

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Transcription	<p>To use the pincer grip when holding a writing implement</p> <p>-To sit comfortably and correctly when writing</p> <p>-Form lower-case and capital letters correctly</p> <p>-Write some or all of their name</p> <p>-Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>-To sit correctly at a table, holding a pencil comfortably and correctly when writing</p> <p>-To begin to form lower case letters in the right direction</p> <p>-Form capital letters</p> <p>-Recognise 'handwriting families' and how to practise these</p> <p>-Use spacings between words</p> <p>-To spell words containing each of the 40+ phonemes already taught</p> <p>-Spell common exception words</p> <p>-Spell the days of the week</p> <p>-Name the letters of the alphabet (including in order)</p> <p>-Use letter names to distinguish between alternative spellings of the same sound</p> <p>-Add prefixes and suffixes: using the spelling rule for plural marker for nouns and the third person singular marker for</p>	<p>-To form lower case letters relative in size to one another</p> <p>-Start to use diagonal and horizontal strokes to join letters, and understand which adjacent letters are better left unjoined</p> <p>-To write capital letters and digits of the correct size, orientation, and relationship to lower case letters around them</p> <p>-Use spacing between words that reflects the size of the letter</p> <p>-Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>- 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</p>	<p>-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</p> <p>-Increase the legibility consistency and quality of their handwriting</p> <p>-Use further prefixes and suffixes and understand how to add them</p> <p>-Spell further homophones</p> <p>-Spell words that are often misspelt</p> <p>-Place the possessive apostrophe accurately in words with regular plurals [girls', boys'] and in words with irregular plurals [children's]</p> <p>-Use the first 2-3 letters of a word to check its spelling in a dictionary</p> <p>-Write from memory simple sentences,</p>	<p>-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</p> <p>-Increase the legibility consistency and quality of their handwriting</p> <p>-Use further prefixes and suffixes and understand how to add them</p> <p>-Spell further homophones</p> <p>-Spell words that are often misspelt</p> <p>-Place the possessive apostrophe accurately in words with regular plurals [girls', boys'] and in words with irregular plurals [children's]</p> <p>-Use the first 2-3 letters of a word to check its spelling in a dictionary</p>	<p>-To 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</p> <p>-To choose the writing implement that is best suited for a task</p> <p>-To use further prefixes and suffixes and understand the guidance for adding them</p> <p>-Spell some words with silent letters (knight, psalm, solemn)</p> <p>-Continue to distinguish between homophones and other words which are often confused</p> <p>-Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p>	<p>-To 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</p> <p>-To choose the writing implement that is best suited for a task</p> <p>-To use further prefixes and suffixes and understand the guidance for adding them</p> <p>-Spell some words with silent letters (knight, psalm, solemn)</p> <p>-Continue to distinguish between homophones and other words which are often confused</p> <p>-Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p>

		<p>verbs; using the prefix un-; using -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>-Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>-Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>-Learn to spell common exception words learning to spell more words with contracted forms</p> <p>-Learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>-To distinguish between homophones and near-homophones</p> <p>-Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p>	<p>dictated by the teacher, that include words and punctuation taught so far</p> <p>*For further guidance on Y3/4 spellings, see appendix 1</p>	<p>-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>*For further guidance on Y3/4 spellings, see appendix 1</p>	<p>-Use dictionaries to check the spelling and meaning of words</p> <p>-Use the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary</p> <p>-Use a thesaurus</p> <p>*for further guidance on Y5/6 spellings, see appendix 1</p>	<p>-Use dictionaries to check the spelling and meaning of words</p> <p>-Use the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary</p> <p>-Use a thesaurus</p> <p>*for further guidance on Y5/6 spellings, see appendix 1</p>
