| | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|------------|------|-----------------------|---------------------|------------------|------------------|------------------|------------------|
| Topic | | | | | | | |
| Phonic & | | spell words | segment spoken | spell further | spell further | spell some | spell some |
| Whole word | | containing each of | words into | homophones | homophones spell | words with | words with |
| spelling | | the 40+ phonemes | phonemes and | spell words that | words that are | 'silent' letters | 'silent' letters |
| children | | taught spell | represent these by | are often | often misspelt | continue to | continue to |
| should: | | common exception | graphemes, | misspelt | (Appendix 1) | distinguish | distinguish |
| | | words spell the days | spelling many | (Appendix 1) | | between | between |
| | | of the week name | correctly learn new | | | homophones | homophones |
| | | the letters of the | ways of spelling | | | and other | and other |
| | | alphabet in order | phonemes for | | | words which | words which |
| | | use letter names to | which 1 or more | | | are often | are often |
| | | distinguish between | spellings are | | | confused use | confused use |
| | | alternative spellings | already known, | | | knowledge of | knowledge of |
| | | of the same sound | and learn some | | | morphology | morphology |
| | | spell words with | words with each | | | and | and etymology |
| | | simple | spelling, including | | | etymology in | in spelling and |
| | | phoneme/grapheme | a few common | | | spelling and | understand |
| | | correspondence | homophones learn | | | understand | that the |
| | | accurately e.g. cat, | to spell common | | | that the | spelling of |
| | | dog, red make | exception words | | | spelling of | some words |
| | | phonetically | distinguish | | | some words | needs to be |
| | | plausible attempts | between ho | | | needs to be | learnt |
| | | at writing longer | | | | learnt | specifically, as |
| | | words using | | | | specifically, as | listed in |
| | | dominant phonemes | | | | listed in | Appendix 1 |
| | | and common | | | | Appendix 1 | |
| | | grapheme | | | | | |
| Other word | | Other word building | earning the | use further | use further | use further | use further |
| building | | spelling-use the | possessive | prefixes and | prefixes and | prefixes and | prefixes and |
| spelling | | spelling rule for | apostrophe | suffixes and | suffixes and | suffixes and | suffixes and |
| | | adding –s or –es as | (singular) learn to | understand how | understand how | understand | understand the |

| ala Ualura ia | Alexandranal manufaction | | 4 | 4 | Alan and alama o | : |
|---------------|--------------------------|---------------------|----------------------|----------------------|------------------|------------------|
| children | the plural marker for | spell more words | to add them | to add them place | the guidance | guidance for |
| should: | nouns and the third | with contracted | place the | the possessive | for adding | adding them |
| | person singular | forms add suffixes | possessive | apostrophe | them use | use dictionaries |
| | marker for verbs use | to spell longer | apostrophe | accurately in | dictionaries to | to check the |
| | the prefix un– use | words, including | accurately in | words with | check the | spelling and |
| | –ing, –ed, –er and | –ment, –ness, –ful, | words with | regular plurals | spelling and | meaning of |
| | est where no | –less, –ly show | regular plurals | and in words with | meaning of | words use the |
| | change is needed in | awareness of silent | and in words | irregular plurals | words use the | first 3 or 4 |
| | the spelling of root | letters in spelling | with irregular | use the first 2 or 3 | first 3 or 4 | letters of a |
| | words apply simple | e.g. knight, write | plurals use the | letters of a word | letters of a | word to check |
| | spelling rules and | use –le ending as | first 2 or 3 letters | to check its | word to check | spelling, |
| | guidance from | the most common | of a word to | spelling in a | spelling, | meaning or |
| | Appendix 1 | spelling for this | check its spelling | dictionary | meaning or | both of these |
| | | sound at the end | in a dictionary | | both of these | in a dictionary |
| | | of words apply | | | in a dictionary | |
| | | spelling rules and | | | | |
| | | guidelines from | | | | |
| | | Appendix 1 | | | | |
| Transcription | write from memory | write from | write from | write from | | |
| children | simple sentences | memory simple | memory simple | memory simple | | |
| should: | dictated by the | sentences dictated | sentences, | sentences, | | |
| | teacher that include | by the teacher that | dictated by the | dictated by the | | |
| | words using the | include words | teacher, that | teacher, that | | |
| | GPCs and common | using the GPCs, | include words | include words and | | |
| | exception words | common exception | and punctuation | punctuation | | |
| | taught so far | words and | taught so far. | taught so far. | | |
| | | punctuation taught | | | | |
| | | so far | | | | |
| Handwriting | sit correctly at a | form lower-case | use the diagonal | use the diagonal | choose which | choose which |
| children | table, holding a | letters of the | and horizontal | and horizontal | shape of a | shape of a |
| should: | pencil comfortably | correct size | strokes that are | strokes that are | letter to use | letter to use |
| | and correctly begin | relative to one | needed to join | needed to join | when given | when given |
| | to form lower-case | another start using | letters and | letters and | choices and | choices and |

