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|  | | **Early Years** | **Key Stage 1** | | **Lower Key Stage 2** | | **Upper Key Stage 2** | |
| **Strand** | | **Reception (ELG)** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Spoken Word** | Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.  Give their attention to what others say and respond appropriately, while engaged in another activity.  Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  Express themselves effectively, showing awareness of listeners’ needs.  Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.  Develop their own narratives and explanations by connecting ideas or events.  Children are confident to speak in a familiar group, will talk about their ideas. | Listen and respond appropriately to adults and their peers. | | Listen and respond appropriately to adults and their peers. | | Listen and respond appropriately to adults and their peers. | |
| Ask relevant questions to extend their understanding and knowledge. | | Ask relevant questions to extend their understanding and knowledge. | | Ask relevant questions to extend their understanding and knowledge. | |
| Use relevant strategies to build their vocabulary. | | Use relevant strategies to build their vocabulary. | | Use relevant strategies to build their vocabulary. | |
| Articulate and justify answers, arguments and opinions. | | Articulate and justify answers, arguments and opinions. | | Articulate and justify answers, arguments and opinions. | |
| |  | | --- | | Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | | | Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | | Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | |
| Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. | | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. | | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. | |
| Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. | | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. | | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. | |
| Speak audibly and fluently with an increasing command of Standard English. | | Speak audibly and fluently with an increasing command of Standard English. | | Speak audibly and fluently with an increasing command of Standard English. | |
| Participate in discussions, presentations, performances, role play, improvisations and debates. | | Participate in discussions, presentations, performances, role play, improvisations and debates. | | Participate in discussions, presentations, performances, role play, improvisations and debates. | |
| Gain, maintain and monitor the interest of the listener(s). | | Gain, maintain and monitor the interest of the listener(s). | | Gain, maintain and monitor the interest of the listener(s). | |
| Consider and evaluate different viewpoints, attending to and building on the contributions of others. | | Consider and evaluate different viewpoints, attending to and building on the contributions of others. | | Consider and evaluate different viewpoints, attending to and building on the contributions of others. | |
| Select and use appropriate registers for effective communication. | | Select and use appropriate registers for effective communication. | | Select and use appropriate registers for effective communication. | |
|  | **Reception (ELG)** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Word Reading** | Use **phonic knowledge** to decode regular words and read them aloud accurately.  Read some **common irregular words**. | Apply **phonic knowledge** and skills as the route to decode words. | Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. |  | |  | |
| Read speedily with the correct sound to **graphemes** for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. | Read accurately by **blending** the sounds in words that contain the **graphemes** taught so far, especially recognising alternative sounds for graphemes. |  | |  |  |
| Read accurately by **blending** sounds in unfamiliar words containing GPCs that have been taught. |  |  |  |  |  |
| Read **common exception words**, noting unusual correspondences between spelling and sound and where these occur in the word. | Read **common exception words**, noting unusual correspondences between spelling and sound and where these occur in the word. | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | |  | |
| Read words containing **taught GPCs** and –s, -es, -ing, -ed, -er and –est endings. |  |  |  |  |  |
|  | Read other **words of more than one syllable** than contain taught GPCs. | Read accurately **words of two or more syllables** that contain the taught GPCs. |  |  |  |  |