Composition	<p>-Form the complete sentence orally before writing with adult</p> <p>-Memorise the sentence before writing by repeatedly saying it aloud</p> <p>-Write short sentences with words with known sound-letter correspondences, using a capital letter and full stop.</p> <p>-Re-read what they have written to</p>	<p>-To say out loud what they are going to write about</p> <p>-To compose a sentence orally before writing it</p> <p>-To sequence sentences to form short narratives</p> <p>-To re-reading what they have written to check that it makes sense</p> <p>-To discuss what they have written with the teacher or other pupils</p>	<p>-To consider what they are going to write before beginning</p> <p>-Planning or saying out loud what they are going to write about</p> <p>-Writing down ideas and/or key words, including new vocabulary</p> <p>-Encapsulating what they want to say, sentence by sentence</p> <p>-Develop positive attitudes towards</p>	<p>-Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>-Discuss and record ideas</p> <p>-Compose and rehearse sentences orally (including dialogue), progressively build a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>-Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>-Discuss and record ideas</p> <p>-Compose and rehearse sentences orally (including dialogue), progressively build a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>-To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing models for their own</p> <p>-To note and develop initial ideas, drawing on reading and research where necessary</p> <p>-In writing narratives, to consider how authors have developed</p>	<p>-To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing models for their own</p> <p>-To note and develop initial ideas, drawing on reading and research where necessary</p> <p>-In writing narratives, to consider how authors have developed</p>

	<p>check that it makes sense.</p> <p>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>-Form lower-case and capital letters correctly.</p>	<p>-To read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>-To develop their understanding of the concepts set out in English Appendix 2</p> <p>-To leave spaces between words</p> <p>-Join words and joining clauses using <i>and</i></p> <p>-Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>-Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>-Learn the grammar for year 1 in English Appendix 2</p> <p>-Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>and stamina for writing</p> <p>-Write narratives about personal experiences and those of others (real and fictional)</p> <p>-To make simple additions, revisions and corrections to their own writing</p> <p>-To evaluate their writing with the teacher and other pupils</p> <p>-To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>-To read aloud what they have written with appropriate</p>	<p>-Organise paragraphs around a theme</p> <p>-In narratives, create settings, characters and plot</p> <p>-In non-narrative material, use simple organisational devices</p> <p>*For further guidance on this, see appendix 2</p> <p>-Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>-Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>-Proofread for spelling and punctuation errors</p> <p>-Read their writing aloud to a group or the whole class, using appropriate intonation and controlling the tone</p>	<p>-Organise paragraphs around a theme</p> <p>-In narratives, create settings, characters and plot</p> <p>-In non-narrative material, use simple organisational devices</p> <p>*For further guidance on this, see appendix 2</p> <p>-Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>-Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>-Proofread for spelling and punctuation errors</p> <p>-Read their writing aloud to a group or the whole class, using appropriate intonation and controlling the tone</p>	<p>characters and settings in what they have read, listened to or see performed</p> <p>-To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-In narratives, to describe settings, characters, and atmosphere, and to integrate dialogue to convey the character and advance the action</p> <p>-Précising longer passages</p> <p>-To use a wide range of devices to build cohesion within and across paragraphs</p> <p>-To use further organisational and presentational devices to structure text and to guide the reader</p> <p>-To assess the effectiveness of their own and others' writing</p>	<p>characters and settings in what they have read, listened to or see performed</p> <p>-To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-In narratives, to describe settings, characters, and atmosphere, and to integrate dialogue to convey the character and advance the action</p> <p>-Précising longer passages</p> <p>-To use a wide range of devices to build cohesion within and across paragraphs</p> <p>-To use further organisational and presentational devices to structure text and to guide the reader</p> <p>-To assess the effectiveness of their own and others' writing</p>
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			<p>intonation to make the meaning clear.</p> <p>-To develop their understanding of the concepts set out in English Appendix 2</p> <p>-To learn 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)</p> <p>-To learn how to use: sentences with different forms: statement, question, exclamation, command</p> <p>-To expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>-Use the present and past tenses correctly and consistently</p>	<p>and volume so that the meaning is clear</p> <p>-Develop their understanding of the concepts set out in appendix 2</p> <p>-Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>-Use the present perfect form of verbs in contrast to the past tense</p> <p>-Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>-Use conjunctions, adverbs and prepositions to express time and cause</p> <p>-Use fronted adverbials</p> <p>-Learn the grammar for years 3 and 4 as set out in appendix 2</p> <p>-Indicate grammatical and</p>	<p>and volume so that the meaning is clear</p> <p>-Develop their