| | letters in the correct direction, starting | some of the diagonal and | understand which letters, | understand which letters, when | deciding whether or | deciding whether or not |
|--------------|--|-----------------------------------|------------------------------|--------------------------------|------------------------|----------------------------|
| | and finishing in the | horizontal strokes | when adjacent | adjacent to one | not to join | to join specific |
| | right place form | needed to join | to one another, | another, are best | specific letters | letters choose |
| | capital letters | letters and | are best left | left un-joined | choose the | the writing |
| | form digits 0-9 | understand which | un-joined | increase the | writing | implement that |
| | understand which | letters, when | increase the | legibility, | implement | is best suited |
| | letters belong to | adjacent to one | legibility, | consistency and | that is best | for a task |
| | which handwriting | another, are best | consistency and | quality of their | suited for a | |
| | 'families' and to | left un-joined | quality of their | handwriting | task | |
| | practise these | write capital letters | handwriting | | | |
| | Produce | and digits of the | | | | |
| | recognisable letters | correct size, | | | | |
| | and words to convey | orientation and | | | | |
| | meaning another | relationship to one | | | | |
| | person can read | another and to lower-case letters | | | | |
| | | | | | | |
| | | use spacing between words | | | | |
| | | that reflects the | | | | |
| | | size of the letters. | | | | |
| Contexts for | write narratives | write narratives | discuss writing | discuss writing | identify the | identify the |
| Writing | about personal | about personal | similar to that | similar to that | audience for | audience for |
| children | experiences and | experiences and | which they are | which they are | and purpose | and purpose of |
| should: | those of others (real | those of others | planning to write | planning to write | of the writing, | the writing, |
| | and fictional) write | (real and fictional) | in order to | in order to | selecting the | selecting the |
| | about real events | write about real | understand and | understand and | appropriate | appropriate |
| | write poetry write | events write | learn from its | learn from its | form and | form and using |
| | for different | poetry write for | structure, | structure, | using other | other similar |
| | purposes | different purposes | vocabulary and | vocabulary and | similar writing | writing as |
| | | | grammar | grammar | as models for | models for |
| | | | | | their own in | their own in |
| | | | | | writing | writing |

| Planning Writing children should: | say out loud what they are going to write about compose a sentence orally before writing it | plan or say out loud what they are going to write about | discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed note and develop initial ideas, drawing on reading and research where necessary | narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed note and develop initial ideas, drawing on reading and research where necessary |
|--|--|--|---|---|---|--|
| Drafting Writing children should: | sequence sentences to form short narratives | write down ideas and/or key words, including new vocabulary encapsulate what they want to say, | organise paragraphs around a theme in narratives, create settings, characters and plot in | organise paragraphs around a theme in narratives, create settings, characters and plot in | select appropriate grammar and vocabulary, understanding how such choices can | select appropriate grammar and vocabulary, understanding how such choices can |

| Editing re-read what they evaluate their assess the assess the assess the assess the | | | sentence by sentence | non-narrative material, use simple organisational devices (headings & subheadings) | non-narrative material, use simple organisational devices (headings & subheadings) | change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action précising longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader | change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action précising longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader |
|---|---|---|----------------------|--|--|---|---|
| Writing have written to writing with the effectiveness of effectiveness of effectiveness of | 1 | 1 | | assess the | assess the | | assess the effectiveness of |

| children | check that it makes | teacher and other | their own and | their own and | of their own | their own and |
|----------|---------------------|---------------------|-----------------|-----------------|----------------|------------------|
| should: | sense discuss what | pupils re-read to | others' writing | others' writing | and others' | others' writing |
| | they have written | check that their | and suggest | and suggest | writing | propose |
| | with the teacher or | writing makes | improvements | improvements | propose | changes to |
| | other pupils | sense and that | propose changes | propose changes | changes to | vocabulary, |
| | | verbs to indicate | to grammar and | to grammar and | vocabulary, | grammar and |
| | | time are used | vocabulary to | vocabulary to | grammar and | punctuation to |
| | | correctly and | improve | improve | punctuation | enhance effects |
| | | consistently, | consistency, | consistency, | to enhance | and clarify |
| | | including verbs in | including the | including the | effects and | meaning |
| | | the continuous | accurate use of | accurate use of | clarify | ensure the |
| | | form proofread to | pronouns in | pronouns in | meaning | consistent and |
| | | check for errors in | sentences | sentences | ensure the | correct use of |
| | | spelling, grammar | proofread for | proofread for | consistent and | tense |
| | | and punctuation | spelling and | spelling and | correct use of | throughout a |
| | | | punctuation | punctuation | tense | piece of writing |
| | | | errors | errors | throughout a | ensure correct |
| | | | | | piece of | subject and |
| | | | | | writing ensure | verb |
| | | | | | correct | agreement |
| | | | | | subject and | when using |
| | | | | | verb | singular and |
| | | | | | agreement | plural, |
| | | | | | when using | distinguishing |
| | | | | | singular and | between the |
| | | | | | plural, | language of |
| | | | | | distinguishing | speech and |
| | | | | | between the | writing and |
| | | | | | language of | choosing the |
| | | | | | speech and | appropriate |
| | | | | | writing and | register |
| | | | | | choosing the | proofread for |
| | | | | | appropriate | spelling and |

