

Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic							
<p>Phonic &amp; Whole Word Spelling</p> <p>Children should:</p>	<p>Listen to and hear the sounds in CVC, CVCC and CCVC words. <b>(LIT)</b></p> <p>Recall &amp;/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. <b>(LIT)</b></p> <p>Spell some taught common exception/ high frequency and familiar words. <b>(LIT)</b></p>	<p>Spell words containing each of the 40+ phonemes taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</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>Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>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</p> <p>Learn to spell common exception words</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt (Appendix 1)</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt (Appendix 1)</p>	<p>Spell some words with 'silent' letters</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 specifically, as listed in Appendix 1</p>	<p>Spell some words with 'silent' Letters</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 specifically, as listed in Appendix 1</p>

## Skills Progression: English Writing

		Make phonetically plausible attempts at writing longer words, using dominant phonemes and common grapheme representations	Distinguish between homophones and near-homophones				
Other Word Building Spelling Children should:		<p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -ed</p> <p>Use –ing, –ed, –er and –est</p> <p>Where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1</p>	<p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Show awareness of silent letters in spelling e.g. knight, write</p> <p>Use –le ending as the most common spelling for this sound at the end of words</p> <p>Apply spelling rules and guidelines from Appendix 1</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>
Transcription Children should:		Write from memory simple sentences dictated by the teacher that include words using	Write from memory simple sentences dictated by the teacher that include	Write from memory simple sentences, dictated by the teacher, that include	Write from memory simple sentences, dictated by the teacher, that include words and		

## Skills Progression: English Writing

		the GPCs and common exception words taught so far	words using the GPCs, common exception words and punctuation taught so far.	words and punctuation taught so far.	punctuation taught so far.		
<p><b>Handwriting</b></p> <p><b>Children should:</b></p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases <b>(PD)</b></p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently <b>(PD)</b></p> <p>Write recognisable letters, most of which are correctly formed <b>(LIT)</b></p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient <b>(PD)</b></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' and practice these</p> <p>Produce recognisable letters and words to convey meaning</p> <p>Produce writing which another person can read</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Understand which letters belong to which handwriting 'families' and practice these</p> <p>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>Write capital letters and digits of the correct size, orientation and relationship to one</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>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>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>

## Skills Progression: English Writing

		with some mediation	another and to lower-case letters  Use spacing between words that reflects the size of the letters.				
Contexts for Writing  Children should:	Child initiated writing (in role, and for purpose)  Write narratives about personal experiences and those of others (real and fictional)  Write about real events  Write for different purposes	Write narratives about personal experiences and those of others (real and fictional)  Write about real events  Write poetry  Write for different purposes	Write narratives about personal experiences and those of others (real and fictional)  Write about real events  Write poetry  Write for different purposes	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing  Children should:	Think of, say and write a simple sentence, sometimes using a capital letter and full stop. <b>(LIT)</b>	Say out loud what they are going to write about	Plan or say out loud what they are going to write about	Discuss and record ideas  Compose and rehearse sentences	Discuss and record ideas  Compose and rehearse sentences	Note and develop initial ideas, drawing on reading and research where necessary	Note and develop initial ideas, drawing on reading and research where necessary

## Skills Progression: English Writing

	<p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. <b>(C&amp;L)</b></p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses <b>(C&amp;L)</b></p>	<p>Compose a sentence orally before writing it</p>		<p>orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>		
<p>Drafting Writing</p> <p>Children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. <b>(LIT)</b></p>	<p>Sequence sentences to form short narratives</p> <p>Leave spaces between words</p>	<p>Write down ideas and/or key words, including new vocabulary encapsulate what they want to say, sentence by sentence</p>	<p>Organise paragraphs around a theme</p> <p>In narratives, create settings, characters and plot</p>	<p>Organise paragraphs around a theme</p> <p>In narratives, create settings, characters and plot</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>

## Skills Progression: English Writing

				In non-narrative material, use simple organisational devices (headings & subheadings)	In non-narrative material, use simple organisational devices (headings & subheadings)	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
						Precising longer passages	Precising longer passages
						Use a wide range of devices to build cohesion within and across paragraphs	Use a wide range of devices to build cohesion within and across paragraphs
						Use further organisational and presentational devices to structure text and to guide the reader	Use further organisational and presentational devices to structure text and to guide the reader
Editing Writing Children should:	Check written work by reading and, with support of an adult, make changes where necessary. <b>(LIT)</b>	Re-read what they have written to check that it makes sense  Discuss what they have written with the teacher or other pupils	Evaluate their writing with the teacher and other pupils  Re-read to check that their writing makes sense and that simple and	Assess the effectiveness of their own and others' writing and suggest improvements  Propose changes to grammar and	Assess the effectiveness of their own and others' writing and suggest improvements  Propose changes to grammar and	Assess the effectiveness of their own and others' writing  Propose changes to vocabulary, grammar and	Assess the effectiveness of their own and others' writing  Propose changes to vocabulary, grammar and

