|  |  |  |  |
| --- | --- | --- | --- |
|  | **Year 1 Year 2 Year 3** | | |
| **Phonic & Whole word spelling** | • words containing each of the 40+ phonemes taught • segmenting spoken words into phonemes and representing • spell further homophones  • common exception words these by graphemes, spelling many correctly • spell words that are often misspelt (Appendix 1)  • the days of the week • learning new ways of spelling phonemes for which 1 or more  • name the letters of the alphabet in order spellings are already known, and learn some words with each  • using letter names to distinguish between alternative spellings spelling, including a few common homophones of the same sound • learning to spell common exception words  • distinguishing between homophones and near-homophones | | |
| **Other word building spelling** | • using the spelling rule for adding –s or –es as the plural marker • learning the possessive apostrophe (singular) • use further prefixes and suffixes and understand how to add  for nouns and the third person singular marker for verbs • learning to spell more words with contracted forms them  • using the prefix un– • add suffixes to spell longer words, including –ment, –ness, • place the possessive apostrophe accurately in words with  • using –ing, –ed, –er and –est where no change is needed in the –ful, –less, –ly regular plurals and in words with irregular plurals  spelling of root words • apply spelling rules and guidelines from Appendix 1 • use the first 2 or 3 letters of a word to check its spelling in a  • apply simple spelling rules and guidance from Appendix 1 dictionary | | |
| **Transcription** | • write from memory simple sentences dictated by the teacher • write from memory simple sentences dictated by the teacher • write from memory simple sentences, dictated by the teacher,  that include words using the GPCs and common exception that include words using the GPCs, common exception words that include words and punctuation taught so far. words taught so far. and punctuation taught so far. | | |
| **Handwriting** | • sit correctly at a table, holding a pencil comfortably and • form lower-case letters of the correct size relative to one  correctly another • increase the legibility, consistency and quality of their  • begin to join handwriting using lead ups. (school scheme) • fluent joined handwriting with letters consistent in size. handwriting  • form capital letters • write capital letters and digits of the correct size, orientation  • form digits 0-9 and relationship to one another and to lower-case letters  • understand which letters belong to which handwriting • use spacing between words that reflects the size of the  ‘families’ and to practise these letters. | | |
| **Contexts for**  **Writing** | • writing narratives about personal experiences and those of • discussing writing similar to that which they are planning to  others (real and fictional) write in order to understand and learn from its structure,  • writing about real events vocabulary and grammar  • writing poetry  • writing for different purposes | | |
| **Planning**  **Writing** | • saying out loud what they are going to write about • planning or saying out loud what they are going to write about • discussing and recording ideas  • composing a sentence orally before writing it • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | | |
| **Drafting**  **Writing** | • sequencing sentences to form short narratives • writing down ideas and/or key words, including new • organising paragraphs around a theme  • re-reading what they have written to check that it makes vocabulary • in narratives, creating settings, characters and plot  sense • encapsulating what they want to say, sentence by sentence • in non-narrative material, using simple organisational devices  (headings & subheadings) | | |
| **Editing Writing** | • discuss what they have written with the teacher or other • evaluating their writing with the teacher and other pupils • assessing the effectiveness of their own and others’ writing  pupils • rereading to check that their writing makes sense and that and suggesting improvements  verbs to indicate time are used correctly and consistently, • proposing changes to grammar and vocabulary to improve including verbs in the continuous form consistency, including the accurate use of pronouns in  • proofreading to check for errors in spelling, grammar and sentences  punctuation • proofread for spelling and punctuation errors | | |
| **Performing**  **Writing** | • 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    • expanded noun phrases to describe and specify | • 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. |
| **Vocabulary** | • leaving spaces between words  • joining words and joining clauses using "and" | • extending the range of sentences with more than one clause  by using a wider range of conjunctions, including when, if, because, although  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  • using conjunctions, adverbs and prepositions to express time and cause (and place) |
| **Grammar** (edited to reflect content in Appendix 2) | • regular plural noun suffixes (-s, -es) • sentences with different forms: statement, question, • using the present perfect form of verbs in contrast to the past  • verb suffixes where root word is unchanged (-ing, -ed, -er) exclamation, command tense  • un- prefix to change meaning of adjectives/adverbs • the present and past tenses correctly and consistently • form nouns using prefixes (super-, anti-)  • to combine words to make sentences, including using and including the progressive form • use the correct form of 'a' or 'an'  • Sequencing sentences to form short narratives • subordination (using when, if, that, or because) and co- • word families based on common words (solve, solution,  • separation of words with spaces ordination (using or, and, or but) dissolve, insoluble)  • sentence demarcation (. ! ?) • some features of written Standard English  • capital letters for names and pronoun 'I') • suffixes to form new words (-ful, -er, -ness)  • sentence demaracation  • commas in lists  • apostrophes for ommission & singular posession | | |
| **Punctuation** (edited to reflect content in Appendix 2) | • beginning to punctuate sentences using a capital letter and a • learning how to use both familiar and new punctuation • using and punctuating direct speech (i.e. Inverted commas)  full stop, question mark or exclamation mark correctly, including full stops, capital letters, exclamation marks,  • using a capital letter for names of people, places, the days of question marks, commas for lists and apostrophes for the week, and the personal pronoun ‘I’ contracted forms and the possessive (singular) | | |
| **Grammatical**  **Terminology** | **letter, capital letter, word, singular, plural , sentence noun, noun phrase, statement, question, exclamation, adverb, preposition conjunction, word family, prefix, clause,**  **punctuation, full stop, question mark, exclamation mark command, compound, adjective, verb, suffix , adverb subordinate clause, direct speech, consonant, consonant letter tense (past, present) , apostrophe, comma vowel, vowel letter, inverted commas (or ‘speech marks’)** | | |