|  | Read words with **contractions** e.g. *I’m, I’ll, we’ll* and understand tha apostrophe represents the missing letter(s). |  |  |  |  |  |
|  |  |  | Read most words quickly and accurately, **without overt sounding and blending**, when they have been frequently encountered. |  |  |  |  |
|  | **Read aloud** accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. | **Read aloud** closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. |  |  |  |  |
|  | Re-read these books to build up their **fluency and confidence** in word reading. | Re-read these books to build up their fluency and confidence in word reading. |  |  |  |  |
|  |  |  | Read words containing common **suffixes.** | Apply their growing knowledge of root words, **prefixes and suffixes** (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. | | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet. | |

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|  |  | **Reception (ELG)** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Develop pleasure in reading, **motivation** to read and **understanding** by: | | Develop **positive attitudes** to reading and **understanding** of what they read by: | | Develop **positive attitudes** to reading and **understanding** of what they read by: | |
| **Reading Comprehension 1** | Read and understand simple sentences.  They demonstrate understanding when talking with others about what they have read. | **Listening** to and **discussing** a wide range of poems, stories and non-fiction at a level beyond that at which the can read independently. | **Listening** to and **discussing** and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which the can read independently. | Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. | | Continuing to **read and discuss** an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. | |
| Being encouraged to **link what they are read** or hear read to their own experiences. |  |  | |  | |
|  | Discussing the **sequence of events** in books and how items of information are related. | Reading books that are **structured** in different ways and reading for a **range of purposes**. | | Reading books that are **structured** in different ways and reading for a **range of purposes**. | |
|  |  | Using dictionaries to check the meaning of words that they have read. | |  | |
| Becoming very **familiar** with key stories, fairy stories and traditional tales, retelling them and their particular characteristics. | Becoming increasingly **familiar** with and retelling a wider range of stories, fairy stories and traditional tales. | Increasing their **familiarity** with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. | | Increasing their **familiarity** with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. | |
|  |  |  | | **Recommending books** that they have read to their peers, giving reasons for their choices. | |
| Recognising and joining in with **predictable phrases**. | Recognising simple **recurring literary language** in stories and poems. |  | |  | |
|  | Discussing their favourite words and phrases. | Discussing words and phrases that **capture the reader’s interest** and imagination. | |  | |
|  |  | Identifying **themes and conventions** in a wide range of books. | | Identifying **themes and conventions** in and across a wide range of writing. | |
|  |  |  | | Making **comparisons** within and across books. | |
|  |  | Recognising some **different forms of poetry** e.g. free verse, narrative poetry). | |  | |
|  | Learning to appreciate **rhymes and poems**, and to recite some by heart. | Continuing to build up a repertoire of **poems** learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. | Preparing **poems and play scripts** to read aloud and perform, showing understanding through intonation, tone, volume and action. | | Learning a wider range of **poetry** by heart.  Preparing **poems and plays** to read aloud and perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience. | |
|  | Being introduced to **non-fiction** books that are structured in different ways. |  | |  | |
| Discussing **word meanings**, linking new meanings to those already known. | Discussing and clarifying the **meaning of words**, linking new words to known vocabulary. |  | |  | |

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|  |  | **Reception (ELG)** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Understand** both the **books they can already read accurately and fluently** and those they **listen to** by: | | **Understand** what they read, in **books they can read independently,** by: | | **Understand** what they read by: | |