| | | | | | register proofread for spelling and punctuation errors | punctuation errors |
|--|--|---|---|---|---|---|
| Performing Writing children should: | read their writing aloud clearly enough to be heard by their peers and the teacher | read aloud what they have written with appropriate intonation to make the meaning clear | read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| Vocabulary children should: | leave spaces between words join words and joining clauses using "and" Use familiar adjectives to add detail e.g. red apple, bad wolf | use expanded noun phrases to describe and specify attempt some varied vocab and use some varied sentence openings e.g. time connectives | extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility | use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility |

| Grammar | use regular plural | use coordination | use the present | use the present | use the | recognise |
|----------|------------------------|---------------------|---------------------|---------------------|----------------|------------------|
| children | noun suffixes (-s, | (using or, and, or | perfect form of | perfect form of | perfect form | vocabulary and |
| should: | -es) use verb suffixes | but) use commas | verbs in contrast | verbs in contrast | of verbs to | structures that |
| | where root word is | in lists use | to the past tense | to the past tense | mark | are appropriate |
| | unchanged (-ing, | sentences with | form nouns | form nouns using | relationships | for formal |
| | -ed, -er) use the un- | different forms: | using prefixes | prefixes use the | of time and | speech and |
| | prefix to change | statement, | use the correct | correct form of 'a' | cause use | writing, |
| | meaning of | question, | form of 'a' or 'an' | or 'an' use word | relative | including |
| | adjectives/adverbs | exclamation, | use word | families based on | clauses | subjunctive |
| | combine words to | command use | families based | common words | beginning | forms use |
| | make sentences, | subordination | on common | (solve, solution, | with who, | passive verbs |
| | including using and | (using when, if, | words (solve, | dissolve, | which, where, | to affect the |
| | sequence sentences | that, or because) | solution, | insoluble) use a | when, whose, | presentation of |
| | to form short | use apostrophes | dissolve, | wide range of | that or with | information in |
| | narratives separate | for omission & | insoluble) use a | fronted adverbials | an implied (ie | a sentence use |
| | of words with | singular possession | wide range of | correctly | omitted) | the perfect |
| | spaces use sentence | use the present | fronted | punctuated use a | relative | form of verbs |
| | demarcation (.!?) | and past tenses | adverbials | wide range of | pronoun | to mark |
| | use capital letters | correctly and | correctly | conjunctions, | convert nouns | relationships of |
| | for names and | consistently | punctuated use a | adverbs and | or adjectives | time and cause |
| | pronoun 'I') | including the | wide range of | prepositions to | into verbs use | understand and |
| | | progressive form | conjunctions, | express time and | verb prefixes | use differences |
| | | use extended | adverbs and | cause. learn, use | use devices to | in informal and |
| | | simple sentences | prepositions to | and understand | build | formal |
| | | e.g. including | express time and | the grammatical | cohesion, | language |
| | | adverbs and | cause. learn, use | terminology in | including | understand |
| | | adjectives to add | and understand | English Appendix | adverbials of | synonyms & |
| | | interest use some | the grammatical | 2 accurately and | time, place | Antonyms use |
| | | features of written | terminology in | appropriately | and number | further |
| | | Standard English | English Appendix | when discussing | | cohesive |
| | | Learn how to use | 2 accurately and | their writing and | | devices such as |
| | | selected grammar | appropriately | reading. | | grammatical |
| | | for Year 2 Use and | when discussing | | | connections |

| | | understand grammatical terminology when | their writing and reading. | | | and adverbials use of ellipsis |
|---|---|--|--|--|--|---|
| | | discussing writing | | | | |
| Punctuation children should: | begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' | develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters and question marks use sentence demarcation CL . ? Exclamation marks and commas in a list Apostrophes for contracted form and for possession | use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns use and punctuate direct speech (including punctuation within and surrounding inverted commas) | use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns use and punctuate direct speech (including punctuation within and surrounding inverted commas) | use commas to clarify meaning or avoid ambiguity in writing use brackets, dashes or commas to indicate parenthesis | use hyphens to avoid ambiguity use semicolons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list punctuating bullet points consistently |
| Grammatical Terminology children should: | 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 | adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant | Determiner pronoun possessive pronoun adverbial | modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity | subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points |

| | tense (past, | consonant letter | | |
|--|--------------|------------------|--|--|
| | present) | vowel | | |
| | apostrophe | vowel letter | | |
| | comma | inverted | | |
| | | commas (or | | |
| | | 'speech marks') | | |