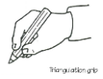
WRITING AT HOLBROOK

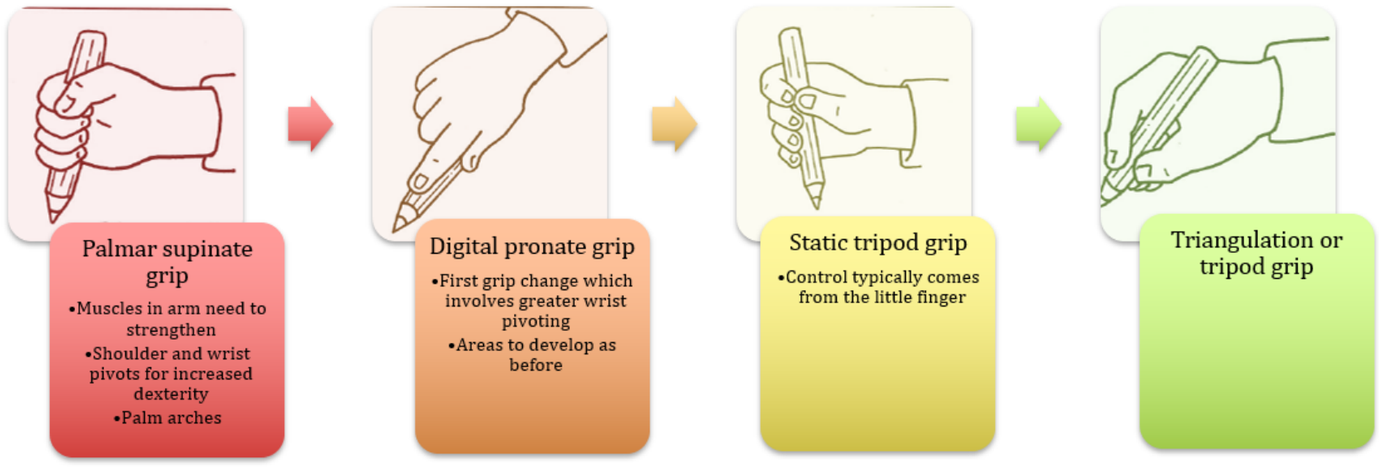
Curriculum Progression

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Physical Development to support Writing

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Gross Motor Allows for correct posture, and fine motor control/dexterity	• Proprioception: able to stand and sit with control and balance on the carpet, a bench and chair. • Full shoulder pivot enables wide range of movement. • Effective elbow pivot: shoulder becomes more sedentary with the elbow doing more work. This enables finer mark marking.	• Sit at a table correctly: feet planted, book angled, pencil held with appropriate tripod grip • Sit upright for Collective Worship with increased control and for longer periods of time.	• Continue to develop fundamental movement skills, become increasingly competent and confident via PE teaching to extend their agility, balance and coordination. • **Balance and Co-ordination:** Pick up a cone from one side, place it on the other side with the same hand and return it with the other hand while performing a seated balance (no feet). - Spring 1, Summer 1 & 2 • Hold on to a partner and, with a short base, lean back, hold our balance and move back together again. - Autumn 2 & Spring 2 • **Ball Skills (PE Hub)** - Spring 1, Summer 1 & 2 • Stand with my legs apart and move a ball around one leg 16 times (right and left). • Strike a ball with alternate hands against a wall, or to a partner, in a rally. • React quickly to catch a tennis ball dropped from shoulder height after 1 bounce from 2 and 3 metres away.	Continue to develop flexibility, strength, technique, control and balance. These attributes are developed and applied within our P.E. curriculum. **Year 3 Athletics Running:** Develop skills to make relay changeovers **Throwing**: Learn how to send an object with force. **Year 3 Cricket**: Explore different throwing and catching techniques with a variety of objects stationary, whilst moving and with pressure. Explore different throwing techniques linked to bowling. Hit a ball with a bat. Use a striking action for hitting a ball. **Year 4 Contemporary Dance:** To use movements and body shapes to communicate a feeling. **Year 4 Basketball** Begin to dribble to ball. Begin to Jump Stop. Begin to use a chest pass. Begin to use a bounce pass. **Year 5 Handball:** To learn skills involved in Handball. Begin to shoot with increasing accuracy and control. Perform skills with increasing speed. **Year 6 Tag Rugby**: Know to keep 2 hands on the ball when running. Score a try by placing the ball on the ground with 2 hands.		
Fine Motor Allows for grip control and accurate handwriting	• Wrist pivot: bend the wrist to nearly 45 degrees when undertaking any mark making. • Effective tripod grip with mark making implement between thumb and forefinger and supported with middle finger. • **ELG Physical**: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;	• Effective tripod grip is maintained when undertaking any mark making including: writing, drawing and painting. 	• Effective tripod grip and wrist pivot enables unlaboured and accurate letter formation (see handwriting below). 	Consistent tripod grip enables children to accurately use any appropriate mark marking implements across the curriculum including appropriately sized whiteboard pens, pencils, paint brushes 			

Grip Progression



Spoken Language/Oracy (taught through all subjects)

