	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Transcription	To use the pincer	-To sit correctly at a	-To form lower case	-To use the diagonal	-To use the diagonal	-To write legibly,	-To write legibly,
	grip when holding a	table, holding a	letters relative in size	and horizontal	and horizontal	fluently and with	fluently and with
	writing implement	pencil comfortably	to one another	strokes that are	strokes that are	increasing speed	increasing speed
		and correctly when	-Start to use	needed to join	needed to join	by choosing which	by choosing which
	-To sit comfortably	writing	diagonal and	letters and	letters and	shape of a letter to	shape of a letter to
	and correctly when	-To begin to form	horizontal strokes to	understand which	understand which	use when given	use when given
	writing	lower case letters in	join letters, and	letters, when	letters, when	choices and	choices and
		the right direction	understand which	adjacent to one	adjacent to one	deciding whether	deciding whether
	-Form lower-case	-Form capital letters	adjacent letters are	another, are best	another, are best	or not to join	or not to join
	and capital letters	-Recognise	better left unjoined	left unjoined	left unjoined	specific letters	specific letters
	correctly	'handwriting	-To write capital				
		families' and how to	letters and digits of	-Increase the	-Increase the	-To choose the	-To choose the
	-Write some or all of	practise these	the correct size,	legibility consistency	legibility consistency	writing implement	writing implement
	their name	-Use spacings	orientation, and	and quality of their	and quality of their	that is best suited	that is best suited
		between words	relationship to lower	handwriting	handwriting	for a task	for a task
	-Spell words by		case letters around				
	identifying the	-To spell words	them	-Use further prefixes		-To use further	
	sounds and then	containing each of	-Use spacing	and suffixes and	-Use further prefixes	prefixes and suffixes	-To use further
	writing the sound	the 40+ phonemes	between words that	understand how to	and suffixes and	and understand the	prefixes and suffixes
	with letter/s.	already taught	reflects the size of	add them	understand how to	guidance for	and understand the
			the letter	0 11 (11	add them	adding them	guidance for
		-Spell common		-Spell further	0 11 (11		adding them
		exception words	-Segment spoken	homophones	-Spell further	-Spell some words	Con all a constant
		Con all the and are a fi	words into	Con all consumer the set some	homophones	with silent letters	-Spell some words
		-Spell the days of the week	phonemes and	-Spell words that are	Con all a wale the art awa	(knight, psalm,	with silent letters
		The week	representing these	often misspelt	-Spell words that are often misspelt	solemn)	(knight, psalm,
		-Name the letters of	by	-Place the	onen misspell	-Continue to	solemn)
		the alphabet	graphemes, spelling many correctly	possessive	-Place the	distinguish between	-Continue to
		(including in order)	Thany conecily	apostrophe	possessive	homophones and	distinguish between
		(incloding in order)	- Learn new ways of	accurately in words	apostrophe	and other words	homophones and
		-Use letter names to	spelling phonemes	with regular plurals	accurately in words	which are often	and other words
		distinguish between	for which one or	[girls', boys'] and in	with regular plurals	confused	which are often
		alternative spellings	more spellings are	words with irregular	[girls', boys'] and in	Comosca	confused
		of the same sound	already known, and	plurals [children's]	words with irregular	-Use knowledge of	Comosoa
		3. 11.0 3a.110 30011a	learn some words	plorais [crimarorr s]	plurals [children's]	morphology and	-Use knowledge of
		-Add prefixes and	with each spelling,	-Use the first 2-3	p.51615 [5111161011 5]	etymology in	morphology and
		suffixes:	including a few	letters of a word to	-Use the first 2-3	spelling and	etymology in
		using the spelling	common	check its spelling in	letters of a word to	understand that the	spelling and
		rule for plural marker	homophones	a dictionary	check its spelling in	spelling of some	understand that the
		for nouns and			a dictionary	words needs to be	spelling of some
		the third person		-Write from memory		learnt specifically	words needs to be
		singular marker for		simple sentences,			learnt specifically