|  | **Reading Comprehension 2** | Read and **understand** simple sentences.  Demonstrate **understanding** when talking to others about what they have read. | Drawing on **what they already know** or on background information and vocab provided by the teacher. | |  | |  | |
| Checking that the text **makes sense** to them as they read and correcting inaccurate reading. | | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | | Checking that the book **makes sense** to them, discussing their understanding and exploring the meaning of the words in the context. | |
| Discussing the significance of the title and events. |  |  | |  | |
| Making **inferences** on the basis of what is being said and done. | | Drawing **inferences** such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. | | Drawing **inferences** such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. | |
| **Predicting** what might happen on the basis of what has been read so far. | | **Predicting** what might happen from details stated and implied. | | **Predicting** what might happen from details stated and implied. | |
|  | Asking and answering **questions.** | Asking **questions** to improve their understanding of a text. | | Asking **questions** to improve their understanding. | |
|  |  |  | | Provide reasoned justifications for their views. | |
|  |  |  | | Discuss and evaluate how authors **use language** to, including figurative language, considering the impact on the reader. | |
|  |  | Identifying **main ideas** drawn from more than one paragraph and summarising these. | | Summarising the **main idea** drawn from more than one paragraph, identifying key details that support the main idea. | |
|  |  | Identifying how **language, structure, and presentation** contribute to meaning. | | Identifying how **language, structure, and presentation** contribute to meaning. | |
|  |  | Retrieve and record information from non-fiction. | | Retrieve, record and present information from **non-fiction.** | |
|  |  |  | | Distinguish between statements of **fact and opinion.** | |
| Participate in **discussion** about what is being read to them, taking turns and listening to what others say. | Participate in **discussion** about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say. | Participate in **discussion** about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | | Participate in **discussion** about both books that are read to them and those they can read for themselves, building on their own and others’ ideas by challenging views courteously. | |
|  |  | Explain clearly their **understanding** of what is read to them. | Explain and discuss their **understanding** of books, poems and other material, both those that they listen to and those that they have read for themselves. |  | | Explain and discuss their **understanding** of what they have read including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. | |

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|  |  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Writing:**  **Handwriting** | Children handle equipment and tools effectively, including pencils for writing. | **Sit** correctly at the table, holding pencil comfortably and correctly. |  |  |  |  |  |
| Begin to form **lower-case** letters in the correct direction, starting and finishing in the right place. | 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, when adjacent to one another, are best left unjoined. | Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. | |  |  |
| Form **capital letters.** | Write **capitals** of the correct size, orientation and relationship to one another and to lower case letters. |  |  |  |  |
|  | Use **spacing** between words that reflects the size of the letters. |  |  |  |  |
| Form **digits** 0-9. | Write **digits** of the correct size and orientation. |  |  |  |  |
| Understand which letters belong to which handwriting ‘families’ and practise these. |  |  |  |  |  |
|  |  | Increase the **legibility, consistency and quality** of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | | Write **legibly, fluently**, with increasing **speed** by:   * Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. * Choosing the writing implement that is best suited for the task. | |

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5 & Year 6** | |
| **Handwriting: Penpals** | **Term 1** | **Term 1** | **Term 1** | **Term 1** | **Term 1** | **Terms 1, 2 & 3** | **Terms 1, 2 & 3** |
