



	Year 1	Year 2	Year 3
Phonic & Whole word spelling	<ul style="list-style-type: none"> • PWS1 words containing each of the 40+ phonemes taught • PWS2 common exception words • PWS3 the days of the week • PWS4 name the letters of the alphabet in order • PWS5 using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> • PWS1 segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • PWS2 learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • PWS3 learning to spell common exception words • PWS4 distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> • PWS1 spell further homophones • PWS2 spell words that are often misspelt (Appendix1)
Other word building spelling	<ul style="list-style-type: none"> • OW1 using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • OW2 using the prefix un– • OW3 using –ing, –ed, –er and –est where no change is needed in the spelling of root words • OW4 apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> • OW1 learning the possessive apostrophe (singular) • OW2 learning to spell more words with contracted forms • OW3 add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • OW4 apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> • OW1 use further prefixes and suffixes and understand how to add them • OW2 place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • OW3 use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	<ul style="list-style-type: none"> • T1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • T1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • T1 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> • H1 sit correctly at a table, holding a pencil comfortably and correctly • H2 begin to form lower-case letters in the correct direction, starting and finishing in the right place • H3 form capital letters • H4 form digits 0-9 • H5 understand which letters belong to which handwriting ‘families’ and to practise these 	<ul style="list-style-type: none"> • H1 form lower-case letters of the correct size relative to one another • H2 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 • H3 write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • H4 use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • H1 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • H2 increase the legibility, consistency and quality of their handwriting



<p>Contexts for Writing</p>		<ul style="list-style-type: none"> • CW1 writing narratives about personal experiences and those of others (real and fictional) • CW2 writing about real events • CW3 writing poetry • CW4 writing for different purposes 	<ul style="list-style-type: none"> • CW1 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
<p>Planning Writing</p>	<ul style="list-style-type: none"> • PW1 saying out loud what they are going to write about • PW2 composing a sentence orally before writing it 	<ul style="list-style-type: none"> • PW1 planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> • PW1 discussing and recording ideas • PW2 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
<p>Drafting Writing</p>	<ul style="list-style-type: none"> • DW1 sequencing sentences to form short narratives • DW2 re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • DW1 writing down ideas and/or key words, including new vocabulary • DW2 encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • DW1 organising paragraphs around a theme • DW2 in narratives, creating settings, characters and plot • DW3 in non-narrative material, using simple organisational devices (headings & subheadings)
<p>Editing Writing</p>	<ul style="list-style-type: none"> • EW1 discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • EW1 evaluating their writing with the teacher and other pupils • EW2 rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • EW3 proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • EW1 assessing the effectiveness of their own and others' writing and suggesting improvements • EW2 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • EW3 proofread for spelling and punctuation errors
<p>Performing Writing</p>	<ul style="list-style-type: none"> • PeW1 read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • PeW1 read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • PeW1 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.



<p>Vocabulary</p>	<ul style="list-style-type: none"> V1 leaving spaces between words V2 joining words and joining clauses using "and" 	<ul style="list-style-type: none"> V1 expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> V1 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although V2 choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition V3 using conjunctions, adverbs and prepositions to express time and cause (and place)
<p>Grammar (edited to reflect content in Appendix 2)</p>	<ul style="list-style-type: none"> G1 regular plural noun suffixes (-s, -es) G2 verb suffixes where root word is unchanged (-ing, -ed, -er) G3 un- prefix to change meaning of adjectives/adverbs G4 to combine words to make sentences, including using and G5 Sequencing sentences to form short narratives G6 separation of words with spaces G7 sentence demarcation (. ! ?) G8 capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> G1 sentences with different forms: statement, question, exclamation, command G2 the present and past tenses correctly and consistently including the progressive form G3 subordination (using when, if, that, or because) and co- ordination (using or, and, or but) G4 some features of written Standard English G5 suffixes to form new words (-ful, -er, -ness) G6 sentence demarcation G7 commas in lists G8 apostrophes for omission & singular possession 	<ul style="list-style-type: none"> G1 using the present perfect form of verbs in contrast to the past tense G2 form nouns using prefixes (super-, anti-) G3 use the correct form of 'a' or 'an' G4 word families based on common words (solve, solution, dissolve, insoluble)
<p>Punctuation (edited to reflect content in Appendix 2)</p>	<ul style="list-style-type: none"> P1 beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark P2 using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> P1 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> P1 using and punctuating direct speech (i.e. Inverted commas)
<p>Grammatical Terminology</p>	<ul style="list-style-type: none"> GT1 letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark 	<ul style="list-style-type: none"> GT1 noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma 	<ul style="list-style-type: none"> GT1 adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')