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Physical	• To speak audibly so they can be heard and understood. • To use gestures to support meaning in play.	• To use the appropriate tone of voice in the rightcontext. E.g. speaking calmly when resolving an issue in the playground. • To speak clearly and confidently in a range ofcontexts	• To start to use gesture to support the deliveryof ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.	• Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an experttalk or speaking with pathos when telling a sad part of a story. • Considers position and posture when addressing anaudience.	• To consider movement when addressing an audience. • To use pauses for effect in presentational talk e.g.when telling a anecdote or telling a joke.	• To project their voice to a large audience. • For gestures to become increasingly natural.	• To speak fluently in front of an audience. • To have a stage presence. • Consciously adapt tone, pace and volume of voicewithin a single situation.
Linguistic	• To use talk in play to practice new vocabulary. • To articulate their ideas and thoughts in well-formed sentences. • To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.	• To use vocabulary appropriate specific to thetopic at hand • To take opportunities to try out new language,even if not always used correctly. • To use sentence stems to link to other's ideas ingroup discussion. E.g. 'I agree with… because …' 'Linking to …' • To use conjunctions to organise and sequenceideas e.g. firstly, secondly, finally.	• To adapt how they speak in differentsituations according to audience. • To use sentence stems to signal when they are building on or challenging others' ideas.	• To be able to use specialist language to describe their own and others' talk. • To use specialist vocabulary. • To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.	• To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	• To use an increasingly sophisticated range of sentence stems with fluency and accuracy.	• To vary sentence structures and length for effect when speaking. • To be comfortable using idiom and expressions.
Cognitive	• To use 'because' to develop their ideas. • To make relevant contributions and asks questions • To describe events that have happened to them in detail.	• To offer reasons for their opinions • To recognise when they haven't understood something and asks a question to help with this. • To disagree with someone else's opinion politely. • To explain ideas and events in chronologicalorder.	• To ask questions to find out more about asubject. • To build on others' ideas in discussions. • To make connections between what has beensaid and their own and others' experiences.	• To offer opinions that aren't their own. • To reflect on discussions and identify how to improve. • To be able to summarise a discussion. • To reach shared agreement in discussions.	• To be able to give supporting evidence e.g. citing atext, a previous example or a historical event. • To ask probing questions. • To reflect on their own oracy skills and identify areasof strength and areas to improve.	• To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. • To identify when a discussion is going off topic andto be able to bring it back on track.	• To construct a detailed argument or complex narrative. • To spontaneously respond to increasingly complex questions, citing evidence where appropriate.
Social and Emotional	• To look at someone who is speaking to them. • To take turns to speak when working in a group.	• Listens to others and is willing to change theirmind based on what they have heard • To organise group discussions independently ofan adult.	• To start to develop an awareness of audience • e.g. what might interest a certain group. • To be aware of others who have not spoken and to invite them into discussion. • Confident delivery of short pre-prepared material.	• To adapt the content of their speech for a specific audience. • To speak with confidence in front of an audience.	• To use more natural and subtle prompts for turntaking. • To be able to empathise with an audience. • To consider the impact of their words on others whengiving feedback.	• Listening for extended periods of time. • To speak with flair and passion.	• To use humour effectively. • To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.
Communication and Language (EYFS)	• Understand how to listen carefully and why listening is important. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what hasbeen said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities,and to explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts.						

Transcription

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Handwriting Requires essential gross and fine motor skills along with appropriate mark making tools – follows Letter Join	• Support development in grip development (see page 1) so that the child has an effective tripod grip. Development is outlined in the areas above. • Write first name independently using the correctly formed letters and with a capital at the beginning. • Form digits 0 - 9 • Develop the foundations of a handwriting style which is fast, accurate and efficient • **ELG writing:** Write recognisable letters, most of which are correctly formed;	• Understand families of ascenders and descenders – following MH Achieving Excellence in Handwriting • Consistently form digits 0-9 starting from the top. • Form capital letters from the top and use to accurately write first name and surname. • Most letters sit on the line correctly .	• Start using some diagonal and horizontal strokes. • Understands which letters are 'break letters' and left unjoined • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Use spacing between words that reflects the size of the letters	• Use the diagonal and horizontal strokes to join letters (understand breaks from Y2). • Handwriting and accurate forming of words is mainly unlaboured enabling the child to write with increased fluency.	• Consistently maintains legibility in joined handwriting. • Legibility and quality of handwriting is consistent (i.e. downstrokes of letters are parallel and equidistant). • Lines of writing are sufficiently spaced so that the ascenders and descenders do not touch.	Write legibly, fluently and with speed so that they are able to quickly and accurately record clarify/express their thoughts. • Use the best implement suited for the task • Children will address inaccuracies by striking through and adding brackets e.g. (~~error~~) • Pens use will be available for published pieces of writing from year 3 onwards	
Spelling Phonics knowledge should continue to underpin spelling after KS1 and morphology and etymology. With reference to English Appendix 1: Spelling	• Phases 2, 3 & 4 • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • **ELG writing** - Children spell words by identifying sounds in them and representing the sounds with a letter or letters.	• Phases 4 & 5 • Spell using the 40+ phonemes and make phonetically plausible attempts at words. • Name all the letters in the alphabet and begin to use letter names rather than phonemes when spelling. • Spell the common exception words. • Spell the days of the week. • Know how and use the prefix 'un' can be added to change meaning. • Use the suffixes: 's', 'es', 'ed' and 'ing' within writing. • Write from memory simple sentences dictated which include CEW and GPSc.	• Segment to aide accurate spelling • Learn to spell more words in contracted form • Singular possessive apostrophe • Add suffixes to spell longer words: -ment, -ness, ful, -less, ly • Homophones and near homophones • Consistently use letter names rather than phonemes when spelling • Write from memory simple sentences dictated which include CEW, GPCs and punctuation.	• Spells 50% correctly within statutory list (Year 3 and 4) • Prefixes and suffixes • Spell further homophones. • Use the first letters to find words within a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• Spells all words correctly within statutory list (Year 3 and 4) • Spell words that are often mis-spelt • Place the possessive apostrophe accurately in words with regular and irregular plurals (girls', boys' children 's) • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• Spells all Y3 and 4 words correctly. • Spells 50% of Y5 and 6 words correctly. • Spell all homophones from Y5/6 spelling appendix. • Use the hyphen to join a prefix to a root e.g. re-enter. • Spell words with silent letters (knight, psalm, solemn) • Use morphology and etymology to spell correctly • Use the first three or four letters of w word to check spelling, meaning or both. • Use a thesaurus	*spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary* • Use dictionaries to check the spelling and meaning of words. • Use a thesaurus.
Dictation Children should have planned opportunities to write from memory.	• Write from memory, dictated words and phrases	• Write from memory a dictated simple sentence	• To write dictated simple sentences which include punctuation taught so far. The children can write a full, accurately punctuated sentence from memory.	• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Hold in their memory and 1-2 sentences of relevant writing containing key words and punctuation taught so far.	• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Hold in their memory and 2-3 sentences of relevant writing containing key words and punctuation taught so far.	• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Hold in their memory and 3 to 4 sentences of relevant writing containing key words and punctuation taught so far.	• Hold in their memory and a paragraph of sentences both simple and complex of relevant writing containing key words and punctuation taught so far.