| **Developing gross motor skills:**  Vocabulary of movement  Large movements  Responding to music  **Developing fine motor skills:**  Hand and finger play  Making and modelling  Use of one-handed tools and equipment  **Developing patterns and basic letter movements**:  Pattern making  Investigating circles, angled patterns, eights, loops and spirals.  Investigating straight line patterns. | **Letter formation practice:**  Long ladder family  One-armed robot family  Curly caterpillar family  Zig-zag monster family  Capital letters  **Practising the vowels:**  **i, u, a, o, e** | **How to join in a word:** High frequency words  **Diagonal joins:**  To ascender in words **(eel)**  No ascender, in words **(a\_e)**  No ascender, to an anti-clockwise letter in words **(ice, ide)**  No ascender, in words **(ow, ou)**  No ascender, in words **(oy, oi)**  No ascender, to an anti-clockwise letter in words **(oa, ode)**  **Horizontal joins:**  To ascender in words **(ole, obe)**  To ascender in words **(ook, ool)**  Introducing break letters: **j, g, x, y, z, b, f, p, q, r, s** | **Revising joins in a word**:  Long vowel phonemes  In a word (**le**)  In a word (**ing**)  In a word (**un, de**)  **Revising joins:**  To and from s (**dis**)  To and from r (**re, pre**)  To and from f (**ff**)  Revising join **qu**  **Revising joins using:**  High frequency words  New vocabulary | **Revising joins:**  In a word (**ness, ship**)  In a word (**ing, ed**)  In a word (**s**)  In a word (**ify**)  In a word (**nn, mm, ss**)  To an anti-clockwise letter (**cc, dd**)  **Parallel ascenders:**  Joining **tt, ll, bb**  **Parallel descenders:**  Joining **pp**  **Parallel ascenders & descenders:**  Joining **pp, ff**  Revise break letters: alphabetical order  Linking spellings and handwriting | **Revision:**  Practising sloped writing  Practising all joins  **Developing style for speed:**  Joining from **t**  Looping from **g, j** and **y** Joining from **f**  Joining from **s**  Writing **v, w, z,** and **z** at speed  Pen breaks in longer words  Different styles for different purposes | **Self-assessment:**  Evaluating handwriting  Checking the joins  Consistency of size  Letters resting on the line  Ascenders and descenders  Consistency of size of capital letters  Consistency of size of ascenders  **Writing at speed:**  Inappropriate closing of letters  Identifying unclosed letters  Spacing within words  Spacing between words |

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|  | **Term 2** | **Term 2** | **Term 2** | **Term 2** | **Term 2** |  |  |
| **Introduce:**  Long ladder letters**: l, i, t, u, j, y**  One-armed robot letters: **r, b, n, h, m, k, p**  Capital letters for long ladder letters**: L, I, T, U, J, Y**  Capital letters for one-armed robot letters: **R, B, N, H, M, K, P**  **Practise:**  Long ladder letters**: l, i, t, u, j, y**  One-armed robot letters: **r, b, n, h, m, k, p** | **Introduce:**  Diagonal join to ascender: joining **at, all**  Diagonal join, no ascender: joining **in, im**  Diagonal join, no ascender, to an anti-clockwise letter: joining **id, ig**  **Practise:**  Diagonal join, no ascender joining **ai, ay**  Diagonal join, no ascender, joining **ch**  Diagonal join, no ascender, joining **cl**  Diagonal join, no ascender, joining: **cr, tr, dr**  Diagonal join, no ascender, joining: **lp, mp**  Diagonal join, no ascender, to an anti-clockwise letter: joining **id, ig, nd, ld, ng** | **Introduce:**  Horizontal join from **r** to ascender, joining: **url, irl, irt**  Horizontal join from **r** e.g. **ere**  Diagonal join to **s** e.g. **dis**  Horizontal join to s e.g. **ws**  Diagonal join from **s** to ascender e.g. **sh**  Diagonal join from **s,** no ascender, joining: **si, su, se, sp, sm**  Horizontal join from **r** o an anti-clockwise letter e.g. **rs**  Practise:  Diagonal join to **r,** joining **ir, ur, er**  Horizontal join to **r,** joining: **or, oor**  Joining to and from **r** e.g **air** | **Introduce:**  Joining **b** and **p**, diagonal join, no ascender e.g. **bi, bu, pi, pu**  **Practise:**  Joining **b** and **p**, diagonal join, no ascender to an anti-clockwise letter, joining: **ba, bo, pa, po**  Joining **b** and **p**, diagonal join to ascender e.g. **bl, ph**  Relative size of letters e.g. silent letters  Parallel ascenders e.g. **little**  Parallel descenders e.g  **Hopping**  Relative size and consistency e.g. **ly, less, ful**  **Speed & Fluency**  Practise er, est | **Introduce:**  Sloped writing  **Practise:**  Parallel ascenders  Parallel descenders and break letters e.**g ight, ough**  Size, proportion and spacing e.g**. ious, able, ful, fs, ves**  **Speed & Fluency**  Abbreviations for notes  Notemaking  Drafting  Lists |
