

Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter formation/Handwriting	Children know how to: form lower-case and capital letters correctly	Children know how to: sit correctly at a table, holding a pencil comfortably and correctly continue to develop tripod grip of a pencil/pen. write some lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place. form digits 0-9.	Children know how to: sit correctly at a table, holding a pencil comfortably and correctly master the tripod grip of a pen/pencil. form lower case letters of the correct size, relative to one another. use spacing between words that reflects the size of the letters. write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters begin to use the diagonal and horizontal strokes needed to join letters	Children know how to: use the diagonal and horizontal strokes needed to join letters. 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.	In addition to KS1 and Year 3 knowledge, children know how to: Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined. Continue to Increase the legibility, consistency and quality of handwriting, eg: 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.	In addition to KS1 and Year 3 knowledge, children know how to: confidently use diagonal and horizontal joining strokes when writing independently to increase fluency. begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version.	In addition to KS1 and Year 3 knowledge, children know how to: choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version. choose the writing implement which is best suited for a task

Planning, Drafting & Editing

Children know how to: compose a sentence orally before writing. Say a sentence out loud before writing it – oral rehearsal. re-read what they have written to check that it makes sense.

Children know how to: compose a sentence orally before writing. Say a sentence out loud before writing it – oral rehearsal. sequence sentences to form short narratives. read their writing to check that it makes sense to themselves and to an adult. to begin to independently make a change to their writing so that they make their writing better.

Children know how to: write narratives about personal experiences and those of others (real and fictional). plan what they are going to write about, including writing down ideas and/or key words and new vocabulary eg: mind-maps. sequence what they want to say sentence by sentence. make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. read to check that their writing makes sense and that the correct tense is used throughout with the help of an adult where necessary. check for errors in spelling, grammar and punctuation with the help of an adult where necessary.

In addition to KS1 knowledge, children know how to: use ideas from their own reading and modelled examples to plan their writing. begin to proof read their own and others' work to check for errors (with increasing accuracy) and to make improvements organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end).

In addition to KS1 and Year 3 knowledge, children know how to: compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. proof read and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion

In addition to KS1 and Year 3 knowledge, children know how to: plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing. proof read work to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details. link ideas across paragraphs using cohesive devices. proof read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements

In addition to KS1 and Year 3 knowledge, children know how to: note down and develop initial ideas, drawing on reading and research where necessary. use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). use a wide range of devices to build cohesion within and across paragraphs. consistently proof read for spelling and punctuation errors. make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing

Audience, Purpose & Structure

Children know how to: use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. start to engage readers in stories and news telling by using adjectives to describe. begin to write for different purposes: poetry, instructions, letter.

Children know how to: write for different purposes with an awareness of an increased amount of fiction and nonfiction structures. use new vocabulary from their reading, their discussions about it (one- to one and as a whole class) and from their wider experiences. read aloud what they have written with appropriate intonation to make the meaning clear.

In addition to KS1 knowledge, children know how to: demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. use the structure of a wider range of text types (including the use of simple layout devices in nonfiction). make deliberate, ambitious word choices to add detail. create settings, characters and plot in narratives. begin to use dialogue to convey a character.

In addition to KS1 and Year 3 knowledge, children know how to: write a range of narratives and non fiction pieces using a consistent and appropriate structure (including genre specific layout devices eg: text boxes, bullet points etc) write a range of narratives that are

In addition to KS1 and Year 3 knowledge, children know how to: produce sustained and accurate writing from different narrative and nonfiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. use dialogue to convey a character and to advance the action. perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.

In addition to KS1 and Year 3 knowledge, children know how to: write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). distinguish between the language of speech and writing and to choose the appropriate level of formality. select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Sentence Structure (Grammar & Punctuation)

Children know how to: write short sentences with words with known sound letter correspondences using a capital letter and full stop

Children know how to: use simple sentence structures that are accurately punctuated with a capital letter and a full stop. use simple conjunctions (and, but) to link ideas in sentences. form simple compound sentences. use capital letters for names, places, the days of the week and the personal pronoun 'I'. use finger spaces. use full stops to end sentences. use question marks and exclamation marks.

Children know how to: use the present tense and the past tense mostly correctly and consistently. form sentences with different forms: statement, question, exclamation, command. use co-ordination (or/and/but). use some subordination (when/if/that/because). use expanded noun phrases to describe and specify (e.g. the blue butterfly). Use the full range of punctuation taught at key stage 1 mostly correctly including: • capital letters, full stops, question marks and exclamation marks; • commas to separate lists; apostrophes to mark singular possession and contractions.

Children know how to: maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. use 'a' or 'an' correctly throughout a piece of writing. use simple conjunctions confidently and accurately. use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. use a range of conjunctions, adverbs and prepositions to show time, place and cause. use the full range of punctuation from previous year groups. punctuate direct speech using inverted commas (speech marks).

Children know how to: maintain an accurate tense throughout a piece of writing. use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. Use expanded noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition. use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. consistently use apostrophes for singular and plural possession.

Children know how to: use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. ensure the consistent and correct use of tense throughout all pieces of writing. use a range of conjunctions accurately, varying the position within the sentence. use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). use relative clauses beginning with a relative pronoun with confidence. to use the passive voice

Children know how to: ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. use the subjunctive form in formal writing. use the perfect form of verbs to mark relationships of time and cause. use the passive voice accurately within appropriate pieces. use question tags in informal writing (a very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she?' , the words 'didn't she' are a question tag.") use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semicolons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

<p>Learn and build on terminology</p>		<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> • Letter • Capital letter • Word • Singular • Plural • Sentence • Punctuation • Full stop • Question mark • Exclamation mark. 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> • Noun • Noun phrase • Statement • Question • Exclamation • Command • Compound • Suffix • Adjective • Verb Adverb • Present and past tense • Apostrophe • Comma 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> • Preposition • Conjunction • Word family • Prefix • Clause • Subordinate clause • Direct speech • Consonant • Vowel • Inverted commas (speech marks) 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> • Determiner • Pronoun • Possessive pronoun • Adverbial 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> • Modal verb • Relative pronoun • Relative clause • Parenthesis • Brackets • Dash • Cohesion • Ambiguity 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> • Subject • Object • Active • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-colon
--	--	---	---	---	---	--	--

Spelling

<p>Children know how to: spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Children know how to: spell words containing each of the 40+ phonemes taught spell common exception words name the letters of the alphabet in order use letter names to distinguish between alternative spellings of the same sound spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</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 use the prefix un– use –ing, –ed, –er and –est where no change is needed in the spelling of root words</p>	<p>Children know how to: segment spoken words into phonemes and represent these by graphemes, spelling many correctly learn 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 learn to spell common exception words distinguish between homophones and near homophones</p> <p>Learning the possessive apostrophe (singular) learn to spell more words with contracted forms add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly show awareness of silent letters in spelling e.g. knight, write use –le ending as the most common spelling for this sound at the end of words</p>	<p>Children know how to: spell further homophones spell words that are often misspelt</p> <p>Use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Children know how to: spell further homophones spell words that are often misspelt</p> <p>Use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Children know how to: spell some words with ‘silent’ letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Children know how to: spell some words with ‘silent’ letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Children know how to: spell some words with ‘silent’ letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>
--	--	--	---	---	---	---	---