



## **Progression of Writing under the 2014 National Curriculum**

### **Reading and writing at our school**

At Pott Shrigley Church school, we work hard to make sure that children have a love of books and literature and we are very proud that so many of our children enjoy reading. Each class, from Reception to Year 6, will study a different class text each half-term and this is supported by the Read to Write programme. These high-quality texts are used throughout our English lessons and, where possible, link to other curriculum areas.

Read to Write (Literacy Counts) provides high-quality teaching of writing through high-quality literature. From Reception to Year 6, these detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. They also provide clear, sequential episodes of learning; contextualised spelling, grammar and punctuation; wider reading for the wider curriculum; curriculum enrichments for all year groups; model texts linked to writing outcomes and a wealth of supporting resources.

### **Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### **Writing**

The programmes of study for writing at key stages 1 and 2 consist of two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study under composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Composition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Plan</b>	<ul style="list-style-type: none"> <li>Plan sentences by saying out loud what he/she is going to write about.</li> <li>Orally compose a sentence before writing it and recognise sentence boundaries.</li> <li>Write down some key words or ideas, including some new vocabulary drawn from listening to books.</li> </ul>	<ul style="list-style-type: none"> <li>Write for different purposes to develop positive attitudes and stamina for writing.</li> <li>Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.</li> <li>Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.</li> <li>Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.</li> <li>Plan using the features of a given form.</li> <li>Plan his/her writing by discussing and recording ideas within a given structure.</li> <li>Plan by selecting vocabulary and phrases to interest the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Plan using given features of a form.</li> <li>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>Plan and orally rehearse writing, including selecting vocabulary and phrases to engage and interest the reader.</li> <li>Plan his/her writing by discussing and recording ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.</li> <li>Select the appropriate form of writing.</li> <li>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary</li> <li>Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.</li> </ul>	<ul style="list-style-type: none"> <li>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form and using other similar writing as models for their own (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).</li> <li>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.</li> </ul>
<b>Draft and Write</b>	<ul style="list-style-type: none"> <li>Compose and write sentences independently to convey ideas.</li> <li>Write from memory, simple dictated sentences.</li> <li>Write sentences, sequencing them to form short narratives (real or fictional).</li> <li>Write simple descriptions in narratives.</li> <li>Begin to link ideas or events by subject or pronoun.</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional).</li> <li>Write about real events, recording these simply and clearly.</li> <li>Write poetry to develop positive attitudes and stamina for writing.</li> <li>Write effectively and coherently for different purposes, drawing on his/ her reading to inform the vocabulary and grammar of his/her writing.</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from i.e. simple, compound and complex using varied conjunctions such as when, before, after, while, so, because.</li> <li>Draft and write by organising writing into paragraphs as a way of grouping related material.</li> <li>Draft and write in narratives, creating settings, characters and plot, including: <ul style="list-style-type: none"> <li>a full sequence of events,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use paragraphs to organise information and ideas around a theme.</li> <li>Use paragraphs to organise and sequence more extended narrative structures.</li> <li>Use different ways, including fronted adverbials, to introduce or connect paragraphs.</li> <li>Use appropriate nouns and pronouns within and across a sentence to aid cohesion and avoid repetition.</li> <li>Draft and write by composing and rehearsing sentences orally (including dialogue), building a</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2).</li> <li>Draft and write narratives, describing settings, characters – develop characterisation by showing the reader what characters say and do and how they feel and react at different points in a story, and atmosphere and integrating dialogue to convey character.</li> <li>Draft and write by précising longer</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning e.g. To clarify and enhance meaning and to reflect the level of formality required. E.g. Contracted form in dialogue, passive verbs, modal verbs</li> <li>Draft and write narratives, describing settings – considering atmosphere by using expressive or figurative language and describing how this makes the character feel</li> <li>Draft and write narratives,</li> </ul>