Sentence construction

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Vocabulary	• Use key vocabulary identified within the environment • Use vocabulary from shared writing with the teacher in their own writing under the direction of the teacher	• Use key vocabulary identified within the environment • Use vocabulary from stories or shared writing with the teacher in their own writing under the direction of the teacher	• Record key ideas using new vocabulary. • Use vocabulary from stories or shared writing with the teacher in their own writing.	• Compose and rehearse a sentences orally (including dialogue) to build up a rich and varied vocabulary. • Use vocabulary from texts read independently or as a group/class, or from shared writing with the teacher, in their own writing • Begin to use a thesaurus to improve language choices	• Use vocabulary from texts read independently or as a group/class, or from shared writing with the teacher, in their own writing • Use a thesaurus to improve language choices	• Use vocabulary from texts read independently or as a group/class, or from shared writing with the teacher, in their own writing • Use a thesaurus to improve language choices • Compile lists of exciting or interesting words which they can then use in their writing	• Recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • Know how words are related by meaning as synonyms and antonyms [for example, big, large, little]. • Independently and consistently use thesauruses to ensure language used in writing is rich and varied • Draw on what they have read to improve the vocabulary choices made
Grammar	• Know how words can combine to make simple sentences	• Know how words can combine to make simple sentences • Joining words and joining clauses using and • Regular plural noun suffixes –s or –es • How the prefix un– changes the meaning of verbs and adjectives • Suffixes that can be added to verbs where no change is needed in the spelling of root words	Learn how to use: • Sentences with different forms: statement, question, exclamation, command • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • The correct form of the present and past tenses consistently, including the	• Expressing time, place and cause using: - **conjunctions** [for example, when, before, after, while, so, because] - **adverbs** [for example, then, next, soon, therefore] - **prepositions** [for example, before, after, during, in, because of] • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	• Use fronted adverbials [for example, Later that day, I heard the bad news.] • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using: - **adverbs** [for example, perhaps, surely] - **modal verbs** [for example, might, should, will, must] • Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	• Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • Recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the

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			progressive form [for example, she is drumming, he was shouting] • the use of –ly in Standard English to turn adjectives into adverbs • Use of the suffixes –er, –est in adjectives • Formation of adjectives using suffixes such as –ful, –less	• Formation of nouns using a range of prefixes [for example super–,anti–, auto–] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] • Use simple, perfect and progressive tenses	• Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]	use of question tags: He's your friend, isn't he?] • Use the subjunctive forms such as If I were or Were they to come in some very formal writing and speech] • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request] • How words are related by meaning as synonyms and antonyms [forexample, big, large, little]
Punctuation	• Start to show awareness of punctuation such as full stops when reading (see reading curriculum). • When writing their name, it always starts with capital • Start a phrase of sentence with a capital letter • Beginning to leave some spaces between words	• Use a correctly formed capital letter for proper nouns: names, days • Use a correctly formed capital for pronoun: I • Use a correctly formed capital letter to start a sentence. • Use a full stop to end a sentence. • Use finger spaces to separate words. • Use question marks when required (writing questions). • Introduction to using an exclamation mark where required.	Learn how to demarcate most sentences in their writing with: • capital letters and full stops; • question marks • exclamation marks • commas for lists • apostrophes for contraction • apostrophes for singular possession	• Correctly demarcate sentences FS, ?, ! as appropriate. • Begin to use inverted commas to demarcate speech in independent writing • To use commas in lists. • Begin to use apostrophes for contraction. • Begin to use possessive apostrophe for single and plural nouns. • Begin to edit punctuation errors.	• Consistently demarcate sentences correctly including FS, ? ! as appropriate • Commas mostly used for fronted adverbials • Inverted commas and punctuation within them correctly used. • Commas in list. • Consistently use apostrophes for contraction. • Consistently use possessive apostrophe for single and plural nouns. • Accurately punctuate direct speech.	• Commas, within clauses, to clarify meaning and avoid ambiguity • Indicate parenthesis using: - Dashes - Brackets - Commas	• use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) • Uses semi-colons, colons and dashes to mark boundaries between independent clauses. • Uses colons to introduce lists. • Punctuate bullet points consistently • Use hyphens to avoid ambiguity
Terminology for pupils	letter, word, capital letter, sentence	letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb, tense (past, resent) apostrophe, comma	preposition, conjunction, word family, prefix, clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	Determiner, pronoun, possessive pronoun adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Text Composition

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Plan	• Able to orally compose full sentences in response to a prompt, question or respond to a shared text.	• Saying out loud what they are going to write about • Composing a sentence orally before writing it	Consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence	Plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas	Plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas including key vocabulary intended on using	Plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing ideas, drawing on reading and research where necessary, mapping out the content of their writing and deciding on their impact • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and how this could inform their individual writing
Draft	• Write lists, labels and captions that are phonetically plausible. • Write simple sentences which are recorded within an appropriate writing book.	• Sequencing sentences to form short narratives	Develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	Draft and write by: • composing and rehearsing sentences orally (including dialogue) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings, bullet points and captions]	Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, considering desired impact on audience throughout • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages, maintaining and combining these throughout longer pieces • using a wide range of devices to build cohesion within and across paragraphs including repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining, diagrams, tables]