| **Term 3**  **Introduce:**  Curly caterpillar letters: **c, a, d, o, s, g, q, e, f**  Zig-zag monster letters: **z, v, w, x**  Capitals for curly caterpillar letters: **C, A,** **D, O, S, G, Q, E, F**  Capitals for zig-zag monster letters:  **Z, V, W, X**  **Practise:**  Curly caterpillar letters: **c, a, d, o, s, g, q, e, f**  Zig-zag monster letters: **z, v, w, x**  **Explore:**  **Ch, th** and **sh** | **Term 3**  **Introduce:**  Horizontal join, no ascender, joining: **op, oy**  Horizontal join, no ascender, to an anti-clockwise letter, joining: **oa, og**  Introducing horizontal join to ascender, joining: **ol, ot**  Introducing horizontal and diagonal joins to ascender, to an anti-clockwise letter, joining: **of, if**  **Practise:**  Diagonal join, no ascender, joining: **ee**  Diagonal join, no ascender, joining: **ai, ay**  Diagonal join, no ascender, joining: **ime, ine**  Horizontal join, no ascender, to an anti-clockwise letter, joining: **wa, wo**  Horizontal join to ascender, joining: **wh, oh** | **Term 3**  **Introduce:**  Horizontal join to and from **f** to ascender: **ft, fl**  Horizontal join from **f,**  no ascender, **fu, fr**  Diagonal join, no ascender, joining: **qu**  Horizontal join, no ascender, joining: **rr**  Diagonal join, no ascender, to an anti-clockwise letter joining: **ss**  Horizontal join to ascender, joining: **ff**  **Practise:**  Diagonal join to an anti-clockwise letter, joining: **ea, ear**  **Capital letters** – height of ascenders and accurate formation | **Term 3**  **Practise:**  Consistency in spacing  Apostrophes  **Layout, Speed & Fluency**:  Address, dialogues, poem, letter  **Style:**  Calligrams, acrostic poems | **Term 3**  **Practise:**  Size, proportion and spacing of: **v, k, ic, ist, ion, its, it’s, ible, able**  **Speed & Fluency:**  Diminutives  Alphabet  Captions  Headings  **Style:**  Explore different font styles |  |  |

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|  |  | | **Reception (ELG)** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Writing: Punctuation & Grammar** | | Write **simple sentences** which can be read by themselves and others. | Word Level  Regular **plural** noun suffixes ‘-s’ or ‘-es’  **Suffixes** that can be added to verbs where no change is needed in the spelling of root words.  How the **prefix** ‘-un’ changes the meaning of **verbs** and **adjectives**. | Word Level  Formation of **nouns** using suffixes such as ‘-ness’, ‘-er’ and by creating compound words  Formation of **adjectives** using suffixes such as ‘-ful’ and ‘-less’  Use of the **suffixes** ‘-er’, ‘-est’ in adjectives  The use of the suffix ‘-ly’ to turn **adjectives** into **adverbs** | Word Level  Formation of nouns using a range of **prefixes**.  Use of the **forms** *a* or *an* according to whether the next word begins with a consonant or a vowel.  **Word families** based on common words, showing how words are related in form and meaning. E.g. solve/solution | Word Level  The grammatical difference between **plural** and **possessive** –s.  Standard English forms for **verb inflections** instead of local spoken forms e.g. we were/we was | Word Level  Converting **nouns** or **adjectives** into **verbs** using **suffixes** e.g. ‘-ate’, ‘-ise’, ‘-ify’  Verb prefixes e.g. dis-,  de-, mis-, over-, re- | Word Level  The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. find out/discover,  ask for/request.  How words are related by meaning as synonyms and antonyms e.g. big, large, little. |
| Sentence Structure  How **words** can combine to make **sentences.**  Joining **words** and joining **sentences** using *and.* | Sentence Structure  **Subordination** (using *when, if, that, because)* and **coordination** (using *or, and, or, but).*  Expanded noun phrases for description sand specification (e.g. the blue butterfly).  **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command. | Sentence Structure  Expressing the time, place and cause using **conjunctions** (e.g. when, so, before, after, while, because),**adverbs** (e.g. then, next, soon, therefore),or **prepositions** (e.g. before, after, during, in, because). | Sentence Structure  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).  **Fronted adverbials** (e.g. Later that day, I heard bad news). | Sentence Structure  **Relative clauses** beginning with who, which, where, why, whose, that.  