			<p>dilemma/conflict and resolution</p> <ul style="list-style-type: none"> <li>- consistent use of 1st of 3rd person</li> <li>- some dialogue to show relationships between two characters</li> <li>• Draft and write non-narrative material, using headings and subheadings to organise texts.</li> <li>• Use headings and sub-headings to aid presentation.</li> <li>• Use the past and present tense appropriately and consistently throughout writing.</li> </ul>	<p>varied and rich vocabulary and using sentence structures (English Appendix 2).</p> <ul style="list-style-type: none"> <li>• Draft and write by organising paragraphs around a theme.</li> <li>• Draft and write in narratives, creating settings – using adjectives and figurative language to evoke time, place ad mood, characters - e.g. using details to build character and evoke a response and plot with consideration for the audience and purpose.</li> <li>• Draft and write non-narrative material, using simple organisational devices, including headings and sub-headings to aid presentation.</li> </ul>	<p>passages.</p> <ul style="list-style-type: none"> <li>• Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly.</li> <li>• Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.</li> <li>• Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.</li> <li>• Use different verb forms mostly accurately with consideration for audience and purpose.</li> <li>• Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</li> <li>• Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.</li> </ul>	<p>describing characters – considering techniques to create convincing characters e.g. gradually revealed as the story unfolds, through the way they talk, act and their interaction with others.</p> <ul style="list-style-type: none"> <li>• Draft and write, integrating dialogue to convey character and advance the action.</li> <li>• Draft and write by accurately précising longer passages.</li> <li>• Draft and write by linking ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of conjunctions, adverbials such as on the other hand, in contrast, or as a consequence, pronouns and synonyms, and ellipsis.</li> <li>• Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, subheadings, columns, bullets or tables.</li> <li>• Draft and write by using a dictionary and thesaurus to check for meaning, appropriateness and to select more ambitious vocabulary.</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Understand how words can combine to make sentences.</li> <li>• Combine words to make a single clause sentence.</li> <li>• Join words and clauses using and.</li> </ul>	<ul style="list-style-type: none"> <li>• Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.</li> <li>• Use expanded noun phrases for description</li> </ul>	<ul style="list-style-type: none"> <li>• Use statements, questions, exclamations and commands for the appropriate effect.</li> <li>• Confidently use the progressive forms of verbs.</li> <li>• Use the present perfect</li> </ul>	<ul style="list-style-type: none"> <li>• Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.</li> <li>• Use noun phrases expanded by the addition</li> </ul>	<ul style="list-style-type: none"> <li>• Use noun phrases to convey complicated information with greater precision including some repetition of noun phrases for specification.</li> <li>• Use relative clauses beginning with who,</li> </ul>	<ul style="list-style-type: none"> <li>• Use passive verbs to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).</li> </ul>

	<ul style="list-style-type: none"> <li>Understand and use the following grammatical terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.</li> </ul>	<ul style="list-style-type: none"> <li>and specification e.g. the blue butterfly, plain flour, the man in the moon.</li> <li>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>Use present and past tense mostly correctly and consistently.</li> <li>Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.</li> <li>Learn the grammar for Years 2 within English Appendix 2.</li> <li>Understand and use the following grammatical terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma.</li> </ul>	<ul style="list-style-type: none"> <li>form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.</li> <li>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.</li> <li>Use expanded noun phrases to add description and detail. Learn the grammar for Years 3 and 4 within English Appendix 2.</li> <li>Understand and use the following grammatical terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; and inverted commas (or 'speech marks').</li> </ul>	<ul style="list-style-type: none"> <li>of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair.</li> <li>Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>Use standard forms for verb inflections – we were instead of we was.</li> <li>Use a variety of verb forms correctly and consistently (past and present tenses, progressive and present perfect)</li> <li>Some use of determiners to give more detail about nouns.</li> <li>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> <li>Learn the grammar for Years 3 and 4 within English Appendix 2.</li> <li>Understand and use the following grammatical terminology: determiner; pronoun, possessive pronoun; and adverbial.</li> </ul>	<ul style="list-style-type: none"> <li>which, where, when, whose, that to add detail or description or an omitted relative pronoun.</li> <li>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must. #</li> <li>Learn the grammar for Years 5 and 6 within English Appendix 2.</li> <li>Understand and use the following grammatical terminology: relative clause; parenthesis, bracket, dash; and cohesion, ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.</li> <li>Use the perfect form of verbs to mark relationships of time and cause.</li> <li>Learn the grammar for Years 5 and 6 within English Appendix 2.</li> <li>Understand and use the following grammatical terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Begin to use capital letters and full stops to demarcate sentences in some of his/her writing.</li> <li>Begin to punctuate work using question marks and exclamation marks.</li> <li>Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.</li> <li>Use question marks and exclamation marks appropriately.</li> <li>Use commas to separate items in a list.</li> <li>Use apostrophes to mark where letters are</li> </ul>	<ul style="list-style-type: none"> <li>Mostly accurate use full stops and capital letters (including for proper nouns).</li> <li>Mostly accurate use exclamation marks and question marks.</li> <li>Mostly accurate use commas to separate items in a list.</li> <li>Some accurate use of apostrophes for contracted forms e.g. don't.</li> </ul>	<ul style="list-style-type: none"> <li>Correct use of full stops and capital letters (including for proper nouns), exclamation marks, question marks, commas to separate items in a list, apostrophes for contracted forms.</li> <li>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause;</li> </ul>	<ul style="list-style-type: none"> <li>Correct use of full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and other speech punctuation, apostrophes for contraction and singular possession.</li> <li>Mostly accurate use of apostrophes for plural</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to clarify meaning or avoid ambiguity.</li> <li>Use brackets, dashes or commas to indicate parenthesis.</li> <li>Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses.</li> <li>Use the colon to introduce a list and semi-colons within lists.</li> </ul>