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Edit	Discuss what they have written with the teacher or other pupils	• re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils	Make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary • proofread for spelling and punctuation errors	Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors	evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, • proofread for spelling and punctuation errors	evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
Publish and/or Perform	Read their sentence out loud to an adult.	Read their writing aloud, clearly enough to be heard by their peers and the teacher	Read aloud what they have written with appropriate intonation to make the meaning clear	Read their own writing aloud to a group or the whole class, controlling the tone and volume so that the meaning is clear	Read their 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	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Perform their own compositions to a range of audiences, using appropriate intonation, volume, and movement so that meaning is clear

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WRITING AT HOLBROOK

Progression Checkpoints

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EYFS

(Please use in conjunction with our EYFS curriculum)

To be working at Expected by the end of each term, children in EYFS should be able to:

	END OF AUTUMN	END OF SPRING	END OF SUMMER
Gross Motor	• Use scooters with confidence, able to negotiate flat space safely. • Use upper body strength to hang off the climbing frame, pole or ropes.	• Scoot on a set course, or on a balance bike, picking up speed with increased confidence. • Go slowly around a set course, navigating with increasing control • Balance in gymnastics using a range of movements	• Proprioception: able to stand and sit with control and balance on the carpet, a bench and chair. • Full shoulder pivot enables wide range of movement. • Effective elbow pivot: shoulder becomes more sedentary with the elbow doing more work. This enables finer mark marking.
Fine Motor	• Hold pens, pencils and paintbrush with a quadruped or tripod grip. • Beginning to hold scissors effectively to make a cut	• Use a 'tripod grip' for the majority of the time regardless of the brush, crayon or pencil which they use. • Using scissors with increasing confidence	• Wrist pivot: bend the wrist to nearly 45 degrees when undertaking any mark making. • **ELG Physical**: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use scissors correctly
Handwriting	• Correctly form letters: i l t, c o a d g e, r m n, h b k p, u, s f	• Correctly form letters: j, y, v w, x z	• Write first name independently using the correctly formed letters and with a capital at the beginning. • Form digits 0 - 9 • **ELG writing:** Write recognisable letters, most of which are correctly formed;
Spelling	• Spell some words containing the phonemes: s a t p i n m d g o c k ck e u r h b f l **(Autumn 1)** and ff ll ss j v w x y z zz qu ch sh th ng nk, words with –s /s/ added at the end (hats sits), words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) **(Autumn 2)** • Spell some of the tricky words : is I the **(Autumn 1)** put* pull* full* as and has his her go no to into she push* he of we me be **(Autumn 2)**	• Spell some words containing the phonemes: ai ee igh oa oo oo ar or ur ow oi ear air er, words with double letters, longer words **(Spring 1)** and words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words, words with s /z/ in the middle, words with –s /s/ /z/ at the end, words with –es /z/ at the end **(Spring 2)** • Spell some of the tricky words : was you they my by all are sure pure	• Phases 2, 3 & 4 including: Short vowels with adjacent consonants such as CVCC CCVC CCVCC CCCVC CCCVCC, longer words and compound words, words ending in suf-xes:–ing, –ed /t/, –ed /id/ /ed/, –est **(Summer 1)** and Phase 3 long vowel graphemes with adjacent consonants such as CVCC CCVC CCCVC CCV CCVCC, words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est, and longer words. • Spell some of the tricky words: said so have like some come love do were here little says there when what one out today • **ELG writing** - Children spell words by identifying sounds in them and representing the sounds with a letter or letters.
Dictation	• Write individual letters dictated by the teacher	• Write some individual words from memory, dictated by the teacher	• Write from memory, dictated words and phrases
Vocabulary	• Use new words introduced from them in the environment when talking or playing	• Use some new words introduced to them by the teacher, in the environment, in own writing	• Remember and use some vocabulary from shared writing with the teacher in their own writing under the direction of the teacher
Grammar	• Orally compose full sentences in response to a prompt, question or respond to a shared text.	• With support, recognise the features of a sentence	• Know how words can combine to make simple sentences
Punctuation	Start to be aware of or use • Finger spaces • Full stops • Capital letters	• Use capital letters for their forename • Start a phrase or sentence with a capital letter	• Start to show awareness of punctuation such as full stops when reading (see reading curriculum). • When writing their name, it always starts with capital • Start a phrase or sentence with a capital letter • Beginning to leave some spaces between words
Planning	• To segment a simple word for writing, inline with phonics, before writing it down	• Orally compose some words and phrases before using phonics to write them down	• Able to orally compose full sentences in response to a prompt, question or respond to a shared text.
Drafting	• Can orally create a simple factual sentence based around a theme (names, labels, lists) These might be recorded by a member of staff and then the child copies providing opportunity for deliberate transcribing practice.	• Write lists, labels and captions that are mostly phonetically plausible.	• Write lists, labels and captions that are phonetically plausible. • Write simple sentences which are recorded within an appropriate writing book.
Editing	• Discuss what they have written with the teacher or other pupils	• Discuss what they have written with the teacher or other pupils	• Discuss what they have written with the teacher or other pupils
Publishing and performing	• Able to give meaning to the marks they make as they draw, write, paint and including using touch-screen technology	• Can read some of their writing back to themselves or to an adult	• Read their sentence out loud to an adult.

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Year 1

To be working at Expected by the end of each term, children in Year 1 should be able to:

	END OF AUTUMN	END OF SPRING	END OF SUMMER
Gross Motor	• Sit at a table correctly: feet planted, book angled, pencil held with appropriate tripod grip	• Sit at a table correctly for extended period of time: feet planted, book angled, pencil held with appropriate tripod grip	• Sit at a table correctly: feet planted, book angled, pencil held with appropriate tripod grip • Sit upright for Collective Worship with increased control and for longer periods of time.
Fine Motor	• Children can control a pencil and brush using an effective tripod grip. And can attempt using scissors, tracing and copying.	• Control a pencil and brush using an effective tripod grip. • And are proficient using scissors, tracing and copying.	• Effective tripod grip is maintained when undertaking any mark making including: writing, drawing and painting. • Use scissors to cut more complex shapes
Handwriting	Consistently and accurately form all of the lower case letters: i l t j c a o d g q + e n h m r b p k v w u y s f x z	Consistently and accurately form all of the lower case letters alongside the capitals. • Form capital letters from the top and use to accurately write first name and surname. i l t j c a o d g q + e n h m r b p k v w u y s f x z	• Consistently form digits 0-9 starting from the top. • Most letters sit on the line correctly • Starting to join letters: al ab ia va ib ob lp mp ck cy nc oc de dr da nd em ke ej oj
Spelling	Review Phase 3 and 4 Phase 5 • /ai/ ay play • /ow/ ou cloud • /oi/ oy toy • /ea/ ea each	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey doney /oo/ ui ou fruit soup /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor wal /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	• Phases 4 & 5 • Spell using the 40+ phonemes and make phonetically plausible attempts at words. • Name all the letters in the alphabet and begin to use letter names rather than phonemes when spelling. • Spell the common exception words. • Spell the days of the week. • Know how and use the prefix ‘un’ can be added to change meaning. • Use the suffixes: ‘s’, ‘es’, ‘ed’ and ‘ing’ within writing. • Write from memory simple sentences dictated which include CEW and GPSc. • /ai/ eigh aigh ey ea eight straight grey brea¬ • /n/ ¬n gn ¬nee gnaw • /m/ mb thumb • /ear/ ere eer here deer • /zh/ su si treasure vision • /j/ dge bridge • /i/ y crystal • /j/ ge large • /sh/ ti ssi si ci potion mission mansion delicious • /or/ augh our oar ore daughter pour oar more
Dictation	• Write from memory, a dictated phrase	• Write from memory, a dictated phrase	• Write from memory a dictated simple sentence
Vocabulary	• Use key vocabulary identified within the environment • Build sentences with the teacher, using vocabulary found in stories/texts	• Use key vocabulary identified within the environment • Use vocabulary from stories, texts or shared writing with the teacher in own sentences	• Use key vocabulary identified within the environment • Use vocabulary from stories, texts or shared writing with the teacher in their own independent writing
Grammar	• Identify the noun(s) within a simple sentence. • Orally compose a sentence with two complete clauses.	• Use one of the taught conjunctions to join ideas together in a sentence • Plurals by adding s -es • Add un to change the meaning of words	• Know how words can combine to make simple sentences • Joining words and joining clauses using and • Use plurals -s -es in writing • Use words with prefix un-
Punctuation	• Use some capital letters and full stops for simple sentences • Begin to use finger spaces to separate words. • Know what makes something a question	• Identify questions and question marks in texts and is using them accurately • Use capital letters for names and pronoun • Capital letters to begin sentences used most of the time • Uses full stops most of the time to end sentences • Use finger spaces to separate words	• Use a correctly formed capital letter for proper nouns: names, days • Use a correctly formed capital for pronoun: I • Use a correctly formed capital letter to start a sentence. • Use a full stop to end a sentence. • Use finger spaces to separate words. • Use question marks when required (writing questions). • Introduction to using an exclamation mark where required.
Planning	• Follow a class story map orally • Compose a sentence orally before writing it	• Compose a sentence orally before writing it • Follow a class story map in their writing	• Say out loud what they are going to write about and what will happen in narrative, or what facts will be used in non-fiction • Draw a simple story map • Compose a sentence orally before writing it
Drafting	• Write sentences that can be read by others and for a purpose.	• Write and sequence pictures which retell familiar stories,	• Sequencing sentences to form short narratives
Editing	• Read part of their work back to themselves • Discuss what they have written with the teacher	• Re-read their work back to themselves and may spot an error • Discuss what they have written with the teacher	• Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils

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Publishing and performing	• Read their work to an adult	• Read their work out loud	• Read their writing aloud, clearly enough to be heard by their peers and the teacher

Year 2

To be working at Expected by the end of each term, children in Year 2 should be able to:

	END OF AUTUMN	END OF SPRING	END OF SUMMER
Gross Motor	• Continue to develop fundamental movement skills, become increasingly competent and confident via PE teaching to extend their agility, balance and coordination.		
Fine Motor	• Effective tripod grip and wrist pivot enables unlaboured and accurate letter • Daily handwriting improving fluency and strengthening • Appropriate support if needed, focusing on wrist pivot and finger dexterity.		
Handwriting	• Consolidate pre-cursive letter formation ensuring all letters begin on the line. • Form most capital letters and digits of the correct size • Continue progress towards cursive joining: fo fa uf of, ng dg iq oq, ht ha wh th, ki mi cl wl,	• Ensure all descenders sit below the line and ascenders stretch to near the line above. • Use spacing between words that reflects the size of the letters • Form capital letters and digits of the correct size • Continue progress towards cursive joining: ky kn ok rk, wm am ny en, qu nq us os, lt it lit cu up, ev nv wo we, vy zi ze iz,	• Begin to use cursive letter formation ensuring all letters begin on the line. • Understands which letters are 'break letters' and left unjoined • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Use spacing between words that reflects the size of the letters
Spelling Spelling Shed	• Words where 'dge' 'ge' 'g' makes a /j/ sound • Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' • Words where 'kn' and 'gn' make a /n/ sound at the beginning of words • Words where 'wr' makes a /r/ sound at the beginning of words • Words ending in 'le', 'el', 'al', 'il' • Identified common exception words on Spelling Shed POS	• Words where 'y' makes an /igh/ sound • Words where '-es', 'ed', 'er' and 'est' are added to words ending in 'y' • Words where '-ing' is added to words ending in 'e' • Words where '-er', '-est' and '-ed' is added to words ending in 'e' • Words where '-ing' or 'ed' are added to single syllable words • Words where 'a' makes an /or/ sound • Words where 'o' makes an /u/ sound • Identified common exception words on Spelling Shed POS	• Consistently use letter names rather than phonemes when spelling • Words where the digraph 'ey' makes an /ee/ sound • Words where 'a' makes an /o/ sound • Words where 'or' and 'ar' make an /er/ or /or/ sound • Words where 'si' and 's' makes an /zh/ sound • Words ending in '-ment' and '-ness' • Words ending in '-ful' and '-less' • Words that are homophones or near homophones • Words ending in '-tion' • Words with an apostrophe for contraction or possession • Identified common exception words on Spelling Shed POS
Dictation	• To write a dictated simple sentence from memory	• To write a dictated simple sentence from memory, mostly remembering punctuation taught so far	• To write dictated simple sentences which include punctuation taught so far. The children can write a full, accurately punctuated sentence from memory.
Vocabulary	• Explore new vocabulary discussing word meanings and uses	• Explore new vocabulary with the teacher and sometimes include new vocabulary in writing • Create class thesaurus on working wall	• Record key ideas using new vocabulary. • Use vocabulary from stories or shared writing with the teacher in their own writing. • Use a simple children's thesaurus in a group
Grammar	• I can use some adjectives in my writing • Consolidate use and understanding of 'and' as a conjunction. • Begin to use co-ordination (or, and, but, so). • Identify and use nouns and proper nouns. • Identify and use verbs. • Identify if a text is written in past or present tense • Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]	• Write different types of simple sentences, punctuating them correctly including: question, statement, exclamation and command. • Use coordinating conjunctions to join two clauses (using or, and, but) • Begin to use subordinating conjunctions (when, if, that, because) • Understand the concept of different tenses and write in past or present tense • I can use some expanded noun phrases • Identify and use nouns and proper nouns. • Identify and use verbs. • Formation of adjectives using suffixes such as –ful, –less	• Sentences with different forms: statement, question, exclamation, command • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • The correct form of the present and past tenses consistently, including the progressive form [for example, she is drumming, he was shouting] • Identify and use nouns and proper nouns • Identify and use verbs • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Punctuation	• Consolidate use of exclamation marks. • Write simple sentences that uses a capital letter, a full stop or a question mark where needed (all taught Y1) • Use finger spaces between words consistently	• Commas in a list. • Use capital letters for proper nouns and to start sentences • Begin to use apostrophes for contraction • Begin to use apostrophes for possession	Learn how to demarcate most sentences in their writing with: • capital letters and full stops; • question marks • exclamation marks • commas for lists • apostrophes for contraction • apostrophes for singular possession
Planning	• Give a brief oral or pictorial plan of their writing	Consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about using pictures or words • explaining to adult or peer what they intend on including in their writing	Consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about using pictures or words • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence
Drafting	• Understand that stories have a beginning, middle and end and apply that structure to writing based on a familiar story. • Write sentences to convey simple meaning	• Write a range of sentence types for a range of purposes.	Develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events or poetry • writing for different purposes
Editing	• Stop after each sentence and read it back • Independently beginning to spot punctuation errors • Reading whole piece of work back with the support of an adult to check for errors and evaluate writing	• Stops consistently after each sentence and read it back, checking it makes sense • Independently beginning to spot punctuation and spelling errors • Reading whole piece of work back with the support of an adult to check consistency in verb tenses	Make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
Publishing and performing	• Read work out loud to a small group	• Read work out loud to the class, loud enough to be heard	• Read aloud what they have written with appropriate intonation to make the meaning clear

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Year 3

To be working at Expected by the end of each term, children in Year 3 should be able to:

	END OF AUTUMN	END OF SPRING	END OF SUMMER
Handwriting	• Use the diagonal and horizontal strokes to join letters (understand breaks from Y2). Handwriting and accurate forming of words is mainly unlaboured enabling the child to write with increased fluency. ac aw da oa ib ob, ck cy ec vc du dg, en ef me te fr fo, if af ng og hs hu, lh ch ib ip ki vi,	• Use the diagonal and horizontal strokes to join letters (understand breaks from Y2). Handwriting and accurate forming of words is mainly unlaboured enabling the child to write with increased fluency. ej nj ky kl mk ok, ll lw cl al mb mp, om im mf ms ng nt, un wn or od vo ho, op rp qu nq oq rl,	• Use the diagonal and horizontal strokes to join letters (understand breaks from Y2). Handwriting and accurate forming of words is mainly unlaboured enabling the child to write with increased fluency. rs vr tr vs fs ns, tl ty u tot ug uz, du fu va ve ov iv, wg we ow ew ex ix, xh xe vy cy oz ez
Spelling Spelling Shed	• Words where the digraph 'ou' makes an /ow/ sound • Words where the digraph 'ou' makes a /u/ sound • Words where 'y' makes an /i/ sound • Words ending in '-sure' or 'ture' • Words with the prefix 're-', 'dis', 'mis' • Words where '-ing', '-er' and '-ed' are added to multisyllabic words • Words where '-ing', '-en' and '-ed' are added to multisyllabic words • Challenge words from Y 3/4 Spelling list in line with Spelling Shed POS	• Words with the digraph 'ai' and tetragraph 'aigh' • Words with the digraph 'ei' and tetragraph 'eigh' • Words where the digraph 'ey' makes an /ai/ sound • Words with the suffix '–ly' • Words ending in '-ly'; exceptions • Words ending in 'al', 'le' • Words ending in '-ly' where the base word end in 'le' • Words ending in '-ly' where the base word ends in '-ic' • Words that are homophones • Challenge words from Y 3/4 Spelling list in line with Spelling Shed POS	• Spells 50% correctly within statutory list (Year 3 and 4) • Use the first letters to find words within a dictionary. • Words with the suffix '- er' • Words where the digraph 'ch' makes a /k/ sound • Words ending in '-sion' • Words ending in '-gue' and '-que' • Words where the digraph 'sc' makes a /s/ sound • Words that are homophones • Challenge words from Y 3/4 Spelling list in line with Spelling Shed POS
Dictation	• Write a simple sentence from memory	• Write a simple sentence from memory which includes words and punctuation taught so far	• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Hold in their memory and 1-2 sentences of relevant writing containing key words and punctuation taught so far.
Vocabulary	• Create and contribute to a class thesaurus on the working wall	• Create collections of rich vocabulary from texts read interpedently or as a class	• Compose and rehearse a sentences orally (including dialogue) to build up a rich and varied vocabulary. • Use vocabulary from texts read either independently, as a group or as a class, or from shared writing with the teacher, in own writing • Begin to use a thesaurus to improve language choices
Grammar	• Use expanded noun phrases (revision from year 2) • Recognise formation of nouns using a range of prefixes [for example super–,anti–, auto–] • Recognise and begin to use some: - **adverbs** [for example, then, next, soon, therefore] - **prepositions** [for example, before, after, during, in, because of] • Recognise the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] • Begin to use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] •	• Use some formation of nouns using a range of prefixes [for example super–,anti–, auto–] • Using some: - **conjunctions** [for example, when, before, after, while, so, because] - **adverbs** [for example, then, next, soon, therefore] - **prepositions** [for example, before, after, during, in, because of] • Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] in sentences under direction of the teacher • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Recognise and write some word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	• Expressing time, place and cause using: - **conjunctions** [for example, when, before, after, while, so, because] - **adverbs** [for example, then, next, soon, therefore] - **prepositions** [for example, before, after, during, in, because of] • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] • Use formation of nouns using a range of prefixes [for example super–,anti–, auto–] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Use word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Punctuation	• Improving accuracy when demarcating sentences FS, ?, ! as appropriate • Recognise inverted commas to demarcate speech in texts • Recognise commas in writing and show some awareness of their use	• Mostly accurate demarcating sentences FS, ?, ! as appropriate • Recognise inverted commas to demarcate speech in texts and can distinguish between what is being said and the descriptive writing • To begin to use commas in lists. • Recognise apostrophes for contraction. • Recognise possessive apostrophe for single and plural nouns.	• Correctly demarcate sentences FS, ?, ! as appropriate. • Begin to use inverted commas to demarcate speech in independent writing • To use commas in lists. • Begin to use apostrophes for contraction. • Begin to use possessive apostrophe for single and plural nouns. • Begin to edit punctuation errors.
Planning	Plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas using words and pictures	Plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas for plot and content	Plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas for paragraphs
Drafting	Draft and write by: • composing and rehearsing sentences orally (including dialogue) • Use paragraphs to separate ideas • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] with support	Draft and write by: • composing and rehearsing sentences orally (including dialogue) • Use paragraphs to separate ideas • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Draft and write by: • composing and rehearsing sentences orally (including dialogue) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
Editing	Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements to • recognising when a sentence doesn't make sense proofread for spelling and punctuation errors and beginning to edit	Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements to • recognising when a sentence doesn't make sense • proofread for spelling and punctuation errors and beginning to edit	Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary • proofread for spelling and punctuation errors and editing mostly correctly