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

	To so and other all the air	and all all annoting at figur			ala aurai al-aura aura al	ala aurai al-aura aura al
check that it makes	-To read aloud their	and stamina for	Organica	Orananiaa	characters and	characters and
sense.	writing clearly	writing	-Organise	-Organise	settings in what	settings in what
	enough to be heard		paragraphs around	paragraphs around	they have read,	they have read,
-Write short	by their peers and	-Write narratives	a theme	a theme	listened to or see	listened to or see
sentences with	the teacher.	about personal			performed	performed
words with known		experiences and	-In narratives,	-In narratives,		
sound-letter	-To develop their	those of others (real	create settings,	create settings,	-To select	-To select
correspondences	understanding of	and	characters and plot	characters and plot	appropriate	appropriate
using a capital letter	the concepts set	fictional)			grammar and	grammar and
and full stop	out in English		-In non-narrative	-In non-narrative	vocabulary,	vocabulary,
	Appendix 2	-To make simple	material, use simple	material, use simple	understanding how	understanding how
-Form lower-case	' '	additions, revisions	organisational	organisational	such choices can	such choices can
and capital letters	-To leave spaces	and corrections to	devices	devices	change and	change and
correctly.	between words	their own writing			enhance meaning	enhance meaning
Concony.	Doiwoon words	Thie over while	*For further	*For further	ormaneo meaning	
	-Join words and	-To evaluate their	guidance on this,	guidance on this,	-In narratives, to	-In narratives, to
		writing with the	see appendix 2	see appendix 2	describe settings,	describe settings,
	joining clauses using	_	see appendix z	see appendix 2	_	-
	and	teacher and other			characters, and	characters, and
		pupils	-Assess the	-Assess the	atmosphere, and to	atmosphere, and to
	-Begin to punctuate		effectiveness of	effectiveness of	integrate dialogue	integrate dialogue
	sentences using a	-To re-read to check	their own and	their own and	to convey the	to convey the
	capital letter and a	that their writing	others' writing and	others' writing and	character and	character and
	full stop, question	makes sense and	suggest	suggest	advance the	advance the
	mark or	that verbs to	improvements	improvements	action	action
	exclamation mark	indicate				
		time are used	-Propose changes	-Propose changes	-Précising longer	-Précising longer
	-Use a capital letter	correctly and	to grammar and	to grammar and	passages	passages
	for names of	consistently,	vocabulary to	vocabulary to		
	people, places, the	including verbs in	improve	improve	-To use a wide	-To use a wide
	days of the week,	the continuous form	consistency,	consistency,	range of devices to	range of devices to
	and the		including the	including the	build cohesion	build cohesion
	personal pronoun 'I'	- Proof-reading to	accurate use of	accurate use of	within and across	within and across
		check for errors in	pronouns in	pronouns in	paragraphs	paragraphs
	-Learn the grammar	spelling, grammar	sentences	sentences		
	for year 1 in English	and punctuation	30111011003	30111011003	-To use further	-To use further
	Appendix 2	[for	-Proofread for	-Proofread for	organisational and	organisational and
	/ IPPELIUIX Z	example, ends of	spelling and	spelling and	presentational	presentational
	Uso the	· ·	_	_	devices to structure	devices to structure
	-Use the	sentences	punctuation errors	punctuation errors		
	grammatical	punctuated	B III III		text and to guide	text and to guide
	terminology in	correctly]	-Read their writing	-Read their writing	the reader	the reader
	English Appendix 2		aloud to a group or	aloud to a group or		
	in discussing their	-To read aloud what	the whole class,	the whole class,	-To assess the	-To assess the
	writing.	they have written	using appropriate	using appropriate	effectiveness of	effectiveness of
		with appropriate	intonation and	intonation and	their own and	their own and
			controlling the tone	controlling the tone	others' writing	others' writing