	<ul style="list-style-type: none"> <li>Learn the grammar for Year 1 within English Appendix 2.</li> </ul>	<p>missing in spelling and to mark singular possession in nouns e.g. the girl's name.</p>	<ul style="list-style-type: none"> <li>Some use inverted commas to punctuate direct speech.</li> </ul>	<p>end punctuation within inverted commas.</p> <ul style="list-style-type: none"> <li>Mostly accurate use of apostrophes to mark plural possession e.g. the girl's name, the girls' names.</li> <li>Use commas after fronted adverbials.</li> <li>Use inverted commas and other punctuation to indicate direct speech.</li> </ul>	<p>possession.</p> <ul style="list-style-type: none"> <li>Some use brackets, dashes or commas to indicate parenthesis.</li> <li>Some use commas to clarify meaning or avoid ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>Use bullet points to list information.</li> <li>Use hyphens to avoid ambiguity e.g. man eating shark versus man-eating shark or recover versus recover.</li> <li>Use the full range of punctuation taught at key stage 2 (e.g. semicolons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun.</li> <li>Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.</li> <li>Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat.</li> </ul>	<ul style="list-style-type: none"> <li>Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. I can make new words by adding -ness and -er at the end of a word.</li> <li>Form adjectives using suffixes such as -ful, -less.</li> <li>Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use effectively vocabulary typical of informal. Form nouns using a range of prefixes e.g. super-, anti-, auto-.</li> <li>Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.</li> <li>Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.</li> </ul>	<ul style="list-style-type: none"> <li>Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. I can make new words by adding -ness and -er at the end of a word.</li> <li>Form adjectives using suffixes such as -ful, -less.</li> <li>Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.</li> </ul>	<ul style="list-style-type: none"> <li>Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify.</li> <li>Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types.</li> <li>Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little</li> <li>Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.</li> <li>Use expanded noun phrases to convey complicated information concisely.</li> <li>Use modal verbs or adverbs to indicate degrees of possibility.</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or with some implied relative pronouns.</li> </ul>

## Edit and Evaluate

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| <ul style="list-style-type: none"><li>• Write sentences by re-reading what he/she has written to check that it makes sense.</li><li>• Discuss what he/she has written with the teacher or other pupils.</li><li>• Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.</li></ul> | <ul style="list-style-type: none"><li>• Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils.</li><li>• Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li><li>• Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher.</li><li>• Read aloud what he/she has written with appropriate intonation to make the meaning clear</li></ul> | <ul style="list-style-type: none"><li>• Evaluate and edit by assessing the effectiveness of his/her own and others' writing. Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. Re-read writing to check for meaning and tense forms. Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly. Read his/her 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.</li></ul> | <ul style="list-style-type: none"><li>• Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.</li><li>• Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</li><li>• Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials.</li><li>• Confidently read his/her 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.</li></ul> | <ul style="list-style-type: none"><li>• Evaluate and edit by assessing the effectiveness of his/her own and others' writing, suggesting grammar and vocabulary improvements such as accurate use of pronouns.</li><li>• Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).</li><li>• Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.</li><li>• Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</li><li>• Proof-read for spelling errors linked to spelling statements for Years 5 and 6.</li><li>• Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity.</li><li>• Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li></ul> | <ul style="list-style-type: none"><li>• Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.</li><li>• Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li><li>• Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</li><li>• Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.</li><li>• Evaluate and edit by distinguishing between the language of speech and writing and choosing the appropriate register.</li><li>• Proof-read for spelling errors, including those linked to spelling statements for Year 5 and Year 6.</li><li>• Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.</li><li>• Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li></ul> |
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Transcription						
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others.</li> <li>Spell words containing each of the 40+ phonemes already taught.</li> <li>Spell some common exception words.</li> <li>Spell the days of the week.</li> <li>Name the letters of the alphabet in order.</li> <li>Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.</li> <li>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>Add prefixes and suffixes using the prefix un-.</li> <li>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.</li> <li>Apply simple spelling rules and guidance, as listed in (English Appendix 1).</li> <li>Write from memory,</li> </ul>	<ul style="list-style-type: none"> <li>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.</li> <li>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</li> <li>Spell many common exception words.</li> <li>Spell some words with contracted forms.</li> <li>Spell by learning the possessive apostrophe (singular) e.g. the girl's book.</li> <li>Spell by distinguishing between homophones and near-homophones.</li> <li>Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.</li> <li>Add suffixes to spell most longer words correctly (e.g. -ment, -ness, ful, -less, -ly).</li> <li>Apply spelling rules and guidance, as listed in (English Appendix 1).</li> <li>Write from memory simple sentences dictated by the</li> </ul>	<ul style="list-style-type: none"> <li>Use the prefixes un-, dis-, mis-, re-, pre-.</li> <li>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.</li> <li>Use the suffix -ly.</li> <li>Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.</li> <li>Spell words with endings which sound like 'zhun' e.g. division, decision.</li> <li>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/ piece, plain/plane.</li> <li>Spell words that are often misspelt (English Appendix 1).</li> <li>Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.</li> <li>Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.</li> <li>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.</li> <li>Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.</li> <li>Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>Write from memory simple sentences, dictated by the teacher, that</li> </ul>	<ul style="list-style-type: none"> <li>Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-.</li> <li>Understand and add suffixes -ation, -ous.</li> <li>Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.</li> <li>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.</li> <li>Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.</li> <li>Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1).</li> <li>Spell words with the 's' sounds spelt 'sc' e.g. science, scene.</li> <li>Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.</li> <li>Use the first three or four letters of a word to check its spelling in a dictionary.</li> <li>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.</li> <li>Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.</li> <li>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance.</li> <li>Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly.</li> <li>Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.</li> <li>Spell some words with 'silent' letters e.g. knight, psalm, solemn.</li> <li>Spell some of the year 5 and 6 words correctly (English Appendix 1).</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>Use a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.</li> <li>Use prefixes involving the use of a hyphen e.g. co-ordinate, reenter.</li> <li>Distinguish between homophones and other words which are often confused English Appendix 1. e.g. lose/loose.</li> <li>Use dictionaries to check the spelling and meaning of words.</li> <li>Spell most of the year 5 and 6 words correctly (English Appendix 1). I can spell most words correctly including words that are often misspelt.</li> <li>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).</li> <li>Use a thesaurus with confidence.</li> </ul>

