

EYFS						
	<ul style="list-style-type: none"> <li>Write <b>recognisable letters</b>, most of which are <b>correctly formed</b>;</li> <li><b>Spell words</b> by <b>identifying sounds</b> in them and <b>representing</b> the sounds with a <b>letter or letters</b>;</li> <li>Write <b>simple phrases</b> and <b>sentences</b> that can be <b>read by others</b>.</li> </ul>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	<ul style="list-style-type: none"> <li>Write <b>simple sentences</b></li> <li><b>Capital letters</b> for names of people, days of the week and personal pronoun 'I'</li> <li>Begin to use <b>capital letters</b> and <b>full stops</b></li> </ul>	<ul style="list-style-type: none"> <li>Demarcate most sentences with <b>capital letters and full stops</b></li> <li><b>Capital letters</b> for names of places</li> <li><b>Question marks</b> when required</li> <li><b>Apostrophes</b> for contraction</li> </ul>	<ul style="list-style-type: none"> <li>Inverted commas demarcate <b>direct speech</b> e.g. "<u>run for your life</u>" shrieked the lion trainer.</li> <li><b>Exclamation marks</b> for surprise</li> </ul>	<ul style="list-style-type: none"> <li><b>Direct speech</b> correctly punctuated inside the inverted commas e.g. "<u>Run for your life!</u>" shrieked the lion trainer.</li> <li><b>Apostrophes</b> for possession e.g. Mrs Smith's kittens' paws</li> <li><b>Commas</b> after <b>fronted adverbials</b></li> </ul>	<ul style="list-style-type: none"> <li>Accurately punctuate <b>direct speech</b> e.g. "You horrible little boy," roared the Elephant Master. "You've done it again haven't you?"</li> <li><b>Commas</b> to clarify meaning</li> <li>Brackets, dashes or commas to indicate <b>parenthesis</b></li> </ul>	<ul style="list-style-type: none"> <li>Range of punctuation mostly correctly</li> <li><b>Semi-colons, colons or dashes</b> e.g. Whales are found all over the world; they migrate to find food and a mate.</li> </ul>
Conjunctions	'and' to <b>join</b> sentences.	<ul style="list-style-type: none"> <li><b>Coordinating conjunctions:</b> e.g. or / and / but</li> <li><b>Subordinating conjunctions</b> e.g. when / if / that / because</li> </ul>	<b>Conjunctions:</b> if, so, when	<b>Conjunctions:</b> although, also, therefore, before, after	<b>Conjunctions:</b> despite, moreover, consequently	<b>Conjunctions:</b> nevertheless, on the other hand, whereas, furthermore, in addition, in conclusion, consequently, as a result
Grammar		<ul style="list-style-type: none"> <li><b>Past and present tense</b> mostly correct and consistent</li> <li><b>Standard English</b> verb inflections e.g. we were / we was, I was / I were, I did / I done, she saw / she seen it</li> </ul>	<ul style="list-style-type: none"> <li><b>Adverbs</b> e.g., <i>then, next, soon, therefore, suddenly, silently, eventually</i></li> <li><b>Prepositions</b> [for example, <i>before, after, during, in, because of</i>] e.g. The ugly troll was beneath the stone bridge.</li> <li><b>Nouns or pronouns</b> for clarity and avoid repetition e.g. When <u>Simone</u> saw the <u>girls</u>, <u>she</u> quickly dashed behind the bookcase before <u>they</u> noticed <u>her</u>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Fronted adverbials</b> e.g. <i>After the storm, / Running for his life, / Waiting anxiously, / 'Later that day,</i></li> <li><b>Subordinate clauses</b> e.g. Mason did not smile, <u>although</u> he was excited.</li> <li><b>Determiners</b> including 'a' or 'an'.</li> </ul>	<ul style="list-style-type: none"> <li><b>Adverbials</b> to link sentences and paragraphs:                             <ul style="list-style-type: none"> <li><b>Time:</b> At that moment, / Several hours later, As the clock struck twelve,</li> <li><b>Place:</b> Over the bridge, / Inside the dusty chest, / Beyond the dark clouds</li> <li><b>Number:</b> Every few weeks, / Never before / Occasionally / Often</li> <li><b>Manner / behaviour:</b> Breathing heavily, / Exhausted from the race, / Without warning,</li> </ul> </li> <li><b>Relative clauses</b> using relative pronouns (<i>who, which, where, when, whose, that</i>) e.g. Professor Scriffle, who was a famous inventor, had made an exciting discovery.</li> </ul>	<ul style="list-style-type: none"> <li><b>Tenses</b> consistently and correctly</li> </ul>
