

	<u>Foundation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><u>Transcription</u></p> <p>Handwriting</p> <p>Spelling</p>	<p>To be able to write recognisable letters, most of which are correctly formed.</p> <p>To be able to hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.</p>	<p>Writes lower case letters and capital letters in the right direction with a good level of consistency.</p> <p>Correct use of finger spaces.</p>	<p>To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To 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</p>	<p>Uses neat and joined up handwriting with increasing accuracy and understands which letters, when adjacent to one another, are best left unjoined.</p>	<p>Uses neat and consistent joined handwriting with increasing accuracy and style and understands which letters, when adjacent to one another, are best left unjoined.</p>	<p>Writes legibly, fluently and with increasing speed.</p> <p>This should be done by:</p> <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. -choosing the writing implement that is best suited for a task 	<p>Maintain legibility in joined handwriting when writing at speed.</p>
	To spell words by identifying sounds in	To segment spoken words into phonemes and	To segment spoken words into phonemes and	Spells some of the Year 3 and 4 spellings	Spells most of the Year 3 and 4 spelling words	Spells most words correctly from the Year 5	Spell correctly most words from the year 5 / year

	<p>them and representing the sounds with a letter or letters.</p>	<p>represents these by graphemes spelling many words in a plausible way.</p> <p>To spell some of the common exception words</p> <p>To be able to spell the days of the week</p>	<p>represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To spell many common exception words.</p> <p>To distinguish between homophones and near homophones.</p> <p>To learn the possessive apostrophe</p> <p>To learn to spell more words with the contracted form.</p> <p>To add suffixes to create longer words (-ful, -ness, -ly, -ment, -less)</p>	<p>correctly.</p> <p>Use further prefixes and suffixes and understand how to add them e.g. (-tion, -sion, -cian)</p> <p>Spell further homophones spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple</p>	<p>correctly.</p> <p>Use further prefixes and suffixes and understand how to add them e.g. (-tion, -sion, -cian)</p> <p>Spell further homophones spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the</p>	<p>list.</p> <p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn].</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt</p>	<p>6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p> <p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn].</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in</p>
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				sentences, dictated by the teacher, that include words and punctuation taught so far.	teacher, that include words and punctuation taught so far. Begin to use a thesaurus.	specifically. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus with increasing accuracy.	spelling and understand that the spelling of some words needs to be learnt specifically. Use a thesaurus with confidence.
Grammar and Punctuation	Beginning to show correct use of capital letters at the start of sentences. Beginning to show correct use of full stops at the end of	To use conjunctions to join clauses (mainly 'and') Many sentences show correct use of capital letters at the start of sentences and for proper nouns.	To demarcate most sentences in their writing with capital letters and full stops and use question marks and exclamation marks correctly when required. To use present and past tense mostly correctly and	Mostly maintains the correct tense throughout a piece of writing. Uses full stops, capital letters, question marks and exclamation marks with some mistakes.	Maintains mainly accurate tense throughout a piece of writing. Uses standard English verb inflections mostly correctly, e.g. 'we were', not 'we was'.	Maintains accurate tense throughout a piece of writing. Uses full stops, capital letters, question marks and exclamation marks with very few mistakes.	To use verb tenses consistently and correctly throughout their writing. To use a range of devices to build cohesion (e.g. conjunctions, adverbials of time

