

	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, Grammar and Punctuation	Grammar
Year 1	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words that have been taught</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Use –ing and –ed, where no change is needed in the spelling of root words</p> <p>Spell the days of the week</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Begin to spell words using contracted forms</p> <p>Can use the prefix un–</p> <p>Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practises these.</p>	<p>Say out loud what they are going to write about</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</p> <p>Use simple prepositions</p> <p>Select basic ideas and content linked to the purpose of a task</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Has an awareness that ideas can be organised into a sequence</p> <p>Sequence sentences to form short narratives</p> <p>Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</p>	<p>Compose a sentence orally before writing it</p> <p>Write a simple sentence starting with a personal pronoun</p> <p>Write a simple sentence starting with a noun/proper noun</p> <p>Write a simple sentence with straight forward subject/ verb agreement</p> <p>Write reliably formed simple and compound sentences</p>	<p>Leave spaces between words</p> <p>Use capital letter for names</p> <p>Use capital letter for the personal pronoun ‘I’</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Join words using ‘and’</p> <p>Begin to punctuate sentences using a question mark</p> <p>Join clauses using ‘and’</p> <p>Use a capital letter for days of the week</p> <p>Use simple noun phrases (adjective + noun)</p> <p>Begin to punctuate sentences using an exclamation mark</p> <p>Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>To orally use simple co-ordinating conjunctions and but</p> <p>Use determiners the, a, an, my, your, his, her</p> <p>Orally devise alliteration ...a cool cat... ...a sneaky snake...</p> <p>Use prepositions up, down, in, into, out, to, onto, under, inside, outside, above</p> <p>Use noun phrases adjective + noun</p> <p>Use a regular simple-past-tense verb in a sentence He walked to school. First person (I and we), second person (you) and third person (he, she)</p> <p>Write a sentence that includes an Adjective</p> <p>Use connectives of sequence first, second, then</p> <p>Similes ...as big as an elephant...</p> <p>Move from generic to specific nouns ‘dog’ to ‘terrier’</p> <p>Subject-verb agreement with ‘to do, ‘to be’ and ‘to have’</p>
Year 2	<p>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</p>	<p>For lower-case letters of the correct size relative to one another</p> <p>Write capital letters and digits of the correct size, orientation and relationship</p>	<p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p>	<p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p>	<p>Write questions (beginning with who/ what/ when/ where/ how etc)</p> <p>Write commands using the imperative form of a verb</p>	<p>Use capital letters, full stops, question marks and exclamation to demarcate sentences</p> <p>Use coordinating conjunctions (or/and/but)</p>	<p>Form simple past tense by adding –ed</p> <p>Move from generic to specific nouns</p>

	<p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</p> <p>Spell common homophones</p> <p>Spell common exception words taught so far</p> <p>Add suffixes to spell longer words, including –ly</p> <p>Use the possessive apostrophe (singular)</p> <p>Add suffixes to spell longer words, including –ful, –less (to create adjectives)</p> <p>Spell more words with contracted forms</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell longer words –ment, –ness</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p> <p>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>When planning, write down ideas and/or key words, including new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Re-read to check that writing makes sense e.g. verb tense</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use adventurous vocabulary appropriate to task</p> <p>Use a range of prepositional phrases (behind, before, above, along)</p>	<p>Use brief opening and ending</p> <p>Appropriately sequences ideas</p> <p>Link related sentences through the use of pronouns and adverbials where appropriate</p>	<p>Write exclamatory sentences starting with ‘what’ or ‘how’</p> <p>Write statements</p> <p>Use sentences with different forms: statement, question, exclamation, command</p>	<p>Write expanded noun phrases to describe and specify</p> <p>Use the present and past tenses correctly and consistently</p> <p>Use subordinating conjunctions (when/ if /that /because)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling</p> <p>Use the suffixes –er, -est, in adjectives</p> <p>Use –ly to turn adjectives into adverbs – slow/ slowly</p> <p>Use the progressive form correctly and consistently e.g he was shouting</p> <p>Use apostrophes to mark singular possession in nouns</p> <p>Form nouns using suffixes –ness, -er and by compounding e.g. whiteboard, superman</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</p>	<p>‘dog’ to ‘terrier’</p> <p>Determiner + adjective + noun</p> <p>determiner + noun + prepositional phrase</p> <p>Infinitive (add ‘s’ to the third person)</p> <p>Link clauses by both coordinating and subordinating conjunctions</p> <p>Use a range of punctuation including full stops, capital letters, exclamation marks, commas in a list and apostrophes appropriate to Purpose</p> <p>Similes using ‘like’</p> <p>...like hot chillies...</p> <p>...cold like a glacier</p> <p>Temporal connectives</p> <p>next, last, an hour later</p> <p>Alliteration (verb + noun)</p> <p>...dancing dandelions...</p> <p>...hiding hyenas...</p> <p>Use determiners/generalisers</p> <p>Put spoken words (found in a speech bubble) into inverted commas, starting with a capital Letter</p> <p>Onomatopoeia.</p>
Year 3	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Form nouns using prefixes e.g. super, anti, auto</p> <p>Spell further homophones and understand their meanings</p> <p>Explore and accurately use word families based on</p>	<p>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</p> <p>increase the legibility, consistency and quality of their handwriting</p>	<p>Writing is clear in purpose</p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>In narratives, creates settings, characters and plot</p> <p>Vocabulary choices move from generic to specific e.g. from ‘dog’ to ‘terrier’</p> <p>When planning, discuss and record ideas</p> <p>Draft and write by composing and rehearsing</p>	<p>Organise writing into logical chunks and writes a coherent series of linked sentences for each</p> <p>Selects nouns and pronouns to provide clarity for the reader</p> <p>Use simple organisational devices, e.g. headings and subheadings</p> <p>Organise paragraphs around a theme</p> <p>Varies nouns and pronouns to avoid repetition</p> <p>Uses varied nouns and pronouns for cohesion</p>	<p>Draft and write an increasing range of sentence structures (simple and compound)</p> <p>Use some variation in sentence types (statement/ exclamation/ question/ exclamation)</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)</p> <p>Use fronted adverbials</p> <p>Uses commas after fronted adverbials</p>	<p>Use conjunctions to express time, place and cause</p> <p>Use adverbs and prepositions to express time, place and cause</p> <p>Use inverted commas to punctuate direct speech</p> <p>Know when to use ‘a’ and ‘an’</p> <p>Proof-reads for spelling and punctuation errors</p> <p>Use irregular simple past-tense verbs e.g. awake / awoke</p> <p>Use the present perfect form of verbs in contrast to the simple past tense e.g. he</p>	<p>Co-ordinating conjunctions</p> <p>Word families for meaning, word class and spelling</p> <p>Prepositions</p> <p>Exaggerated language</p> <p>Know the difference between the subject and object with the personal pronoun</p> <p>Possessive pronouns</p> <p>my, your, his, hers, its, ours, Theirs</p> <p>Homophones and their meanings</p> <p>Appropriate verb choices</p>