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Publishing and performing	• Read their own writing aloud to a group or the whole class, controlling the volume	• Read their own writing aloud to a group or the whole class, controlling the volume	• Read their own writing aloud to a group or the whole class, controlling the tone and volume so that the meaning is clear

Year 4

To be working at Expected by the end of each term, children in Year 4 should be able to:

	END OF AUTUMN	END OF SPRING	END OF SUMMER
Handwriting	• Handwriting and accurate forming of words is mainly unlaboured enabling the child to write with increased fluency. 3 Letter joins including: ac aw da oa ib ob, ck cy ec vc du dg, en ef me te fr fo, if af ng og hs hu, lh ch ib ip ki vi,	• Handwriting and accurate forming of words is mainly unlaboured enabling the child to write with increased fluency. 3 Letter joins including: ej nj ky kl mk ok, ll lw cl al mb mp, om im mf ms ng nt, un wn or od vo ho, op rp qu nq oq rl,	• Consistently maintains legibility in joined handwriting. • Legibility and quality of handwriting is consistent (i.e. downstrokes of letters are parallel and equidistant). • Lines of writing are sufficiently spaced so that the ascenders and descenders do not touch. 3 Letter joins including: rs vr tr vs fs ns, tl ty u tot ug uz, du fu va ve ov iv, wg we ow ew ex ix, xh xe vy cy oz ez
Spelling Spelling Shed	• Words that are homophones • Words with the prefix 'in-' meaning 'not' • Words with the prefixes 'il-', 'im-' and 'ir-' • Words with the prefix 'sub-' meaning 'below' or further divided • Words with the prefix 'inter-' meaning 'between or among' • Words ending in '-ation' • Words ending '-ly' • Words ending '-lly' • Words where 'ch' makes a /sh/ sound • Challenge words from Y 3/4 Spelling list in line with Spelling Shed POS	• Words ending in '-sion' including words where the root word ends in 's' [e.g. expression] • Words ending in '-ous' • Words ending in '-ous' incl. those where 'ge' from the base word remains • Words where a suffix is added to words ending in 'y' • Words ending in '-ious' and 'eous' • Words where 'au' makes an /or/ sound • Words ending in '-tion' • Words ending in '-cian' • Words that are adverbs of manner • Challenge words from Year 3/4 spelling list in line with Spelling Shed POS	• Spells all words correctly within statutory list (Year 3 and 4) • Words that are homophones • Words spelled with 'c' before 'i' and 'e' • Words containing 'sol' and 'real' • Words containing 'phon' and 'sign' • Words with the prefixes 'super-', 'anti-' and 'auto' • Words with the prefix 'bi-' meaning 'two' • Words that are plurals with possessive apostrophes
Dictation	• Write from memory a simple sentence, dictated by the teacher, that include words and punctuation taught so far.	• Hold in their memory and 1-2 sentences of relevant writing containing key words and punctuation taught so far.	• Hold in their memory and 2-3 sentences of relevant writing containing key words and punctuation taught so far.
Vocabulary	• Use some vocabulary from texts read as a group/class, or from shared writing with the teacher, in their own writing • Use a thesaurus to improve language choices with support	• Use vocabulary from texts read independently or as a group/class, or from shared writing with the teacher, in their own writing • Use a thesaurus to improve language choices with support	• Use a range of vocabulary from texts read independently or as a group/class, or from shared writing with the teacher, in their own writing • Use a thesaurus to improve language choices
Grammar	• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Use plural and possessive nouns • Identify determiners in given texts • Identify prepositional phrases • Use fronted adverbials [for example, Later that day, I heard the bad news.] • Identify simple, perfect and progressive tenses • identify and write some compound sentences	• Identify and use different sentence types [statement, command, question, exclamation] with detail • identify the difference between formal and informal writing • identify and use pronouns including possessive pronouns • use pronouns across sentences to avoid repetition • identify main clauses • identify and write some compound sentences	In independent writing: • Use fronted adverbials [for example, Later that day, I heard the bad news.] • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] • Use simple, perfect and progressive tenses
Punctuation	• Consistently demarcate sentences correctly including FS, ? ! as appropriate • Use some commas after frontal adverbials • Punctuate speech using inverted commas • add apostrophes for contractions	• identify and use commas in a list • Use some commas after frontal adverbials • Use inverted commas and punctuation within them mostly correctly used. • use apostrophes for contractions in the correct place	• Consistently demarcate sentences correctly including FS, ? ! as appropriate • Commas mostly used for fronted adverbials • Commas in list. • Consistently use apostrophes for contraction. • Consistently use possessive apostrophe for single and plural nouns including irregular plurals [e.g. girls', children's, boys'] • Accurately punctuate direct speech.
Planning	Plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas including pictures and words	Plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas including pictures and words	Plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas including key vocabulary intended on using
Drafting	Draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising some paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings, bullet points and captions]	Draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising some paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings, bullet points and captions]	Draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating and describing settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings, bullet points and captions]
Editing	Evaluate and edit by: • assessing the effectiveness of their own and others' writing and naming features they like • proposing changes to punctuation and vocabulary • proofread for spelling and punctuation errors	Evaluate and edit by: • assessing the effectiveness of their own and others' writing and naming features they like • proposing changes to grammar and vocabulary • proofread for spelling and punctuation errors	Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors
Publishing and performing	• Read their own writing aloud to a group or the whole class	• Read their own writing aloud to a group or the whole class, using appropriate intonation	• Read their 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

