	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. Use phase 2 3 and 4 phonics and words in writing.	-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 *segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s)* *Misspellings of words that pupils have been taught to spell should be corrected;*	-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 *The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by*	- 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. *Pupils should learn to spell new words correctly and have plenty of practice in spelling them.* *Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.*	- 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. *Pupils should learn to spell new words correctly and have plenty of practice in spelling them.* *Pupils need sufficient knowledge of spelling in order to use*	- 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 *As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their*	- 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 *As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their*

		• Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.	graphemes in the right order. • Misspellings of words that pupils have been taught to spell should be corrected • Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. • They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge		dictionaries efficiently.	knowledge of morphology and etymology to spell correctly.	knowledge of morphology and etymology to spell correctly. •

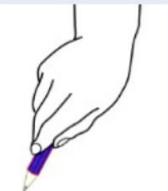|			*of root words.*				
Transcription	- Write simple sentences which can be read by themselves and others.	-Write from memory simple sentences dictated by the teacher	-Write from memory simple sentences dictated by the teacher including common exception words and punctuation taught so far	- Plans/models 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	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Form lower-case and capital letters correctly: • *Forming the anti-clockwise letters c a o dg q* • *Tall letters l h t k*	-Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower case letters in the correct direction, starting and finishing in the right place, in a cursive style, following the school's handwriting policy -Form capital letters -Form digits 0-9 • *Pupils should be able to form letters correctly and confidently.* • *The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand.*	-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 are better - All children are expected to write in a cursive style (unjoined) by the end of the year • *Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style*	- Letters correctly formed and sized. - Writing mostly joined correctly. • *Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what*	- Letters correctly formed and sized Writing mostly joined correctly • *Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to*	- Letters correctly formed and sized Writing is joined correctly • *Pupils should continue to practise handwriting and be encouraged to increase the speed of it* • *They should also be taught to use an unjoined style, for example, for labelling a diagram*	- Letters correctly formed and sized Writing is joined correctly - choosing which shape of a letter to use when given choicesand deciding whether or not to join specific letter - maintain legibility in joined handwriting when writing at speed • *Pupils should continue to practise handwriting and be encouraged to increase the speed of it*

	• *Letters that go over m n b e r* • *Letters that sit on the line with descenders p j y q g* • *Letters that go underneath u v w* Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases: Children move through the stages of pencil grips and learn to develop the pincer grip To develop proprioception (Knowing how much pressure is needed) by using small tools		*as soon as they can form letters securely with the correct orientation.*	*they want to say. This, in turn, will support their composition and spelling.*	*write down what they want to say. This, in turn, will support their composition and spelling*	*or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.*	• *They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.*

Fisted Grasp and	**Palmer Grasp and**	**Five finger Grasp and**	**Tripod Grasp (Three finger)**	
Fist grip. Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.	**Four-finger grip.** As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.	**Pincer grip.** Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.	Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.	

Contexts for writing	- Real life experiences - Visitors into school (Firefighters) - Links to topics - School trips (Windmill) News Books – home/school Play Books – in school	- 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	-Saying out loud what they are going to write about	-Saying out loud what they are going to write about	- discussing writing similar to that which they are planning to	- discussing writing similar to that which they are planning to	- identifying the audience for and purpose of the	- identifying the audience for and purpose of the

	-Composing a sentence orally before writing it - Working in small groups	-Composing a sentence orally before writing it • *Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.*	• *Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.*	write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas •	write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas	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 •	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
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. • *Pupils should understand, through being shown these, the skills and processes that are essential*	- 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. • *Pupils should understand,*	- 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	- 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

					for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.	*through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.*	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]	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]
Editing Writing	Purple pencil 1:1 feedback with teacher.	-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.	- With prompting, proof reads own work to check spelling/punctuation. -Proposes change to own and others' work to develop grammar/vocabulary. • *Pupils should be taught to monitor whether their own writing*	- 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	- 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

			- Peer assessment (orange crayon) - Self assessment (purple pen)	*makes sense in the same way that they monitor their reading, checking at different levels.*	• *Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.* •	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	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	- To express themselves effectively, showing awareness of listeners' needs. - To speak confidently in a familiar group, will talk about their ideas.	-Read their writing aloud clearly enough to be heard by their peers and teacher	-Read what they have written with appropriate intonation to make the meaning clear • *Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles*	- Read aloud their own writing, to a group or the whole class, using appropriate innotation and controlling tone and volume so the meaning is clear	- Read aloud their own writing, to a group or the whole class, using appropriate innotation and controlling tone and volume so the meaning is clear	- Perform their own compositions, using appropriate innotation, volume and movement so that the meaning is clear	- Perform their own compositions, using appropriate innotation, volume and movement so that the meaning is clear

			and improvising scenes in various settings.				
Vocabulary	communication and lang Powerful Knowledge banks (weekly)	-Leaving spaces between words -Joining words and joining clauses using "and" • *Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed.* • *Pupils should begin to use some of the distinctive features of Standard*	-Expanded noun phrases to describe and specify • *Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.* • *The terms for discussing language should be embedded for pupils in the course of discussing*	- Effective vocabulary used to bring characters to life. - Effective language used to help reader picture a setting • *Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing*	- 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. • *Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of*	- Beginning to select vocabulary and grammatical structures for effect • *Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.*	- Selecting vocabulary and grammatical structures for maximum effect • *Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.*

| | | | *English in their writing.* | *their writing with them. Their attention should be drawn to the technical terms they need to learn.* | *or books that they have read.*
• *At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].* | *real language, such as their own writing or books that they have read.*
• *At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters]* | | |

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 demarcation (. ! ?) -Capital letters for names and pronoun ('I')	-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	- 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. - Uses adverbs to express time and manner. - Uses prepositions	- 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. - Uses a range of nouns and pronouns to avoid repetition - Uses a range of fronted adverbials	- 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, 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	⧠ 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 ⧠ using expanded noun phrases to convey complicated information concisely ⧠ using modal verbs or adverbs to indicate degrees of possibility
Punctuation	taught to write with spaces, full stops, capital letters.	-Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	-Learning how to use both familiar and new punctuation correctly, including full stops, capital letters,	- Consistently uses capital letters accurately.	- Consistent use of capital letters - Use of full stops is accurate	- Consistently accurate use of capital letters - Uses appropriate punctuation for	⧠ using commas to clarify meaning or avoid ambiguity in writing

		-Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	- 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.	- 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.	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). - Accurately uses all speech punctuation for dialogue.	▢ 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
Grammatical Vocabulary	letters and sounds phase 2 3 and 4	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