interestina to months	ava al via li vas a la alta art			
intonation to make	and volume so that	and volume so that	_	_
the meaning	the meaning is clear	the meaning is clear	-To propose	-To propose
clear.			changes to	changes to
	-Develop their	-Develop their	vocabulary,	vocabulary,
-To develop their	understanding of	understanding of	grammar and	grammar and
understanding of	the concepts set	the concepts set	punctuation to	punctuation to
the concepts set	out in appendix 2	out in appendix 2	enhance effects	enhance effects
out in English			and clarify	and clarify
Appendix 2	-Extend the range of	-Extend the range of	meaning	meaning
	sentences with	sentences with		
-To learn how to use	more than one	more than one	-To ensure the	-To ensure the
both familiar and	clause by using a	clause by using a	consistent and	consistent and
new punctuation	wider range of	wider range of	correct use of tense	correct use of tense
correctly (see	conjunctions,	conjunctions,	throughout a piece	throughout a piece
English	including: when, if,	including: when, if,	of writing	of writing
Appendix 2),	because, although	because, although		-
including full stops,			-To ensure correct	-To ensure correct
capital letters,	-Use the present	-Use the present	subject and verb	subject and verb
exclamation marks,	perfect form of	perfect form of	agreement when	agreement when
question	verbs in contrast to	verbs in contrast to	using singular and	using singular and
marks, commas for	the past tense	the past tense	plural	plural
lists and			1	
apostrophes for	-Choose nouns or	-Choose nouns or	-To distinguish	-To distinguish
contracted forms	pronouns	pronouns	between the	between the
and the	appropriately for	appropriately for	language of	language of
possessive (singular)	clarity and cohesion	clarity and cohesion	speech and writing	speech and writing
-To learn how to	and to avoid	and to avoid	operand mining	
use:	repetition	repetition	-To choose the	-To choose the
sentences with	Topomori	Topolillori	appropriate register	appropriate register
different forms:	-Use conjunctions,	-Use conjunctions,	for a composition	for a composition
statement, question,	adverbs and	adverbs and	10. a composition	
exclamation,	prepositions to	prepositions to	-Proofread for	-Proofread for
command	express time and	express time and	spelling and	spelling and
Communa	cause	cause	punctuation errors	punctuation errors
-To expanded noun	Cause	Cause	policioalion ellois	Policioalion ellois
phrases to describe	-Use fronted	-Use fronted	-To perform their	-To perform their
'	adverbials	adverbials	-To perform their	· '
and specify [for	aaverbiais	aaverbiais	own compositions,	own compositions,
example, the blue	Loarn the gramma	Loarn the gramma	using appropriate	using appropriate
butterfly]	-Learn the grammar	-Learn the grammar	intonation, volume	intonation, volume
Lloo the present	for years 3 and 4 as	for years 3 and 4 as	and movement so	and movement so
-Use the present	set out in appendix	set out in appendix	that meaning is	that meaning is
and past tenses	2	2	clear	clear
correctly and	to all a seka	to all a sub-	Ta alassala U 1	Ta alassala U. t
consistently	-Indicate	-Indicate	-To develop their	-To develop their
	grammatical and	grammatical and	understand of the	understand of the

including the	other features by	other features by	concepts set out in	concepts set out in
progressive	using commas after	using commas after	appendix 2	appendix 2
form	fronted adverbials,	fronted adverbials,		
	indicate possession	indicate possession	-To recognise	-To recognise
-Use subordination	by using the	by using the	vocabulary and	vocabulary and
(using when, if, that,	possessive	possessive	structures that are	structures that are
or because) and	apostrophe with	apostrophe with	appropriate for	appropriate for
co-ordination (using	plural nouns, use	plural nouns, use	formal speech and	formal speech and
or,	and punctuate	and punctuate	writing, including	writing, including
and, or but)	direct speech	direct speech	subjunctive forms	subjunctive forms
-Use the grammar	-Use and	-Use and	-To use passive	-To use passive
for year 2 in English	understand the	understand the	verbs to affect the	verbs to affect the
Appendix 2, and	grammatical	grammatical	presentation of	presentation of
some features of	terminology in	terminology in	information in a	information in a
written Standard	appendix 2	appendix 2	sentence	sentence
English	accurately and	accurately and		
	appropriately when	appropriately when	-To use the perfect	-To use the perfect
-To use and	discussing their	discussing their	form of verbs to	form of verbs to
understand the	writing and reading	writing and reading	mark relationships	mark relationships
grammatical			of time and cause	of time and cause
terminology in				
English Appendix 2			-To use expanded	-To use expanded
in discussing			noun phrases to	noun phrases to
their writing.			convey	convey
			complicated	complicated
			information	information
			concisely	concisely
			·	·
			-To use modal verbs	-To use modal verbs
			or adverbs to	or adverbs to
			indicate degrees of	indicate degrees of
			possibility	possibility
			-to use relative	-to use relative
			clauses beginning	clauses beginning
			with who, which,	with who, which,
			where, when,	where, when,
			whose, that, or with	whose, that, or with
			an implied	an implied
			(omitted) relative	(omitted) relative
			pronoun	pronoun