## Skills Progression: English Writing

			<p>compound sentences are punctuated correctly</p> <p>Using the editing stations, proofread to check for errors in spelling, grammar and punctuation</p>	<p>vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proofread for spelling and punctuation errors</p>	<p>vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proofread for spelling and punctuation errors</p>	<p>punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p>	<p>punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors</p>
<p>Performing Writing</p> <p>Children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop.</p>	<p>Read their writing aloud clearly enough to be heard by their peers and the teacher</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Read their own writing aloud, to a group or the whole class, using</p>	<p>Read their own writing aloud, to a group or the whole class, using</p>	<p>Perform their own compositions, using appropriate intonation, volume, and</p>	<p>Perform their own compositions, using</p>

				appropriate intonation and controlling the tone and volume so that the meaning is clear.	appropriate intonation and controlling the tone and volume so that the meaning is clear.	movement so that meaning is clear.	appropriate intonation, volume, and movement so that meaning is clear.
<b>Vocabulary</b>  Children should:	<p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). <b>(C&amp;L)</b></p> <p>Talk about elements of a topic using newly introduced vocabulary and verbally extend sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. <b>(C&amp;L)</b></p>	<p>Use a range of verbs to add precision to their simple sentences</p> <p>Use familiar adjectives to add detail e.g. red apple, bad wolf</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Attempt some varied vocab and use some varied sentence openings e.g. then,</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>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</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>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Use a thesaurus</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p>	<p>Use a thesaurus</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p>
<b>Grammar</b>  Children should:	<p>To begin to know that a simple sentence is punctuated with a capital letter and a full stop <b>(LIT)</b></p>	<p>Use regular plural noun suffixes (-s, -es)</p> <p>Use verb suffixes where root</p>	<p>Use coordination (using or, and, or but)</p> <p>Use commas in lists</p>	<p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Form nouns using prefixes</p>	<p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Form nouns using prefixes</p>	<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use relative clauses beginning with</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech</p>



## Skills Progression: English Writing

	<p>To begin to identify a verb (<b>LIT</b>)</p>	<p>word is unchanged (-ing, -ed, -er)</p> <p>Use the un- prefix to change the meaning of adjectives/adverbs</p> <p>Combine words to make sentences, including sequencing sentences to form short narratives</p> <p>Separate of words with spaces</p> <p>Use sentence demarcation (. ! ?)</p> <p>Use capital letters for names and pronoun ('I')</p>	<p>Use sentences with different forms (statement, question, exclamation, command)</p> <p>Begin to use subordination (using when, if, that, or because)</p> <p>Use the present and past tenses correctly and consistently including the progressive form</p> <p>Use extended simple sentences e.g. Including adverbs and adjectives to add Interest</p> <p>Use some features of written Standard English</p> <p>Learn how to use selected grammar for Year 2</p>	<p>Use the correct form of 'a' or 'an'</p> <p>Use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Use the correct form of 'a' or 'an'</p> <p>Use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>Use a wide range of fronted adverbials correctly punctuated</p> <p>Use a wide range of conjunctions, adverbs and prepositions to express time and cause.</p> <p>Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>	<p>who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Convert nouns or adjectives into verbs</p> <p>Use verb prefixes</p> <p>Use devices to build cohesion, including adverbials of time, place and number</p>	<p>and writing, including subjunctive forms use passive verbs to affect the presentation of information in a sentence</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Understand and use differences in informal and formal language</p> <p>Understand synonyms &amp; antonyms</p> <p>Use further cohesive devices such as grammatical connections and adverbials use of ellipsis</p>
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## Skills Progression: English Writing

			Use and understand grammatical terminology when discussing writing				
<p>Punctuation</p> <p>Children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. <b>(LIT)</b></p>	<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters and question marks</p> <p>Use sentence demarcation: Capital letter, full stops, question marks, exclamation marks and commas in a list</p>	<p>Indicate possession by using the possessive apostrophe with singular and plural nouns</p>	<p>Use commas after fronted Adverbials</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns</p> <p>Use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use hyphens to avoid ambiguity</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>Use a colon to introduce a list punctuating bullet points consistently</p>

## Skills Progression: English Writing

<p>Grammatical Terminology</p> <p>Children should know and identify:</p>	<p>Letter Capital Letter Word Sentence Full Stop</p>	<p>Letter Capital letter Word Sentence Full Stop Verb Subject Punctuation Question mark Exclamation mark Object</p>	<p>Noun Noun phrase Statement Question Exclamation Conjunction Adjective Verb Adverb Command Compound Suffix Tense (past, present) Comma</p>	<p>Noun phrase Adverb Preposition Conjunction <b>(coordinating and subordinating)</b> Word family Prefix Clause Subordinate clause Possessive apostrophe Apostrophe for contraction</p>	<p>Preposition Conjunction <b>(coordinating and subordinating)</b> Clause Subordinate Clause Determiner Pronoun Possessive apostrophe Apostrophe for Contraction Adverbial</p>	<p>Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Hyphen Cohesion Ambiguity</p>	<p>Subject Object Active Passive Subjunctive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points</p>
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