[***www.primarycurriculum.me.uk*** *O*](http://www.primarycurriculum.me.uk/)*bjectives reprinted under Open Government Licence*

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 4 Year 5 Year 6** |  | |  |
| • spell further homophones • spell some words with ‘silent’ letters • spell some words with ‘silent’ letters  • spell words that are often misspelt (Appendix 1) • continue to distinguish between homophones and other • continue to distinguish between homophones and other words which are often confused words which are often confused  • use knowledge of morphology and etymology in spelling and • use knowledge of morphology and etymology in spelling and  understand that the spelling of some words needs to be learnt understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 specifically, as listed in Appendix 1 | **Phonic & Whole word spelling** | |
| • use further prefixes and suffixes and understand how to add • use further prefixes and suffixes and understand the guidance • use further prefixes and suffixes and understand the guidance  them for adding them for adding them  • place the possessive apostrophe accurately in words with • use dictionaries to check the spelling and meaning of words • use dictionaries to check the spelling and meaning of words regular plurals and in words with irregular plurals • use the first 3 or 4 letters of a word to check spelling, meaning • use the first 3 or 4 letters of a word to check spelling, meaning  • use the first 2 or 3 letters of a word to check its spelling in a or both of these in a dictionary or both of these in a dictionary dictionary | **Other word building spelling** | |
| • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | **Transcription** | |
|  | |  | |

dialogue), progressively building a varied and rich vocabulary

|  |  |  |  |
| --- | --- | --- | --- |
| •Is able to choose a writing implement suitable for the task  • increase the legibility, consistency and quality of their handwriting |  | Develop an individual style  Is able to choose a writing implement suitable for the task. |  |
| • discussing writing similar to that which they are planning to  write in order to understand and learn from its structure, vocabulary and grammar | • identifying the audience for and purpose of the writing,  selecting the appropriate form and using other similar writing as models for their own | • identifying the audience for and purpose of the writing,  selecting the appropriate form and using other similar writing as models for their own | **Contexts for** |
|  | • in writing narratives, considering how authors have developed | • in writing narratives, considering how authors have developed |  |
|  | characters and settings in what pupils have read, listened to or  seen performed | characters and settings in what pupils have read, listened to or  seen performed | **Writing** |
| • discussing and recording ideas  • composing and rehearsing sentences orally (including | • noting and developing initial ideas, drawing on reading and  research where necessary | • noting and developing initial ideas, drawing on reading and  research where necessary | **Planning** |
| and an increasing range of sentence structures |  |  | **Writing** |
| • organising paragraphs around a theme  • in narratives, creating settings, characters and plot  • in non-narrative material, using simple organisational devices | • selecting appropriate grammar and vocabulary, understanding  how such choices can change and enhance meaning  • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  • précising longer passages | • selecting appropriate grammar and vocabulary, understanding  how such choices can change and enhance meaning  • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  • précising longer passages | **Drafting** |
|  | • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader | • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader | **Writing** |
| • assessing the effectiveness of their own and others’ writing and suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors | • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation  to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors | • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors | **Editing Writing** |
| • read their own writing aloud, to a group or the whole class,  using appropriate intonation and controlling the tone and | • 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. | **Performing** |
| volume so that the meaning is clear. |  |  | **Writing** |
| • extending the range of sentences with more than one clause  by using a wider range of conjunctions, including when, if,  because, although  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | • use a thesaurus  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility | • use a thesaurus  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility | **Vocabulary** |
| • using fronted adverbials  • difference between plural and possesive -s  • Standard English verb inflections (I did vs I done)  • extended noun phrases, including with prepositions  • appropriate choice of pronoun or noun to create cohesion | • using the perfect form of verbs to mark relationships of time  and cause  • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun  • converting nouns or adjectives into verbs | • recognising vocabulary and structures that are appropriate for  formal speech and writing, including subjunctive forms  • using passive verbs to affect the presentation of information in a sentence  • using the perfect form of verbs to mark relationships of time and cause | **Grammar** |
|  | • verb prefixes  • devices to build cohesion, including adverbials of time, place and number | • differences in informal and formal language  • synonyms & Antonyms  • further cohesive devices such as grammatical connections and adverbials  • use of ellipsis | (edited to reflect  content in Appendix 2) |
| • using commas after fronted adverbials  • indicating possession by using the possessive apostrophe with singular and plural nouns | • using commas to clarify meaning or avoid ambiguity in writing  • using brackets, dashes or commas to indicate parenthesis | • using hyphens to avoid ambiguity  • using semicolons, colons or dashes to mark boundaries between independent clauses | **Punctuation** |
| • using and punctuating direct speech (including pucntuation within and surrounding inverted commas) |  | • using a colon to introduce a list punctuating bullet points consistently | (edited to reflect  content in Appendix 2) |
| **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** | **Grammatical** |
|  |  |  | **Terminology** |

[***www.primarycurriculum.me.uk*** *O*](http://www.primarycurriculum.me.uk/)*bjectives reprinted under Open Government Licence*