	<p>simple dictated sentences that include words using the GPCs and common exception words taught so far.</p> <ul style="list-style-type: none"> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<p>teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>include words and punctuation taught so far.</p>			
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Separate words with spaces.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another in some of his/her writing.</li> <li>• Form lower-case letters of the correct size relative to one another in most of his/her writing.</li> <li>• Use the diagonal and horizontal strokes needed to join letters in some of his/her writing.</li> <li>• Use the diagonal and horizontal strokes needed to join letters.</li> <li>• Understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>	<ul style="list-style-type: none"> <li>• Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Write increasingly legibly.</li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed, deciding how to join specific letters, when they are best left unjoined and by choosing the writing implement that is best suited for a task.</li> </ul>



## Literacy

### Key acquisition of skills – EYFS

	<b>Birth to three</b>	<b>Three and Four year old's</b>	<b>Reception children</b>	<b>ELG</b>
<b>Comprehension</b>	<p>Enjoy songs and rhyme, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently for example singing while playing.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the five key concepts about print</p> <p>Print has meaning</p> <p>Print can have different purposes</p> <p>We read English text from left to right and from top to bottom</p> <p>The names of the different parts of a book</p> <p>Page sequencing</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary.</p> <p>Anticipate, where appropriate, key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play</p>
<b>Word reading</b>	<p>Enjoy sharing books with an adult. Pay attention and respond to the pictures and words.</p> <p>Have favourite books and seek them out to share with an adult, another child to look alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p> <p>Develop and play around favourite stories using props.</p>	<p>Understand the five key concepts about print</p> <p>Print has meaning</p> <p>Print can have different purposes</p> <p>We read English text from left to right and from top to bottom</p> <p>The names of the different parts of a book</p> <p>Page sequencing</p> <p>Develop their phonological awareness so they can Spot and suggest rhymes</p> <p>Count or clap syllables in a word</p> <p>Recognise words with the same initial sound, such as money and other Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Reading individual letters by saying sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases sentences made up of words with know letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Say a sounds for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistence with their phonic knowledge and soundblending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

<p><b>Writing</b></p>	<p>Notice print such as the first letter of their name, a bus or door number or a familiar logo.</p> <p>Add some marks to their drawings which they give meaning to. For example 'That says mummy'</p> <p>Make marks on their picture to stand their name.</p>	<p>Develop their phonological awareness so they can Spot and suggest rhymes</p> <p>Count or clap syllables in a word</p> <p>Recognise words with the same initial sound, such as money and other words.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some of all other their name.</p> <p>Write some letters accurately.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sounds with letter/s.</p> <p>Write short sentences with words with known soundletter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in the them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
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