

	EYFS	Year 1:	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription: Spelling	- Spell words by identifying sounds in them and representing the sounds with a letter or letters.	- To words containing each of the 40+ phonemes already taught - To spell common exception words - To spell the days of the week naming the letters of the alphabet in order - I can use letter names to distinguish between alternative spellings of the same sound - To add prefixes and suffixes: - To use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - To use the prefix un– To use the suffix –ing, –ed, –er and –est where no change is needed in the spelling of root words - To apply simple spelling rules and guidance, as listed in English Appendix 1 - To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far - To segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). - I use my misspelt words to learn how different sounds can be represented differently	- To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - To learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - To spell common exception words - To spell more words with contracted forms - To use the possessive apostrophe - To distinguish between homophones and near-homophones - To add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly - To apply spelling rules and guidance, as listed in English Appendix 1 - To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. - I use my misspelt words to learn how different sounds can be represented differently	- To use further prefixes and suffixes and understand how to add them (English Appendix 1) - To spell further homophones - To spell words that are often misspelt (English Appendix 1) - To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - To use the first two or three letters of a word to check its spelling in a dictionary - To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. - I understand word structure - To start to use a dictionary.	- To use further prefixes and suffixes and understand how to add them (English Appendix 1) - To spell further homophones - To spell words that are often misspelt (English Appendix 1) - To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - To use the first two or three letters of a word to check its spelling in a dictionary - To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. - I understand word structure - To start to use a dictionary.	- To use further prefixes and suffixes and understand the guidance for adding them - To spell some words with 'silent' letters [for example, knight, psalm, solemn] - To continue to distinguish between homophones and other words which are often confused - To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - To use a dictionary to check the spelling and meaning of words - To use the first three or four letters of a word to check spelling, meaning or both in a dictionary - To use a thesaurus.	- To use further prefixes and suffixes and understand the guidance for adding them - To spell some words with 'silent' letters [for example, knight, psalm, solemn] - To continue to distinguish between homophones and other words which are often confused - To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - To use a dictionary to check the spelling and meaning of words - To use the first three or four letters of a word to check spelling, meaning or both in a dictionary - To use a thesaurus.
Handwriting	- To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - To write recognisable letters, most of which are correctly formed;	- To sit correctly at a table, holding a pencil comfortably and correctly - To begin to form lower-case letters in the correct direction, starting and finishing in the right place.	- To form lower-case letters of the correct size relative to one another - To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when	- To 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.	- To 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.	- To write legibly, fluently and with increasing speed. - To choose which shape of a letter to use when given choices and deciding whether or not to join specific letters	- To write legibly, fluently and with increasing speed. - To choose which shape of a letter to use when given choices and deciding whether or not to join specific letters

		To form capital letters To form digits 0-9 -To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <i>I thinking aloud as I collect ideas, drafting, and re-reading to check meaning.</i>	adjacent to one another, are best left un-joined To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters -To use spacing between words that reflects the size of the letters. - <i>I practise correct letter formation frequently.</i>	I can increase the legibility, consistency and quality of their handwriting [for example, 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]. <i>I use joined handwriting in my independent writing.</i>	I can increase the legibility, consistency and quality of their handwriting [for example, 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]. <i>I use joined handwriting in my independent writing.</i>	- To choose the writing implement that is best suited for a task. I practise <i>handwriting with increasing speed</i> , -To use an appropriate style for the task.	- To choose the writing implement that is best suited for a task. I practise <i>handwriting with increasing speed</i> , -To use an appropriate style for the task.
Composition	To write simple phrases and sentences that can be read by others.	-To write sentences -To say out loud what I am going to write. -To compose a sentence orally before writing it - To sequence sentences to form short narratives. -To re-read what I have written to check that it makes sense. To discuss what I have written with the teacher or other pupils To read aloud my writing clearly enough to be heard by their peers and the teacher.	-I am developing my stamina. -I am positive about my writing. To write narratives about personal experiences and those of others (real and fictional) – To write about real events -To write poetry To write for different purposes To think about what I am going to write before I begin. I plan or say out loud what I am going to write about. I write down ideas and/or key words, including new vocabulary -I make simple additions, revisions and corrections by evaluating with the teacher and other pupils - To re-read to check that my writing makes sense -I use verbs to indicate time are used correctly and consistently, including verbs in the continuous form. I proof-read to check for errors in spelling, grammar and punctuation To read aloud what I have written with appropriate intonation to make the meaning clear. <i>To collect</i>	To plan their writing my writing through discussion recording ideas -I compose and rehearse sentences orally I am building my vocabulary and expanding my sentence structure (English Appendix 2) To organise my writing into paragraphs around a theme. In narratives, To create settings, characters, and plot. -In non-narrative material, -To use simple organisational devices [for example, headings and sub-headings] -To evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements – To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentence. To proof-read for spelling and punctuation errors. To read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	To plan their writing my writing through discussion recording ideas -I compose and rehearse sentences orally I am building a rich and varied vocabulary and expanding my sentence structure (English Appendix 2) To organise my writing into paragraphs around a theme. In narratives, To create settings, characters, and plot. -In non-narrative material, To use simple organisational devices [for example, headings and sub-headings] -To evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements – To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentence. -To proof-read for spelling and punctuation errors. To read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	-To plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form. -To use other similar writing as models for my own -I note and develop initial ideas, drawing on reading and research where necessary. -In writing narratives, I consider how authors have developed characters and settings in what pupils have read, listened to or seen performed -I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -In narratives, -To describe settings, characters and atmosphere. -To integrate dialogue to convey character and advance the action. -To precis a longer passage. -To use a wide range of devices to build cohesion within and across paragraphs To use further organisational and presentational devices to	-To plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form. -To use other similar writing as models for my own -I note and develop initial ideas, drawing on reading and research where necessary. -In writing narratives, I consider how authors have developed characters and settings in what pupils have read, listened to or seen performed -I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -In narratives, - To describe settings, characters and atmosphere. -To integrate dialogue to convey character and advance the action. -To precis a longer passage. -To use a wide range of devices to build cohesion within and across paragraphs To use further organisational and presentational devices to