Indicating degrees of possibility using **adverbs** (e.g. perhaps, surely) or **modal verbs** (e.g. might, should, will, must). | Sentence Structure  Use the **passive voice** to affect the presentation of information in a sentence.  The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He’s your friend, isn’t he?* Or the use of **subjunctive** forms such as ‘*I were’* or ‘*Were they to come ‘* in some very formal writing and speech). |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Text structure  Sequencing **sentences** to form short narratives. | Text structure  Correct choice and consistent use of the **present tense** and **past tense** throughout handwriting.  Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress. | Text structure  Introduction to **paragraphs** as a way to group related material.  **Headings and sub-headings** to aid presentations.  Use of the **present perfect** form of verbs instead of the simple past. (e.g. He has gone out to play contrasted with He went out to play) | Text structure  Use **paragraphs** to organise ideas around a theme.  Appropriate choice of **pronoun** and **noun** within and across **sentences** to aid cohesion and avoid repetition. | Text structure  Devices to build **cohesion** within a paragraph (e.g. then, after that, this, firstly).  Linking ideas across paragraphs using **adverbials** of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before). | Text structure  Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of **word** or phrase, grammatical connections (e.g. the use of **adverbials** such as *on the other hand, in*  *contrast)* and **ellipsis**.  **Layout devices**, such as headings, sub headings, columns, bullets, tables, to structure text. |
| Punctuation  Separation of words with **spaces.**  Introduction to **capital letters, full stops, question marks and exclamation marks** to demarcate sentences.  Capital letters for names and the **personal pronoun** I. | Punctuation  Use of **capital letters, full stops, question marks and exclamation marks** to demarcate sentences.  **Commas** to separate items in a list.  **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns. | Punctuation  Introduction to **inverted commas** to punctuate direct speech. | Punctuation  Use of **inverted commas** and other punctuation to indicate direct speech.  **Apostrophes** to mark plural possession.  Use of commas after **fronted adverbials.** | Punctuation  **Brackets, dashes** or **commas** to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity. | Punctuation  Use of **semi-colon, colon** and **dash** to mark the boundary between independent clauses.  Use of the **colon** to introduce a list and use of the **semi-colon** within lists.  Punctuation of **bullet points** to list information.  How **hyphens** can be used to avoid ambiguity. |
| Terminology   * Letter, capital letter * Word, singular, plural * Sentence * Punctuation mark, full stop, question mark, exclamation mark | Terminology   * noun, noun phrase * statement, question, exclamation, command * compound, suffix * adjective, adverb, verb * tense (past, present) * apostrophe, comma | Terminology   * preposition, conjunction * word family, prefix * clause, subordinate clause * direct speech * consonant, consonant letter vowel, vowel letter * inverted commas (or speech marks) | Terminology   * determiner * pronoun, possessive pronoun * adverbial | Terminology   * modal verb, relative pronoun * relative clause * parenthesis, bracket, dash * cohesion, ambiguity | Terminology   * subject, object * active, passive, * synonym, antonym * ellipsis, hyphen, colon, semi-colon, bullet points. |
|  |  | **Reception (ELG)** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Writing Composition** | Write simple sentences which can be read by themselves and others. | |  | Develop positive attitudes towards and stamina for writing by writing:   * narratives about personal experiences and those of others (real and fictional) * about real events * poetry * for different purposes |  |  |  |  |
| **Plan writing**  Say out loud what they are going to write about. | **Plan writing**  Plan or say out loud what they are going to write about.  Write idea and/or key words including new vocab. | **Plan writing**  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. | | **Plan writing**  Identify audience and purpose, selecting appropriate form and use other similar writing as a model.  Note and develop initial ideas, drawing on reading and research where necessary.  In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed. | |
