	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	- Children use their phonic knowledge to write words in ways which match their spoken sounds. - Write some irregular common words. - Some words are spelt correctly and others are phonetically plausible.	-Using the spelling rule for adding –s or –es as the plural marker for nouns -Using the prefix un- -Using –ing, -ed, -er, and –est where no change is needed in the spelling of root words -The days of the week -Name the letters of the alphabet in order	-Learning the possessive apostrophe -Learning to spell words with contracted forms -Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly -Learning to spell common exception words -Distinguishing between homophones and near homophones	- Spells words with prefixes un-, dis-, mis-, in-, re-. - Adds suffixes beginning with vowel letter to words of more than one syllable. - Spells words using the suffix –ation. - Spells words using the ending –sion. - Spells words using the suffix –ly.	- Spells words with prefixes sub-, inter-, super-, anti-, auto-. - Spells words with endings –sure, –ture. - Spells words using the suffix –ous Spells words with endings –tion, -sion, -ssion, -cian - Correct choices for homophones and near homophones.	- Spells words with – cial and –tial endings - Spells words ending in –able, -ably, -ible, -ibly - Adds suffixes beginning with vowel letters to words ending in –fer - Spells words with the /i:/ sound spelt ei after c - Spells words with the letter-string ough	- spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary - cious or tious endings - cial or tial ending - ant/ance/ancy, ent, ence, ency - words with silent letters
Transcription	- Write simple sentences which can be read by themselves and others.	-Write from memory simple sentences dictated by the teacher	-Write from memory simple sentences dictated by the teacher including common exception words and punctuation taught so far	- Plans/models used to start to organise paragraphs around theme - Uses familiar structure to create a story plot	- Starting to organise paragraphs independently - Uses a clear structure to write a story	- Writing is independently organised into paragraphs	▪ précising longer passages ▪ using a wide range of devices to build cohesion within and across paragraphs
Handwriting	- Mark making - Holding a pencil comfortably	-Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower case letters in the correct direction,	-Form lower case letters of the correct size relative to one another -Start using some of the diagonal and horizontal strokes	- Letters correctly formed and sized. - Writing mostly joined correctly.	- Letters correctly formed and sized Writing mostly joined correctly	- Letters correctly formed and sized Writing is joined correctly	- Letters correctly formed and sized Writing is joined correctly - choosing which shape of a letter to use when given

			starting and finishing in the right place, in a cursive style, following the school's handwriting policy -Form capital letters -Form digits 0-9	needed to join letters and understand which letters are better - All children are expected to write in a cursive style (unjoined) by the end of the year				choices and deciding whether or not to join specific letter - maintain legibility in joined handwriting when writing at speed
Contexts for writing	- Real life experiences - Visitors into school (Firefighters) - Links to topics - School trips (Windmill)	- Real life experiences - Visitors into school (Firefighters) - Links to topics - School trips (Yorkshire Wildlife Park)	-Writing narratives about personal experiences and those of others (real and fictional) -Writing about real events -Writing poetry -Writing for different purposes - Links to topics - School trips (Yorkshire Wildlife Park)	-Writing narratives about personal experiences and those of others (real and fictional) -Writing about real events -Writing poetry -Writing for different purposes - Links to topics - School trips	-Writing narratives about personal experiences and those of others (real and fictional) -Writing about real events -Writing poetry -Writing for different purposes - Links to topics - School trips	-Writing narratives about personal experiences and those of others (real and fictional) -Writing about real events -Writing poetry -Writing for different purposes - Links to topics - School trips	-Writing narratives about personal experiences and those of others (real and fictional) -Writing about real events -Writing poetry -Writing for different purposes - Links to topics - School trips
Planning Writing	-Saying out loud what they are going to write about -Composing a sentence orally before writing it - Working in small groups	-Saying out loud what they are going to write about -Composing a sentence orally before writing it	-Saying out loud what they are going to write about	- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas	- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas	- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on	- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on

						reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Drafting Writing		-Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense	-Writing down ideas and/or key words, including new vocabulary -Encapsulating what they want to say, sentence by sentence	- With prompting, proof reads own work to check spelling/punctuation. - Proposes change to own and others' work to develop grammar/vocabulary.	- Starting to independently proof read own work to check for errors - Proposes changes to own and others' work to develop grammar/vocabulary - Assess the effectiveness of their own and others' writing and suggest improvements.	- selecting 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 - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices	- selecting 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 - précising 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]	to structure text and to guide the reader [for example, headings, bullet points, underlining]
Editing Writing		-Discuss what they have written with the teacher or other pupils - Self assessment (purple pen)	-Evaluating 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. -Proofreading to check for errors in spelling, grammar and punctuation. - Peer assessment (orange crayon) - Self assessment (purple pen)	- With prompting, proof reads own work to check spelling/punctuation. -Proposes change to own and others' work to develop grammar/vocabulary.	- Starting to independently proof read own work to check for errors - Proposes changes to own and others' work to develop grammar/vocabulary - Beginning to assess the effectiveness of their own and others' writing and suggest improvements.	- assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	- assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
Performing Writing	-Read their writing aloud	-Read their writing aloud clearly enough	-Read what they have written with appropriate intonation	- Read aloud their own writing, to a group or the whole class, using	- Read aloud their own writing, to a group or the whole	- Perform their own compositions, using appropriate	- Perform their own compositions, using appropriate

		to be heard by their peers and teacher	to make the meaning clear	appropriate innotation and controlling tone and volume so the meaning is clear	class, using appropriate innotation and controlling tone and volume so the meaning is clear	innotation, volume and movement so that the meaning is clear	innotation, volume and movement so that the meaning is clear
Vocabulary	communication and lang	-Leaving spaces between words -Joining words and joining clauses using "and"	-Expanded noun phrases to describe and specify	- Effective vocabulary used to bring characters to life. - Effective language used to help reader picture a setting	- Deliberate vocabulary choices and description of actions to bring characters to life - Deliberate language choices, including use of imagery, used to create clear and vivid settings.	- Beginning to select vocabulary and grammatical structures for effect	- Selecting vocabulary and grammatical structures for maximum effect
Grammar	exceeding statemt for writg	-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	-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	- Most sentences are cohesive and make sense. - Past and present tenses used correctly and consistently - Mostly correct use of the determiner a/an. - Uses a range of subordinating conjunctions. - Uses adjectives in expanded noun phrases. - Beginning to use a range of nouns and pronouns to avoid repetition.	- Sentences are cohesive and make sense - Correct use of standard English for past and present tense - Correct use of the determiner a/an - Accurately uses a range of subordinating conjunctions. - Uses expanded noun phrases, including prepositions.	- Correct use of standard English for verb agreements/tenses - Accurately using a wide range of subordinating conjunctions of increasing sophistication - Varies the position of conjunctions within a sentence - Some use of accurately punctuated relative clauses beginning with who,	▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ▪ using passive verbs to affect the presentation of information in a sentence ▪ using the perfect form of verbs to mark relationships of time and cause

		demarcation (. ! ?) -Capital letters for names and pronoun ('I')	words (-ful, -er, -ness) -Sentence demarcation -Commas in lists -Apostrophes for omission & singular possession	- Uses adverbs to express time and manner. - Uses prepositions	- Uses a range of nouns and pronouns to avoid repetition - Uses a range of fronted adverbials	when, where, when, whose, that or with - Use of expanded noun phrases - Uses a range of cohesive devices, including various adverbials, within paragraphs - Uses modal verbs or adverbs to indicate degrees of possibility	⬜ using expanded noun phrases to convey complicated information concisely ⬜ using modal verbs or adverbs to indicate degrees of possibility
Punctuation		-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'	-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)	- Consistently uses capital letters accurately. - Use of full stops is mostly accurate within extended pieces. - Mostly accurate and appropriate use of question marks and exclamation marks - Commas used in lists. - Apostrophes used for singular possession and contraction - Accurate use of inverted commas for direct speech.	- Consistent use of capital letters - Use of full stops is accurate - Accurate use of questions marks and exclamation marks - Uses commas after fronted adverbials - Apostrophes used accurately for contraction, singular possession and starting to for plural possession - Accurately uses inverted commas for direct speech with use surrounding punctuation mostly accurate.	- Consistently accurate use of capital letters - Uses appropriate punctuation for ending different types of sentences: full stops, exclamation marks, question marks - Uses commas correctly to separate clauses - Uses brackets, dashes or commas for parenthesis. - Uses colons to introduce a list - Accurately uses apostrophes for contraction and possession (singular and plural).	⬜ using commas to clarify meaning or avoid ambiguity in writing ⬜ using hyphens to avoid ambiguity ⬜ using brackets, dashes or commas to indicate parenthesis ⬜ using semi-colons, colons or dashes to mark boundaries between independent clauses

						- Accurately uses all speech punctuation for dialogue.	
Grammatical Vocabulary	letters and sounds phase 2 and 3	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	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, brackets, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points