understanding of the concepts set out in appendix 2</p> <p>-Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>-Use the present perfect form of verbs in contrast to the past tense</p> <p>-Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>-Use conjunctions, adverbs and prepositions to express time and cause</p> <p>-Use fronted adverbials</p> <p>-Learn the grammar for years 3 and 4 as set out in appendix 2</p> <p>-Indicate grammatical and</p>	<p>-To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>-To ensure the consistent and correct use of tense throughout a piece of writing</p> <p>-To ensure correct subject and verb agreement when using singular and plural</p> <p>-To distinguish between the language of speech and writing</p> <p>-To choose the appropriate register for a composition</p> <p>-Proofread for spelling and punctuation errors</p> <p>-To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p> <p>-To develop their understand of the</p>	<p>-To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>-To ensure the consistent and correct use of tense throughout a piece of writing</p> <p>-To ensure correct subject and verb agreement when using singular and plural</p> <p>-To distinguish between the language of speech and writing</p> <p>-To choose the appropriate register for a composition</p> <p>-Proofread for spelling and punctuation errors</p> <p>-To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p> <p>-To develop their understand of the</p>
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			<p>including the progressive form</p> <p>-Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>-Use the grammar for year 2 in English Appendix 2, and some features of written Standard English</p> <p>-To use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>other features by using commas after fronted adverbials, indicate possession by using the possessive apostrophe with plural nouns, use and punctuate direct speech</p> <p>-Use and understand the grammatical terminology in appendix 2 accurately and appropriately when discussing their writing and reading</p>	<p>other features by using commas after fronted adverbials, indicate possession by using the possessive apostrophe with plural nouns, use and punctuate direct speech</p> <p>-Use and understand the grammatical terminology in appendix 2 accurately and appropriately when discussing their writing and reading</p>	<p>concepts set out in appendix 2</p> <p>-To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>-To use passive verbs to affect the presentation of information in a sentence</p> <p>-To use the perfect form of verbs to mark relationships of time and cause</p> <p>-To use expanded noun phrases to convey complicated information concisely</p> <p>-To use modal verbs or adverbs to indicate degrees of possibility</p> <p>-to use relative clauses beginning with who, which, where, when, whose, that, or with an implied (omitted) relative pronoun</p>	<p>concepts set out in appendix 2</p> <p>-To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>-To use passive verbs to affect the presentation of information in a sentence</p> <p>-To use the perfect form of verbs to mark relationships of time and cause</p> <p>-To use expanded noun phrases to convey complicated information concisely</p> <p>-To use modal verbs or adverbs to indicate degrees of possibility</p> <p>-to use relative clauses beginning with who, which, where, when, whose, that, or with an implied (omitted) relative pronoun</p>
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						<p>-To learn the grammar for Y5 and 6 in appendix 2</p> <p>-To use commas to clarify meaning or avoid ambiguity in writing</p> <p>-To use hyphens to avoid ambiguity</p> <p>-To use brackets, dashes or commas to indicate parenthesis</p> <p>-to use semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>-To use colons to introduce lists</p> <p>-To punctuate bullet points consistently</p> <p>-To use and understand the grammatical terminology in appendix 2 accurately and appropriately in discussing their writing and reading</p>	<p>-To learn the grammar for Y5 and 6 in appendix 2</p> <p>-To use commas to clarify meaning or avoid ambiguity in writing</p> <p>-To use hyphens to avoid ambiguity</p> <p>-To use brackets, dashes or commas to indicate parenthesis</p> <p>-to use semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>-To use colons to introduce lists</p> <p>-To punctuate bullet points consistently</p> <p>-To use and understand the grammatical terminology in appendix 2 accurately and appropriately in discussing their writing and reading</p>
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Spellings	the a do to today of said says are were was is his has I We No Go So By My Here There Where Love Come Some One Once Ask Pull full he me she house our friend school put push you your they be	Door Floor Poor Because Find Kind Mind Behind Child Children Wild Climb Most Only Both Old Cold Gold Hold Told Every Everybody Even Great Break Steak Pretty Beautiful After Fast Last Past Father Class Grass Pass Plant Path Bath Hour Move Prove Improve Sure Sugar	accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart	interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though	accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign	identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough
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