	Year 4	Year 5	Year 6
Phonic & Whole word spelling	<ul style="list-style-type: none"> PWS1 spell further homophones PWS2 spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> PWS1 spell some words with 'silent' letters PWS2 continue to distinguish between homophones and other words which are often confused PWS3 use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	<ul style="list-style-type: none"> PWS1 spell some words with 'silent' letters PWS2 continue to distinguish between homophones and other words which are often confused PWS3 use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling	<ul style="list-style-type: none"> OW1 use further prefixes and suffixes and understand how to add them OW2 place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals OW3 use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> OW1 use further prefixes and suffixes and understand the guidance for adding them OW2 use dictionaries to check the spelling and meaning of words OW3 use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> OW1 use further prefixes and suffixes and understand the guidance for adding them OW2 use dictionaries to check the spelling and meaning of words OW3 use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	<ul style="list-style-type: none"> T1 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 		
Handwriting	<ul style="list-style-type: none"> H1 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined H2 increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> H1 choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters H2 choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> H1 choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters H2 choosing the writing implement that is best suited for a task
Contexts for Writing	<ul style="list-style-type: none"> CW1 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> CW1 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own CW2 in writing narratives, considering how authors have developed characters and settings 	<ul style="list-style-type: none"> CW1 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own CW2 in writing narratives, considering how authors have developed characters and settings



		in what pupils have read, listened to or seen performed	in what pupils have read, listened to or seen performed
Planning Writing	<ul style="list-style-type: none"> • PW1 discussing and recording ideas • PW2 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • PW1 noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • PW1 noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	<ul style="list-style-type: none"> • DW1 organising paragraphs around a theme • DW2 in narratives, creating settings, characters and plot • DW3 in non-narrative material, using simple organisational devices 	<ul style="list-style-type: none"> • DW1 selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • DW2 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • DW3 précising longer passages • DW4 using a wide range of devices to build cohesion within and across paragraphs • DW5 using further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> • DW1 selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • DW2 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • DW3 précising longer passages • DW4 using a wide range of devices to build cohesion within and across paragraphs • DW5 using further organisational and presentational devices to structure text and to guide the reader
Editing Writing	<ul style="list-style-type: none"> • EW1 assessing the effectiveness of their own and others' writing and suggesting improvements • EW2 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • EW3 proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • EW1 assessing the effectiveness of their own and others' writing • EW2 proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • EW3 ensuring the consistent and correct use of tense throughout a piece of writing • EW4 ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the 	<ul style="list-style-type: none"> • EW1 assessing the effectiveness of their own and others' writing • EW2 proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • EW3 ensuring the consistent and correct use of tense throughout a piece of writing • EW4 ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate



		<p>appropriate register</p> <ul style="list-style-type: none"> EW5 proofread for spelling and punctuation errors 	<p>register</p> <ul style="list-style-type: none"> EW5 proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> PeW1 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. 	<ul style="list-style-type: none"> PeW1 perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> PeW1 perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> V1 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although V2 choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> V1 use a thesaurus V2 using expanded noun phrases to convey complicated information concisely V3 using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> V1 use a thesaurus V2 using expanded noun phrases to convey complicated information concisely V3 using modal verbs or adverbs to indicate degrees of possibility
Grammar (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> G1 using fronted adverbials G2 difference between plural and possessive -s G3 Standard English verb inflections (I did vs I done) G4 extended noun phrases, including with prepositions G5 appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> G1 using the perfect form of verbs to mark relationships of time and cause G2 using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun G3 converting nouns or adjectives into verbs G4 verb prefixes G5 devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> G1 recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms G2 using passive verbs to affect the presentation of information in a sentence G3 using the perfect form of verbs to mark relationships of time and cause G4 differences in informal and formal language G5 synonyms & Antonyms G6 further cohesive devices such as grammatical connections and adverbials G7 use of ellipsis
Punctuation (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> P1 using commas after fronted adverbials P2 indicating possession by using the possessive apostrophe with singular and plural nouns P3 using and punctuating direct speech (including punctuation within and 	<ul style="list-style-type: none"> P1 using commas to clarify meaning or avoid ambiguity in writing P2 using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> P1 using hyphens to avoid ambiguity P2 using semicolons, colons or dashes to mark boundaries between independent clauses P3 using a colon to introduce a list punctuating



	surrounding inverted commas)		bullet points consistently
Grammatical Terminology	<ul style="list-style-type: none">• GT1 determiner, pronoun, possessive pronoun, adverbial	<ul style="list-style-type: none">• GT1 modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	<ul style="list-style-type: none">• GT1 subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points