| **Drafting & writing**  Compose a sentence orally before writing. |  | **Drafting & writing**  **Compose and rehearse sentences orally** (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures. | | **Drafting & writing**  Select appropriate grammar and vocab, **understanding how such choices can change and enhance meaning.** | |
| Sequence **sentences** to form short narratives. | Encapsulate what they want to say, **sentence by sentence.** | Organise **paragraphs** around a theme. | | Use a wide range of devices to build cohesion within and across **paragraphs.** | |
|  |  |  | | Précis longer paragraphs. | |
|  |  | In **narratives**, create settings, characters and plot. | | In **narratives**, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. | |
|  |  | In **non-narrative** material, use simple organisational devices such as headings and sub-headings. | | Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). | |
|  | |  | Make **additions, revision and corrections** to their own writing by:   * Evaluating their own writing with the teacher or other pupils. * Rereading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. | **Evaluate and edit:**   * Assess the effectiveness of their own and others’ writing and suggest improvements. * Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. | | **Evaluate and edit:**   * Assess the effectiveness of their own and others’ writing and suggest improvements. * Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. * Ensure the consistent and correct use of tense throughout a piece of writing. * Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. | |
| **Re-read** what they have written to check that it makes sense. | **Proof read** to check for errors in spelling, grammar and punctuation. | **Proof read** for spelling and punctuation errors. | | **Proof read** for spelling and punctuation errors. | |
| **Discuss** what they have written with the teacher or other pupils.  **Read aloud** their writing clearly enough to be heard by their peers and the teacher. | **Read aloud** their writing with appropriate intonation to make the meaning clear. | **Read aloud** their writing, to a group or 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. | |

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| **Strand** | | **Reception (ELG)** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Writing: spelling** | Use **phonic knowledge** to write words in ways which match spoken sounds.  Some words are spelt correctly and others are **phonetically plausible.**  Write some common **irregular** words. | Spell words containing each of the 40+ **phonemes** already taught. | Spell by segmenting words into **phonemes** and representing these by graphemes, spelling many correctly. |  | |  | |
|  | 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. |  | |  | |
| Spell common **exception words.** | Spell common **exception words.** |  | |  | |
|  | Spell more words with **contracted** forms. |  | |  | |
|  | Distinguish between **homophones** and near homophones. | Spell further **homophones.** | | Continue to distinguish between **homophone**s and other words which are often confused. | |
| Spell days of the week. |  |  | |  | |
|  |  | Spell words that are often misspelt. | |  | |
| Name the letters of the **alphabet:**   * Name in order * Use letter names to distinguish between alternative spellings of the same sound. |  | Use the first two or three letters of a word to check its spelling in a **dictionary.** | | Use the first three or four letters of a word to check spelling, meaning or both of these in a **dictionary.** | |
| Add prefixes and suffixes:   * -s or –es * Un- * -ing –ed, -er, -est (where no change is needed in the spelling of the root word) | Add suffixes to spell longer words:  -ment, -ness, -ful, -less,  -ly. | Use further prefixes and suffixes and understand how to add them. | | Use further prefixes and understand the guidance for adding them. | |
| **Write from memory** simple sentences dictated by the teacher that include words usinf the GPCs and common exception words taught so far. | **Write from memory** simple sentences dictated by the teacher that include words usinf the GPCs and common exception words and punctuation taught so far. | **Write from memory** simple sentences, dictated by the teacher, that include taught words and punctuation taught so far. | |  | |
|  | Spell by learning the possessive apostrophe (singular). | Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. | |  | |
|  |  |  | | Spell words with silent letters. | |
|  |  |  | | Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. | |