	<p>common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>		<p>sentences orally (including dialogue), progressively building a varied and rich vocabulary</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation</p>		<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma</p>	<p>has gone out to play, he went out to play</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Use of synonyms for verbs such as 'said' or 'go' when appropriate for Effect</p> <p>Identify all the word classes of a simple sentence</p> <p>Pattern of three for persuasion</p> <p>Use irregular simple past-tense verbs</p> <p>Use conjunctions to express time place and cause</p> <p>Express time, place and cause, using prepositions and adverbs</p> <p>Specific/technical vocabulary to add detail</p> <p>Past perfect verb form</p> <p>Know that pronouns, nouns and proper nouns can all be the subject of a sentence</p> <p>Commas used in lists</p> <p>The difference between a phrase and a clause</p> <p>Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in '-ly'</p> <p>Inverted commas</p> <p>Place the spoken word between inverted commas. Start the sentence with a capital letter,place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next</p>
Year 4	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>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</p> <p>Is able to maintain fluency of writing and has sufficient stamina for typical written tasks</p> <p>Can correctly join letters in accordance with the school's agreed style</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan their writing by discussing and recording ideas</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>In narratives, creates settings, characters and plot</p>	<p>Non-narrative material uses simple organisational devices</p> <p>Organise paragraphs around a theme</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and preposition to express time and cause for cohesion</p> <p>Openings and closings are clearly signalled and well developed</p> <p>Produce internally coherent paragraphs in logical</p>	<p>Compose and rehearse sentences orally (including dialogue)</p> <p>Use an increasing range of sentence length and structures</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas:</p> <p>The conductor shouted, "Sit down!"</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair</p> <p>Understand the difference between plural and possessive –s</p>	<p>Capital letters for proper nouns</p> <p>Know the difference between a preposition and an adverb</p> <p>A sentence that gives three Actions</p> <p>Verbs ending in 'y': change the 'y' to an 'i' and add '-es'</p> <p>Plural for nouns ending with a 'y'</p> <p>Compound sentences using all the co-ordinating conjunctions</p> <p>Plural nouns of words ending in 'o'</p> <p>Powerful verbs</p>