			-To learn the grammar for Y5 and 6 in appendix 2	-To learn the grammar for Y5 and 6 in appendix 2
			-To use commas to clarify meaning or avoid ambiguity in writing	-To use commas to clarify meaning or avoid ambiguity in writing
			-To use hyphens to avoid ambiguity	-To use hyphens to avoid ambiguity
			-To use brackets, dashes or commas to indicate parenthesis	-To use brackets, dashes or commas to indicate parenthesis
			-to use semicolons, colons or dashes to mark boundaries between independent clauses	-to use semicolons, colons or dashes to mark boundaries between independent clauses
			-To use colons to introduce lists	-To use colons to introduce lists
			-To punctuate bullet points consistently	-To punctuate bullet points consistently
			-To use and understand the grammatical terminology in appendix 2 accurately and appropriately in discussing their writing and reading	-To use and understand the grammatical terminology in appendix 2 accurately and appropriately in discussing their writing and reading

Spellings	the	Door	accident(ally)	interest	accommodate	identity
	а	Floor	actual(ly)	island	accompany	immediate(ly)
	do	Poor	address	knowledge	according	individual
	to	Because	answer	learn	achieve	interfere
	today	Find	appear	length	aggressive	interrupt
	of	Kind	arrive	library	amateur	language
	said	Mind	believe	material	ancient	leisure
	says	Behind	bicycle	medicine	apparent	lightning
	are	Child	breath	mention	appreciate	marvellous
	were	Children	breathe	minute	attached	mischievous
	was	Wild	build	natural	available	muscle
	is	Climb	busy/business	naughty	average	necessary
	his	Most	calendar	notice	awkward	neighbour
	has	Only	caught	occasion(ally)	bargain	nuisance
	1	Both	centre	often	bruise	occupy
	We	Old	century	opposite	category	occur
	No	Cold	certain	ordinary	cemetery	opportunity
	Go	Gold	circle	particular	committee	parliament
	So	Hold	complete	peculiar	communicate	persuade
	Ву	Told	consider	perhaps	community	physical
	Му	Every	continue	popular	competition	prejudice
	Here	Everybody	decide	position	conscience	privilege
	There	Even	describe	possess(ion)	conscious	profession
	Where	Great	different	possible	controversy	programme
	Love	Break	difficult	potatoes	convenience	pronunciation
	Come	Steak	disappear	pressure	correspond	queue
	Some	Pretty	early	probably	criticise (critic + ise)	recognise
	One	Beautiful	earth	promise	curiosity	recommend
	Once	After	eight/eighth	purpose	definite	relevant
	Ask	Fast	enough	quarter	desperate	restaurant
	Pull	Last	exercise	question	determined	rhyme
	full	Past	experience	recent	develop	rhythm
	he	Father	experiment	regular	dictionary	sacrifice
	me	Class	extreme	reign	disastrous	secretary
	she	Grass	famous	remember	embarrass	shoulder
	house	Pass	favourite	sentence	environment	signature
	our	Plant	February	separate	equip (-ped,	sincere(ly)
	friend	Path	forward(s)	special	-ment)	soldier
	school	Bath	fruit	straight	especially	stomach
	put	Hour	grammar	strange	exaggerate	sufficient
	push	Move	group	strength	excellent	suggest
	you	Prove	guard	suppose	existence	symbol
	your	Improve	guide	surprise	explanation	system
	they	Sure	heard	therefore	familiar	temperature
	be	Sugar	heart	though	foreign	thorough

	Eye	height	although	forty	twelfth
	Could	history	thought	frequently	variety
	Should	imagine	through	government	vegetable
	Would	increase	various	guarantee	vehicle
	Who	important	weight	harass	yacht
	Whole		woman	hindrance	
	Any		women		
	Many				
	Clothes				
	Busy				
	People				
	Water				
	Again				
	Half				
	Money				
	Mr				
	Mrs				
	parents				