Description			<ul style="list-style-type: none"> <li><b>Simple noun phrases</b> e.g. The <u>eerie ghost</u> hovered above the <u>rickety bed</u>.</li> <li><b>Nouns for precision</b> e.g. burglar instead of man</li> </ul>	<b>Noun phrases</b> e.g. <i>Tom chose the <b>comfy chair with the patchwork cushions</b>.</i>	<b>Expanded noun phrases</b> to convey complicated information concisely e.g. <i>The landscape is full of <b>deciduous trees that shed their delicate frost-prone leaves. Carnivorous predators with surprisingly weak jaws and small teeth.</b></i>	<ul style="list-style-type: none"> <li><b>Dialogue</b> to convey character and advance the action.</li> <li><b>Simile starters</b> e.g. Like a fish out of water, she ...</li> </ul>

<p style="text-align: center;"><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>• Hold pencil with effective grip</li> <li>• Writing sits on the line.</li> <li>• Lower case letters.</li> <li>• Clear ascenders and descenders.</li> <li>• Digits 0-9.</li> <li>• Finger spaces between words</li> </ul> <p>Letter Join – Capital Letters, printed letters, numbers, punctuation and other symbols.</p>	<ul style="list-style-type: none"> <li>• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>• Spacing between words reflects the size of letters</li> <li>• Letter Join – Increase fluency and speed of handwriting through regular practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Join – Y3 – Improve legibility, consistency and quality of handwriting across the curriculum.</li> <li>• Write legibly. Form and use the four basic joins.</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Join – Y4 – Apply size appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.</li> <li>• Write with consistency in size and proportion of letters.</li> <li>• Used a join style throughout independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Join – Produce quality handwriting automatically.</li> <li>• Choose when it is appropriate to print rather than join writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting when writing at speed.</li> <li>• Letter Join – Adapting handwriting to a range of tasks and purposes</li> </ul>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>Recognise <b>exclamation marks</b> and <b>question marks</b></li> <li>Speak in <b>full sentences</b> using <b>joining words (conjunctions)</b> to join ideas together</li> </ul>	<ul style="list-style-type: none"> <li>Introduce <b>question marks</b> and <b>exclamation marks</b></li> <li>Introduce <b>joining words (conjunctions)</b> but, or, because</li> </ul>	<ul style="list-style-type: none"> <li><b>Statements, questions, commands, exclamation</b> and associated punctuation</li> <li><b>Commas</b> in a list</li> </ul>	<ul style="list-style-type: none"> <li><b>Clauses</b> in sentences</li> <li><b>Subordinate clauses</b> in complex sentences</li> <li><b>Commas</b> to separate clauses when the subordinate clause starts the sentences e.g. Although it was raining, we decided not to take our coats</li> <li><b>Synonyms and antonyms</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Modal verbs</b></li> <li>Using a <b>colon</b> to introduce a list e.g. You need four things to make your sandwich: bread, cheese, lettuce and tomatoes.</li> </ul>	<ul style="list-style-type: none"> <li><b>Ellipses</b></li> <li>Identify the subject and object of the sentence</li> <li><b>Active and passive voice</b> e.g. I broke the window in the greenhouse. The window in the greenhouse was broken.</li> <li><b>Hyphen</b> to avoid ambiguity e.g. man eating shark v man – eating shark.</li> <li><b>Subjunctive form</b> e.g. If I were able to come to your party, I would.</li> </ul>