			<i>ideas, draft, and re-read to check meaning is clear.</i> <i>-To use drama and role-play before I write to help me gather ideas.</i> <i>- I use experience and new vocabulary to support my writing.</i>	<i>- To collect ideas, draft, and re-read to check meaning is clear.</i> <i>-To use drama and role-play before I write to help me gather ideas.</i> <i>- I use experience and new vocabulary to support my writing.</i>	<i>- To collect ideas, draft, and re-read to check meaning is clear.</i> <i>-To use drama and role-play before I write to help me gather ideas.</i> <i>- I use experience and new vocabulary to support my writing.</i>	structure text and to guide the reader [for example, headings, bullet points, underlining] -To evaluate and edit by assessing the effectiveness of my own and others' writing. -To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -I make sure that I ensure the consistent and correct use of tense throughout a piece of writing. - I use the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register I proof-read for spelling and punctuation errors - I perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <i>I generate ideas through drafting and redrafting, thinking aloud and discussing my ideas</i>	structure text and to guide the reader [for example, headings, bullet points, underlining] -To evaluate and edit by assessing the effectiveness of my own and others' writing. -To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -I make sure that I ensure the consistent and correct use of tense throughout a piece of writing. - I use the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register I proof-read for spelling and punctuation errors - I perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <i>I generate ideas through drafting and redrafting, thinking aloud and discussing my ideas</i>
Grammar and punctuation		Appendix 2 -I leave spaces between words -To join words and join clauses using -To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -I use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - I am learning the grammar for year 1 in English Appendix 2 -I use the grammatical terminology in English	-I am learning how to use both familiar and new punctuation correctly (see English Appendix 2), - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) - To use statements, question, exclamation, commands. To use expanded noun phrases to describe and specify To use the present and past tenses correctly and	-To use sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -To use the present perfect form of verbs in contrast to the past tense -To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -To use conjunctions, adverbs and prepositions to express time and cause -To use fronted adverbials.	-To use sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - To use the present perfect form of verbs in contrast to the past tense -To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -To use conjunctions, adverbs and prepositions to express time and cause -To use fronted adverbials.	-To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -To use passive verbs to affect the presentation of information in a sentence -To use the using the perfect form of verbs to mark relationships of time and cause -To using expanded noun phrases to convey complicated information concisely.	-To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -To use passive verbs to affect the presentation of information in a sentence -To use the using the perfect form of verbs to mark relationships of time and cause -To using expanded noun phrases to convey complicated information concisely.

		Appendix 2 in discussing my writing -To recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 To begin to recognise 'standard English'	consistently including the progressive form -To use subordination (using when, if, that, or because) To use co-ordination (using or, and, or but) To use some standard English <i>To use technical terminology my appendix 2 to talk about my writing</i>	-I am learning the grammar for years 3 and 4 in English Appendix 2 -To use commas after fronted adverbials -To indicate possession by using the possessive apostrophe with plural nouns To use and punctuate direct speech. -I use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading <i>To talk about some of the difference between standard and non-standard English</i> -To use technical terminology my appendix 2 to talk about my writing	-I am learning the grammar for years 3 and 4 in English Appendix 2 -To use commas after fronted adverbials -To indicate possession by using the possessive apostrophe with plural nouns -To use and punctuate direct speech. -I use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading <i>To talk about some of the difference between standard and non-standard English</i> -To use technical terminology my appendix 2 to talk about my writing	-To use modal verbs or adverbs to indicate degrees of possibility. -To using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - I am learning the grammar for years 5 and 6 in English Appendix 2 To use commas to clarify meaning or avoid ambiguity in writing -To using hyphens to avoid ambiguity To use brackets, dashes or commas to indicate parenthesis To use semi-colons, colons or dashes to mark boundaries between independent clauses To use a colon to introduce a list. -To punctuate bullet points consistently To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. <i>To use technical language to discuss my work.</i>	-To use modal verbs or adverbs to indicate degrees of possibility. -To using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - I am learning the grammar for years 5 and 6 in English Appendix 2 To use commas to clarify meaning or avoid ambiguity in writing -To using hyphens to avoid ambiguity To use brackets, dashes or commas to indicate parenthesis To use semi-colons, colons or dashes to mark boundaries between independent clauses To use a colon to introduce a list. -To punctuate bullet points consistently To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. <i>To use technical language to discuss my work.</i>
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