	<p>Plural nouns of words ending in ‘o’.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>		<p>Writing is clear in purpose Use a varied and rich vocabulary Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary Viewpoint is consistently maintained (for example, word choice indicates child’s viewpoint on a character or an issue) Use figurative language such as similes, alliteration to build a picture in the readers head</p>	sequence e.g. using topic sentences with main ideas supported by subsequent sentences		<p>Proof-read for spelling and punctuation errors Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Standard English forms for verb inflections instead of local spoken forms Use fronted adverbials followed by a comma Use the present perfect form of verbs in contrast to the past tense Indicate possession by using the possessive apostrophe with plural nouns Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial</p>	<p>Modal verbs Possessive pronouns - yours, mine, theirs, ours, hers, his, its Use prepositions - at, underneath, since, towards, beneath, beyond Expanded noun phrases e.g. ‘The strict English teacher with the grey beard... Compound nouns using hyphens Repetition to persuade Comparative and superlative Adjectives Embedded clause with an ‘-ing’ verb Fronted adverbials followed by a comma Specific determiners e.g. their, whose, this, that, these, those, which Past perfect continuous verb form ‘had’ + past participle + ‘-ing’</p>
Year 5	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-’, ‘de-’, ‘mis-’, ‘over-’ and ‘re-’ Spell some words with ‘silent’ letters Continue to distinguish between homophones and other words which are often confused</p>	<p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary Identify audience for, and purpose of, the writing Select the appropriate form and use other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by assessing the effectiveness of their own and others’ writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use expanded noun phrases to convey complicated information concisely In narratives, describe settings, characters and atmosphere</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) Linking ideas across paragraphs through tense choice (he had seen her before) Use a wide range of devices to build cohesion within paragraphs</p>	<p>Make deliberate choices of sentence length and structure for impact on the reader Fronted prepositional phrases for greater effect Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Use a wide range of clause structures, sometimes varying their position within the sentence</p>	<p>Proof-read for spelling and punctuation errors Use relative clauses beginning with who, which, where, when, whose, that Use commas to clarify meaning or avoid ambiguity in writing Convert nouns or adjectives into verbs using ‘-ate’, ‘-ise’ or ‘-ify’ Ensure correct subject and verb agreement when using singular and plural Use brackets, dashes or commas to indicate parenthesis Use the perfect form of verbs to mark relationships of time and cause Use modal verbs or adverbs to indicate degrees of possibility Ensure the consistent and correct use of tense throughout a piece of writing</p>	<p>Technical language Metaphors Personification Start a sentence with an expanded ‘-ed’ clause Start a complex sentence with a subordinate clause Embellishing simple sentences Secure use of compound Sentences Rhetorical questions Onomatopoeia Colons for play scripts Embedded ‘-ed’ clauses: Poor Tom, frightened by the fierce dragon, ran home. Moving parts of sentences around to create different effects Colons to start a list Developing fronted prepositional phrases for greater effect: Throughout the stormy winter... Far beneath the frozen soil... Indefinite pronouns:</p>

			<p>Choose the appropriate register for the audience and purpose (formal or informal)</p> <p>Viewpoint is established and generally maintained</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in poetry</p> <p>Editing sentences by either expanding or reducing for meaning and effect</p> <p>Content is balanced e.g. between action/ description/ dialogue, fact and comment</p>			<p>Use a colon to introduce a list</p> <p>Use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>somebody, something, someone, nobody, nothing, noone, everything, anything, nothing</p> <p>Future tense verbs</p>
Year 6	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p> <p>Recognise how words are related by meaning as synonyms and antonyms</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with ‘silent’ letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p>	<p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify the audience for and purpose of the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <p>Evaluate and edit by assessing the effectiveness of their own and others’ writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision</p> <p>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Use figurative language such as similes, alliteration, metaphors and</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables</p> <p>raft and write by using a wide range of devices to build cohesion within paragraphs</p> <p>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis</p>	<p>Use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>se the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken</p> <p>Use the structures typical of informal speech e.g. the use of question tags: He’s your friend, isn’t he?</p> <p>Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I were or Were they to come</p>	<p>Proof-read for spelling and punctuation errors</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Use correct subject and verb agreement when using singular and plural</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use a colon to introduce a list</p> <p>Use a semi colon within lists</p> <p>Use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use hyphens to avoid ambiguity</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Punctuate bullet points consistently</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and</p>	<p>find out / discover ask for / request go in / enter</p> <p>Synonyms Selecting a synonym accurately for effect, rather than as an alternative for the original word</p> <p>Knowing that synonyms can have different uses than the original word</p> <p>Repetition for effect</p> <p>persuasion</p> <p>suspense</p> <p>emphasis</p> <p>Connectives to signpost and create cohesion within a text</p> <p>- order of sequence - results</p> <p>- time connectives</p> <p>contrasting</p> <p>- additional ideas - exemplification</p> <p>- space and place - to summarise</p> <p>Identify the subject and object of the sentence</p> <p>Simple sentences and how to embellish them</p> <p>Abstract nouns</p> <p>Pronouns: relative and possessive</p> <p>Relative clauses</p> <p>Complex sentences and subordinate conjunctions</p> <p>Consolidating compound sentences and coordinating conjunctions</p>

			personification in a range of writing Selects verb forms for meaning and effect e.g. deliberate change of tense Manage shifts in levels of formality within a text Select synonyms accurately for effect rather than as an alternative for an original word			appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points	Pupils check for appropriate changes in tense when Editing Auxiliary verbs Combining complex and compound clauses to create a sentence Collective nouns
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