	sentences.	<p>Many sentences show the correct use of full stops.</p> <p>Beginning to use question and exclamation marks</p> <p>Use simple sentence structures.</p>	<p>consistently.</p> <p>To use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</p>	<p>Uses inverted commas in direct speech with some mistakes.</p> <p>Uses conjunctions for subordination (because / when / if / that).</p> <p>Uses commas within a list mainly accurately.</p> <p>Is beginning to use conjunctions, adverbs and prepositions to show time, place and cause e.g. when, before, after, while, so, because, soon, therefore</p> <p>Uses 'a' and 'an' correctly most of the time.</p>	<p>Uses full stops, capital letters, question marks and exclamation marks with accuracy.</p> <p>Begins to use all the necessary punctuation in speech e.g. comma after reporting clause and end punctuation within inverted commas.</p> <p>Includes expanded noun phrases with prepositional phrases. E.g. He saw an enormous menacing ship on the still calm ocean with increasing accuracy.</p> <p>Uses fronted adverbials for time, frequency, place, manner, and</p>	<p>Uses commas in a list and after fronted adverbials with very few mistakes.</p> <p>Uses commas to mark embedded clauses, relative clauses and clarify meaning mostly accurately.</p> <p>Relative clause starts with a relative pronoun e.g. that, who, whom, whose, which. The can be in the middle of sentences or at the end. E.g. Max, who loved art lessons, was making a clay sculpture. Or, The cat scratched me, which made me cry.</p>	<p>and place, pronouns, synonyms) within and across paragraphs.</p> <p>To use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech).</p>
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				<p>Uses apostrophes for singular possession and contractions mostly correctly.</p>	<p>possibility (E.g. Before sunrise, Every so often, At the back of the cave, As quick as a flash, Almost certainly,) usually with the correct use of the comma afterwards.</p> <p>Uses commas within a list correctly.</p> <p>Uses apostrophes for singular and omission correctly and for plural possession with some accuracy.</p>	<p>Embedded clause goes in the middle of the sentence e.g. Luke, as soon as he heard the news, rushed to hospital.</p> <p>Accurately uses a wide range of linking words and phrases used, including conjunctions, time adverbials, subordinating clauses and relative clauses.</p> <p>Uses modal verbs to indicate a degree of possibility largely accurately.</p> <p>Beginning to use brackets, dashes and commas to mark parenthesis.</p>	
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<p>Composition</p>	<p>To be able to write simple phrases and sentences that can be read by others.</p>	<p>To orally rehearse and write sentences in order to create a short narrative, or non-fiction text.</p> <p>Starting to use features of different text types.</p> <p>To re-read their writing aloud to check that it makes sense.</p> <p>To use adjectives in their writing.</p> <p>To use simple sentence structures.</p>	<p>To write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>To write about real events, recording these simply and clearly.</p> <p>To consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary.</p> <p>To make simple additions, revisions and corrections to their own writing by: evaluating their writing, re-reading to</p>	<p>Demonstrates an increasing understanding of purpose and audience.</p> <p>Is beginning to use the correct structure for a wider range of text types.</p> <p>Sentences make sense and are structured accurately.</p> <p>Makes deliberately ambitious word choices to add detail including expanded noun phrases e.g. The gargantuan green troll.</p> <p>Is beginning to organise writing into paragraphs with a purpose.</p>	<p>To use a consistent structure for a range of narrative and non-fiction text types.</p> <p>Sentences make sense and are structured accurately.</p> <p>To organise writing into paragraphs that make sense.</p> <p>To use carefully chosen vocabulary to enhance mood, meaning and pace.</p> <p>To include some stylistic choices e.g. figurative language.</p> <p>Proof reads work for spelling, punctuation and grammar errors.</p>	<p>To write confidently for a range of purposes and audiences showing an awareness of the reader.</p> <p>To use a larger range of stylistic choices e.g. figurative language and ambitious vocabulary.</p> <p>To begin to use dialogue to convey a character's emotions and advance the action.</p> <p>To use organisational and presentation devices relevant to the text type e.g. headings, bullet points</p>	<p>To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).</p> <p>In narratives, to describe settings, characters and atmosphere.</p> <p>To integrate dialogue in narratives to convey character and advance the action.</p>
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check that it makes sense and proof-reading to check for errors.

To begin to edit writing to improve effectiveness.
E.g. sentence starters, vocabulary choices etc.

Sentences make sense and are structured accurately.

To use organised paragraphs with some awareness of cohesion.
Edits vocabulary, grammar and punctuation to enhance the effect and clarify meaning.