

| | Year 1 | Year 2 | Lower KS2: Year 3/4 | Upper KS2: Year 5/6 |
|---------------------------------------|---|--|---|---|
| Transcription | <p>Spelling (See English Appendix 1) <input type="checkbox"/> spell:</p> <ul style="list-style-type: none"> <input type="checkbox"/> words containing each of the 40+ phonemes already taught <input type="checkbox"/> common exception words <input type="checkbox"/> the days of the week <input type="checkbox"/> name the letters of the alphabet: <input type="checkbox"/> naming the letters of the alphabet in order <input type="checkbox"/> using letter names to distinguish between alternative spellings of the same sound <input type="checkbox"/> add prefixes and suffixes: <ul style="list-style-type: none"> <input type="checkbox"/> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs <input type="checkbox"/> using the prefix un– <input type="checkbox"/> using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <input type="checkbox"/> apply simple spelling rules and guidance, as listed in English Appendix 1 <input type="checkbox"/> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | <p>Spelling (See English Appendix 1) <input type="checkbox"/> spell by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly <input type="checkbox"/> 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 <input type="checkbox"/> learning to spell common exception words <input type="checkbox"/> learning to spell more words with contracted forms <input type="checkbox"/> learning the possessive apostrophe (singular) [for example, the girl's book] <input type="checkbox"/> distinguishing between homophones and near-homophones <input type="checkbox"/> add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <input type="checkbox"/> apply spelling rules and guidance, as listed in English Appendix 1 <input type="checkbox"/> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far | <p>Spelling (See English Appendix 1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> use further prefixes and suffixes and understand how to add them (English Appendix 1) <input type="checkbox"/> spell further homophones <input type="checkbox"/> spell words that are often misspelt (English Appendix 1) <input type="checkbox"/> place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] <input type="checkbox"/> use the first two or three letters of a word to check its spelling in a dictionary <input type="checkbox"/> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | <p>Spelling (See English Appendix 1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> use further prefixes and suffixes and understand the guidance for adding them <input type="checkbox"/> spell some words with 'silent' letters [for example, knight, psalm, solemn] <input type="checkbox"/> continue to distinguish between homophones and other words which are often confused <input type="checkbox"/> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 <input type="checkbox"/> use dictionaries to check the spelling and meaning of words <input type="checkbox"/> use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary <input type="checkbox"/> use a thesaurus |
| Handwriting & Presentation | <ul style="list-style-type: none"> <input type="checkbox"/> sit correctly at a table, holding a pencil comfortably and correctly <input type="checkbox"/> begin to form lower-case letters in the correct direction, starting and finishing in the right place <input type="checkbox"/> form capital letters <input type="checkbox"/> form digits 0-9 <input type="checkbox"/> understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these | <ul style="list-style-type: none"> <input type="checkbox"/> form lower-case letters of the correct size relative to one another <input type="checkbox"/> 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 <input type="checkbox"/> write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters <input type="checkbox"/> use spacing between words that reflects the size of the letters | <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> increase the legibility, consistency and quality of their handwriting [for example, 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] | <ul style="list-style-type: none"> <input type="checkbox"/> write legibly, fluently and with increasing speed by: <input type="checkbox"/> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters <input type="checkbox"/> choosing the writing implement that is best suited for a task |
| Composition | <ul style="list-style-type: none"> <input type="checkbox"/> write sentences by: <ul style="list-style-type: none"> <input type="checkbox"/> saying out loud what they are going to write about <input type="checkbox"/> composing a sentence orally before writing it <input type="checkbox"/> sequencing sentences to form short narratives <input type="checkbox"/> re-reading what they have written to check that it makes sense <input type="checkbox"/> discuss what they have written with the teacher or other pupils <input type="checkbox"/> read aloud their writing clearly enough to be heard by their peers and the teacher | <ul style="list-style-type: none"> <input type="checkbox"/> develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <input type="checkbox"/> writing narratives about personal experiences and those of others (real and fictional) <input type="checkbox"/> writing about real events <input type="checkbox"/> writing poetry <input type="checkbox"/> writing for different purposes <input type="checkbox"/> consider what they are going to write before beginning by: <ul style="list-style-type: none"> <input type="checkbox"/> planning or saying out loud what they are going to write about <input type="checkbox"/> writing down ideas and/or key words, including new vocabulary <input type="checkbox"/> encapsulating what they want to say, sentence by sentence <input type="checkbox"/> make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <input type="checkbox"/> evaluating their writing with the teacher and other pupils <input type="checkbox"/> re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <input type="checkbox"/> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <input type="checkbox"/> read aloud what they have written with appropriate intonation to make the meaning clear | <ul style="list-style-type: none"> <input type="checkbox"/> plan their writing by: <ul style="list-style-type: none"> <input type="checkbox"/> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <input type="checkbox"/> discussing and recording ideas <input type="checkbox"/> draft and write by: <ul style="list-style-type: none"> <input type="checkbox"/> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) <input type="checkbox"/> organising paragraphs around a theme <input type="checkbox"/> in narratives, creating settings, characters and plot <input type="checkbox"/> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <input type="checkbox"/> evaluate and edit by: <ul style="list-style-type: none"> <input type="checkbox"/> assessing the effectiveness of their own and others' writing and suggesting improvements <input type="checkbox"/> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <input type="checkbox"/> proof-read for spelling and punctuation errors <input type="checkbox"/> read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | <ul style="list-style-type: none"> <input type="checkbox"/> plan their writing by: <ul style="list-style-type: none"> <input type="checkbox"/> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <input type="checkbox"/> noting and developing initial ideas, drawing on reading and research where necessary <input type="checkbox"/> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <input type="checkbox"/> draft and write by: <ul style="list-style-type: none"> <input type="checkbox"/> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <input type="checkbox"/> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <input type="checkbox"/> précis longer passages <input type="checkbox"/> using a wide range of devices to build cohesion within and across paragraphs <input type="checkbox"/> using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <input type="checkbox"/> evaluate and edit by: <ul style="list-style-type: none"> <input type="checkbox"/> assessing the effectiveness of their own and others' writing <input type="checkbox"/> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <input type="checkbox"/> ensuring the consistent and correct use of tense throughout a piece of writing <input type="checkbox"/> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <input type="checkbox"/> proof-read for spelling and punctuation errors |