Planning	<ul style="list-style-type: none"> <li>Follow the <b>Think, say, write process</b> for writing a <b>sentence</b></li> <li><b>Sequence</b> words within a <b>sentence orally</b> and <b>write</b> what they say</li> </ul>	<ul style="list-style-type: none"> <li>Sequence ideas and events in narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and discuss what to write about e.g. simple story mapping and collecting vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, boxing up.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate language and structures.</li> </ul>	<ul style="list-style-type: none"> <li>As other year groups.</li> </ul>
Drafting and writing	<ul style="list-style-type: none"> <li><b>Orally</b> compose a sentence before writing – <b>Think &amp; Say</b></li> <li><b>Re-read a sentence</b> to check it makes <b>sense, sometimes with a prompt</b> from the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Orally compose every sentence before writing.</li> <li>Re-read every sentence to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>Develop stamina for writing in order to write at length.</li> <li>Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</li> </ul>	<ul style="list-style-type: none"> <li>Group related material into paragraphs.</li> <li>Use headings and sub headings to organise information.</li> <li>Create and develop settings for narrative.</li> <li>Create and develop characters for narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Use paragraphs to organise writing in fiction and non-fiction texts.</li> <li>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> </ul>	<ul style="list-style-type: none"> <li>Use different sentence structures with increasing control.</li> <li>Blend action, dialogue and description within and across paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</li> <li>Consciously control the use of different sentence structures for effect.</li> <li>Use a range of devices to build cohesion.</li> <li>Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences.</li> </ul>
Evaluating and editing	<ul style="list-style-type: none"> <li><b>Read back their own sentence, pointing</b> at each word as they do so</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Read aloud their writing audibly.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their writing with adults and peers.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> </ul>	<ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure consistent and correct use of tense throughout a piece of writing. – See samples of writing.</li> <li>Ensure consistent subject and verb agreement.</li> </ul>	<ul style="list-style-type: none"> <li>As other year groups.</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Common Exception Words	the a do to today of said says are were was is his I you your they be he me she we no go so by my here there where love come some once one ask friend school put push pull full house our	floor poor because find kind mind behind child children wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas	<b>accident(ally)</b> century February length popular strange <b>actual(ly)</b> circle forward(s) library <b>potatoes</b> <b>thought</b> address decide fruit <b>minute</b> promise through answer describe <b>heard</b> naughty purpose <b>weight</b> arrive early heart <b>notice</b> quarter <b>woman/women</b> believe earth height occasion(ally) question bicycle <b>eight/eighth</b> history often <b>reign</b> centre enough learn perhaps sentence	continue grammar material possible suppose breadth different group medicine pressure surprise breathe difficult guard <b>mention</b> probably therefore build disappear guide natural recent though/although busy/business exercise imagine opposite regular calendar experience important ordinary remember caught experiment increase particular separate certain extreme interest peculiar special complete famous island <b>position</b> straight consider favourite knowledge <b>possess(ion)</b> strength	<b>apparent cemetery</b> determined explanation interfere occupy rhythm amateur communicate develop familiar language occur <b>secretary</b> ancient community <b>dictionary foreign</b> leisure persuade shoulder <b>available</b> <b>conscience*</b> environment forty lightning <b>physical</b> soldier <b>average</b> <b>convenience</b> equip (-ped, -ment) <b>government</b> muscle programme stomach bargain curiosity excellent <b>hindrance</b> neighbour queue <b>temperature</b> bruise <b>desperate</b> <b>existence</b> individual <b>nuisance</b> recognise twelfth rhyme <b>vegetable</b>	accommodate <b>category</b> disastrous <b>immediate(ly)</b> privilege sincere(ly) accompany committee embarrass interrupt <b>profession</b> sufficient <b>according</b> <b>competition especially</b> marvellous pronunciation suggest achieve <b>conscious*</b> exaggerate <b>mischievous</b> recommend symbol aggressive controversy <b>frequently</b> <b>necessary</b> relevant system appreciate correspond guarantee opportunity restaurant thorough <b>attached criticise</b> <b>(critic + ise)</b> harass parliament sacrifice variety awkward <b>definite</b> identity prejudice <b>signature</b> vehicle yacht
Spelling	<ul style="list-style-type: none"> <li>• <b>40+ phonemes</b></li> <li>• Phonically plausible attempts at more complex words</li> <li>• <b>Days</b> of the week</li> <li>• <b>Suffixes</b> -s and -es to make plural</li> <li>• <b>Prefix</b> -un</li> <li>• <b>Compound words</b></li> <li>• -ing, -ed, -er endings added to verbs</li> <li>• -er and -est to adjectives where no change is needed to the root word</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Homophones:</b> e.g. hear / here, bear / bare, sea / see, night / knight</li> <li>• <b>Near homophones:</b> quiet / quite, one / won, are / our</li> <li>• <b>Contracted forms</b> e.g. can't, didn't, I'll, it's, couldn't</li> <li>• -ed, -ing, -er, -est where change is needed to a root word</li> <li>• Adding -es to nouns ending in y</li> <li>• <b>Suffixes</b> – ment, -ness, -ful, -less, -ly</li> <li>• <b>Possessive apostrophes</b> (singular)</li> <li>• <b>-tion</b></li> <li>• <b>(see also NC for other phonemes)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Homophones:</b> e.g. break / brake, grate / great</li> <li>• <b>Irregular past tense:</b> e.g. send / sent, hear / heard, think / thought, catch / caught, bring / brought</li> <li>• <b>Irregular plurals:</b> e.g. goose / geese, woman / women, potato / potatoes</li> <li>• <b>Prefixes:</b> dis-, mis-, re-, sub-, tele-, super-, auto-</li> <li>• <b>Suffixes:</b> -ly</li> <li>• <b>Word families</b> to extend vocabulary e.g. med: medicine, medical, medically, paramedic</li> <li>• <b>ou</b></li> <li>• <b>y</b> – gym</li> <li>• <b>ch – scheme</b></li> <li>• <b>ch – chef</b></li> <li>• <b>gue</b> e.g. league</li> <li>• <b>sc – not in NNS</b></li> <li>• <b>ei, ey</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Homophones:</b> e.g. piece / peace, main/ mane</li> <li>• <b>Possessive apostrophe</b> including regular and irregular plurals e.g. children's</li> <li>• <b>Prefixes:</b> anti-, in-, im-, it-, il- ir-inter-</li> <li>• <b>Suffixes:</b> -ation, -tion, ssion, -cian, -ous</li> <li>• <b>-sure, -ture</b></li> <li>• <b>Suffixes</b> with vowel letters to words with more than one syllable e.g. forgotten</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Homophones</b> e.g. allowed / aloud, affect / effect, past / passed</li> <li>• To convert <b>nouns</b> and <b>adjectives</b> into <b>verbs:</b> - ate, - ise, -ify</li> <li>• <b>Prefixes:</b> de-, pre-, over- <b>Not in NNS</b></li> <li>• <b>-able, -ible, -ably, -ibly</b></li> <li>• <b>hyphens</b></li> <li>• <b>ei and ie</b></li> <li>• <b>ough</b></li> <li>• <b>silent letters</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Homophones</b> and other words that are confused e.g. advise / advise, practise / practice</li> <li>• <b>Prefixes:</b> bi-, trans-, circum- <b>Not in NNS</b></li> <li>• Recognise the spelling that sounds like <b>tious, cious</b></li> <li>• <b>-fer</b></li> <li>• <b>-cial</b></li> <li>• <b>ant, -ent, -ency, -ancy</b></li> </ul>
Words to Up level	•	•	• <b>And then</b>	•	•	<ul style="list-style-type: none"> <li>• <b>Got</b> – instead of selecting an appropriate verb</li> <li>• <b>But</b> – to contrast</li> <li>• <b>So</b> -</li> <li>• <b>Then</b> – to link events</li> <li>• <b>And</b> – when joining main clauses</li> </ul>

