words.</li> <li>recognise and spell homophones.</li> <li>use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>spell words which are in a family correctly.</li> <li>spell the commonly mis-spelt words from the Y3/4 word list.</li> <li>identify the root in longer words.</li> </ul>	<ul style="list-style-type: none"> <li>spell words with prefixes and suffixes and can add them to root words.</li> <li>recognise and spell homophones.</li> <li>use the first two or three letters of a word to check a spelling in a dictionary.</li> <li>spell the commonly mis-spelt words from the Y3/4 word list.</li> </ul>	<ul style="list-style-type: none"> <li>form verbs with prefixes.</li> <li>convert nouns or adjectives into verbs by adding a suffix.</li> <li>understand the rules for adding prefixes and suffixes.</li> <li>spell words with silent letters.</li> <li>distinguish between homophones and other words which are often confused.</li> <li>spell the commonly mis-spelt words from the Y5/6 word list.</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</li> <li>use a thesaurus.</li> <li>use a range of spelling strategies.</li> </ul>	<ul style="list-style-type: none"> <li>convert verbs into nouns by adding a suffix.</li> <li>distinguish between homophones and other words which are often confused.</li> <li>spell the commonly mis-spelt words from the Y5/6 word list.</li> <li>understand that the spelling of some words need to be learnt specifically.</li> <li>use any dictionary or thesaurus.</li> <li>use a range of spelling strategies.</li> </ul>
	HANDWRITING	<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>form lower case letters in the correct direction, starting and finishing in the right place.</li> <li>form capital letters and digits 0-9.</li> </ul>	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another.</li> <li>begin to use some of the diagonal and horizontal strokes needed to join letters.</li> <li>show that I know which letters are best left unjoined.</li> <li>use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters.</li> <li>understand which letters should be left unjoined.</li> </ul>	<ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters.</li> <li>understand which letters should be left unjoined.</li> <li>handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</li> </ul>	<ul style="list-style-type: none"> <li>choose the style of handwriting to use when given a choice.</li> <li>choose the handwriting that is best suited for a specific task.</li> </ul>	<ul style="list-style-type: none"> <li>choose the style of handwriting to use when given a choice.</li> <li>choose the handwriting that is best suited for a specific task.</li> </ul>
COMPOSITION		<ul style="list-style-type: none"> <li>compose a sentence orally before writing it.</li> <li>sequence sentences in chronological order to recount an event or experience.</li> <li>re-read what I have written to check that it makes sense.</li> <li>leave spaces between words.</li> <li>know how the prefix ‘un’ can be added to words to change meaning.</li> <li>use the suffixes ‘s’, ‘es’, ‘ed’, and ‘ing’ within my writing.</li> </ul>	<ul style="list-style-type: none"> <li>write narratives about personal experiences and those of others, both real and fictional.</li> <li>write for different purposes, including real events.</li> <li>plan and discuss the content of writing and record my ideas.</li> <li>Be able to orally rehearse structured sentences or sequences of sentences.</li> <li>evaluate own writing independently, with friends and with an adult.</li> <li>proof-read to check for errors in spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>discuss models of writing, noting its structure, grammatical features and use of vocabulary.</li> <li>compose sentences using a wider range of structures.</li> <li>write a narrative with a clear structure, setting, characters and plot.</li> <li>produce non-narrative writing using simple organisational devices such as headings and sub-headings.</li> <li>suggest improvements to my own writing and that of others.</li> <li>make improvements to grammar, vocabulary and punctuation.</li> <li>use a range of sentences with more than one clause by using a range of conjunctions.</li> <li>use the perfect form of verbs to mark the relationship of time and cause.</li> <li>proof-read to check for errors in spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>compose sentences using a range of sentence structures.</li> <li>orally rehearse a sentence or a sequence of sentences.</li> <li>write a narrative with a clear structure, setting and plot.</li> <li>improve my writing by changing grammar and vocabulary to improve consistency.</li> <li>use a range of sentences which have more than one clause.