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|  |  | **EARLY YEARS & KEY STAGE 1** | | |
|  |  | **Reception (ELG)** | **Year 1** | **Year 2** |
|  | **Spelling rules to be taught** | **Ccvc**  **Cvcc**  **Ccvcc**  **Words with consonant digraphs**  **Words ending ‘nk’**  **Words ending in –ff, -ll,**  **-ss, -zz, -ck**  **Words of more than one syllable** | **Tch – following a vowel sound (exceptions rich, which, much, such).**  **The /v/ sound at the end of words – an ‘e’ is usually added e.g. halve.**  **Adding ‘s’ and ‘es’ to words (plural of nouns and 3rd person singular of verbs). Adding the endings –ing,**  **-ed and –er to verbs where no change is needed to the root word.**  **Vowel digraphs and trigraphs:**  **ai, oi, ay, oy, a-e, e-e,i-e, o-e, u-e, ar, ee, ea (/ee/), ea (/e/),**  **er (stressed sound), er (unstressed schwa sound), ir, ur, oo, oa, oe, ou,**  **ow (/ou/), ow (/oa/), ue, ew, ie (/igh/), ie (/ee/), igh**  **or, ore, aw, au, air, ear, ear (/air/), are (/air/)**  **Words ending –y (/ee/) or /i/ depending on accent)**  **New consonant spellings ph and wh**  **Using k for the /k/ sound**  **Adding the prefix –un**  **Compound words**  **Common exception words** | **The /j/ sound spelt as ‘ge’ and ‘dge’ at the end of words, and sometimes splet as ‘g’ elsewhere in words before e, i and y.**  **The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’.**  **The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words.**  **The /r/ sound spelt ‘wr’ at the beginning of words.**  **The /l/ or schwa-/l/ sound spelt ‘-le’ at the end of words.**  **The /l/ or schwa-/l/ sound spelt ‘-el’ at the end of words.**  **The /l/ or schwa-/l/ sound spelt ‘-al’ at the end of words.**  **Words ending ‘-il’**  **The /igh/ sound spelt ‘y’ at the end of words**  **Adding –es to nouns and verbs ending in consonant –y**  **Adding –ed, -ing, -er and –est to root words ending in consonant –y**  **Adding –ed, -ing, -er and –est to root words ending in vowel consonant –e**  **Adding –ed, -ing, -er and –est to words of one syllable ending in a single consonant letter after a single vowel letter.** |

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|  |  |  |  | **Year 2 Continued** |
|  | **Spelling rules to be taught** |  |  | **The /aw/ sound spelt ‘a’ before ‘l’ and ‘ll’**  **The /u/ sound spelt ‘o’**  **The /ee/ sound spelt ‘ey’**  **The /o/ sound spelt ‘a’ after ‘w’ and ’qu’**  **The /ur/ sound spelt or after ‘w’**  **The /aw/ sound spelt or after ‘w’**  **The /zh/ sound spelt ‘s’**  **The suffixes –ment, -ness, -ful and –less**  **Contractions using an apostrophe for missing letters e.g. can’t, it’s)**  **The possessive apostrophe (singular nouns)**  **Words ending in –tion**  **Homophones and near-homophones**  **Common exception words** |

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|  |  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Spelling rules to be taught** | **Adding suffixes beginning with vowels to words of more than one syllable**  **The /i/ sound spelt ‘y’ elsewhere than at the end of words**  **The /u/ sound spelt ‘ou’**  **More prefixes being added to the beginning of root words e.g un-, dis-, mis-, in-, im-,**  **ir-, re-, sub-, inter-, super-, anti-, auto**  **The suffix –ation**  **The suffix –ly**  **The suffix -ous**  **Words with endings sounding like /zhuh/ (spelt –sure) or /chuh/ (spelt –ture)**  **Endings which sound like /zhun/ (spelt –sion)**  **Endings which sound like /shun/ spelt –tion, -sion, -ssion, -cian**  **Words with the /k/ sound spelt ‘ch’ (lichen) (Greek in origin)**  **Words with the /sh/ sound spelt ‘ch’ (mostly French in origin)**  **Words ending with the/g/ sound spelt –gue (plague) and the /k/ sound spelt –que (arabesque) (French in origin).**  **Words with /s/ sound spelt ‘sc’ (sceptre) (Latin in origin)**  **Words with the /ai/ sound spelt ‘ei’, ‘eigh’ or ‘ey’ (prey, weigh)**  **Possessive apostrophe with plural words**  **Homophones and near homophones**  **Words which are often misspelt** | | **Endings which sound like /shus/ spelt ‘-cious’ or ‘-tious’**  **Endings which sound like /shul/ spelt ‘-cial’ and ‘-tial’**  **Words ending in ‘-ant’, ‘-ance’, ‘-ancy’, ‘-ent’, ‘-ence’, ‘-ency’**  **Words ending in ‘-able’ and ‘ible’**  **Adding suffixes beginning with vowels to words ending in ‘-fer’**  **Use of the hyphen to link words**  **Words with the /ee/ sound spelt ‘ei’ after ‘c’**  **Words containing the letter string ‘–ough’**  **Words with silent letters (i.e. letters which cannot be predicted from the pronunciation of the word)**  **Homophones and other words that are often confused** | |