</li> <li>use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</li> <li>use direct speech in my writing and punctuate it correctly.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>discuss the audience and purpose of the writing.</li> <li>start sentences in different ways.</li> <li>use the correct features and sentence structure matched to the text type we are working on.</li> <li>develop characters through action and dialogue.</li> <li>establish a viewpoint as the writer through commenting on characters and events.</li> <li>use grammar and vocabulary to create an impact on the reader.</li> <li>use stylistic devices to create effects in writing.</li> <li>add well-chosen detail to interest the reader.</li> <li>summarise a paragraph.</li> <li>organise writing into paragraphs to show different information or events.</li> </ul>	<ul style="list-style-type: none"> <li>identify the audience for and purpose of the writing.</li> <li>choose the appropriate form and register for the audience and purpose of the writing.</li> <li>use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.</li> <li>use a range of sentence starters to create specific effects.</li> <li>use developed noun phrases to add detail to sentences.</li> <li>use the passive voice to present information with a different emphasis.</li> <li>use commas to mark phrases and clauses.</li> <li>sustain and develop ideas logically in narrative and non-narrative writing.</li> <li>use character, dialogue and action to advance events in narrative writing.</li> <li>summarise a text, conveying key information in writing.</li> </ul>
GRAMMAR & PUNCTUATION	SENTENCE STRUCTURE	<ul style="list-style-type: none"> <li>combine words to make a sentence.</li> <li>join two sentences using ‘and’.</li> </ul>	<ul style="list-style-type: none"> <li>use subordination and co-ordination.</li> <li>use expanded noun phrases.</li> <li>say how the grammatical patterns in a sentence indicate its function.</li> </ul>	<ul style="list-style-type: none"> <li>express time, place and cause by using conjunctions, adverbs and prepositions.</li> </ul>	<ul style="list-style-type: none"> <li>use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</li> <li>use fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>use relative clauses.</li> <li>use adverbs or modal verbs to indicate a degree of possibility.</li> </ul>	<ul style="list-style-type: none"> <li>use the passive voice.</li> <li>vary sentence structure to suit formal and informal writing.</li> </ul>
	TEXT STRUCTURE	<ul style="list-style-type: none"> <li>sequence sentences to form a narrative.</li> </ul>	<ul style="list-style-type: none"> <li>consistently use the present tense and past tense correctly.</li> <li>use the progressive forms of verbs in the present and past tense.</li> </ul>	<ul style="list-style-type: none"> <li>starting to use paragraphs.</li> <li>use headings and sub headings.</li> <li>use the present perfect form of verbs instead of the simple past.</li> </ul>	<ul style="list-style-type: none"> <li>write in paragraphs.</li> <li>make an appropriate choice of pronoun and noun within and across sentences.</li> </ul>	<ul style="list-style-type: none"> <li>build cohesion between paragraphs.</li> <li>use adverbials to link paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>use a variety of organisational and presentational devices appropriate to the text type.</li> <li>write in paragraphs which can clearly signal a change in subject, time, place or event.</li> </ul>
	PUNCTUATION	<ul style="list-style-type: none"> <li>separate words using finger spaces.</li> <li>use capital letters to start a sentence.</li> <li>use a full stop to end a sentence.</li> <li>use a question mark.</li> <li>use an exclamation mark.</li> <li>use capital letters for names.</li> <li>use ‘I’.</li> </ul>	<ul style="list-style-type: none"> <li>use capital letters for names of people, places, days of the week and the personal pronoun ‘I’.</li> <li>use question marks and exclamation marks correctly.</li> <li>use commas to separate items in a list.</li> <li>use apostrophes to show where letters are missing and to mark singular possession in nouns.</li> </ul>	<ul style="list-style-type: none"> <li>use inverted commas to punctuate direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>use inverted commas and other punctuation to indicate direct speech.</li> <li>use apostrophes to mark plural possession.</li> <li>use commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>use brackets, dashes and commas to indicate parenthesis.</li> <li>use commas to clarify meaning or avoid ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>use the semi-colon, colon and dash.</li> <li>use the colon to introduce a list and the semi-colon within lists.</li> <li>use a hyphen to avoid ambiguity.</li> </ul>