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Year 5

To be working at Expected by the end of each term, children in Year 5 should be able to:

	END OF AUTUMN	END OF SPRING	END OF SUMMER
Handwriting	• Consistently maintains legibility in joined handwriting. • Legibility and quality of handwriting is consistent (i.e. downstrokes of letters are parallel and equidistant) • Lines of writing are sufficiently spaced so that the ascenders and descenders do not touch.	• Consistently maintains legibility in joined handwriting improving fluency and speed. • Legibility and quality of handwriting is consistent (i.e. downstrokes of letters are parallel and equidistant). • Lines of writing are sufficiently spaced so that the ascenders and descenders do not touch.	Write legibly, fluently and with speed so that they are able to quickly and accurately record clarify/express their thoughts. • Use the best implement suited for the task • Children will address inaccuracies by striking through and adding brackets e.g. (~~error~~)
Spelling Spelling Shed	• Spell Year 3/4 words correctly • Words ending in '-tious' and '-ious' • Words ending in '-cious' • Words ending in '-cial' • Words ending in '-tial' • Words ending in '-ant' • Words ending in '-ance' and '-ancy' • Words ending in '-ent' and '-ence' • Words ending in '-able' and '-ible' • Words ending in '-ably' and '-ibly' • Challenge words from Y5/6 Spelling words in line with Spelling Shed POS	• Words ending in '-able', where the 'e' from the root word remains • Words that are adverbs of time • Words with suffixes where the base word ends in '-fer' • Words with 'silent' first letters • Words with 'ie' after 'c' • where 'ei' can make an /ee/ sound • Words where 'ough' makes an /or/ sound • Words containing 'ough' • Adverbs of possibility and frequency Challenge words from Y5/6 Spelling words in line with Spelling Shed POS	• Spells 50% of Y5 and 6 words correctly. • Spell all homophones from Y5/6 spelling appendix. • Use the hyphen to join a prefix to a root e.g. re-enter. • Use morphology and etymology to spell correctly • Use the first three or four letters of w word to check spelling, meaning or both. • Use a thesaurus
Dictation	• Hold in their memory and 1 to 2 sentences of relevant writing containing key words and punctuation taught so far.	• Hold in their memory and 2 to 3 sentences of relevant writing containing key words and punctuation taught so far.	• Hold in their memory and 3 to 4 sentences of relevant writing containing key words and punctuation taught so far.
Vocabulary	• Use vocabulary from texts read independently or as a group/class, or from shared writing with the teacher, in their own writing as directed by the teacher • Use a thesaurus to improve language choices with support (i.e. teacher directing children on which language choices could be improved).	• Use vocabulary from texts read independently or as a group/class, or from shared writing with the teacher, in their own writing • Use a thesaurus to improve language choices	• Use vocabulary from texts read independently or as a group/class, or from shared writing with the teacher, in their own writing • Use a thesaurus to improve language choices • Compile lists of exciting or interesting words which they can then use in their writing
Grammar	• Can identify nouns and determiners • Can recognise and use some modified noun phrases with prepositions and detail • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Can use prepositions and prepositional phrases • Can use verb phrases and adverbial phrases • The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	• Recognise relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Uses different sentence types [statement, command, question, exclamation] with added detail • Can identify the main clause and subordinate clauses • Beginning to indicate degrees of possibility using: - **adverbs** [for example, perhaps, surely] - **modal verbs** [for example, might, should, will, must] • Can recognise and use both formal and informal language • Can recognise active and passive voice	• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using: - **adverbs** [for example, perhaps, surely] - **modal verbs** [for example, might, should, will, must] • Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] • Can use the active and passive voice
Punctuation	• Recognises the use of commas, within clauses, to clarify meaning and avoid ambiguity • Recognises the use of parenthesis using: - Dashes - Brackets - Commas • Speech punctuation	• Beginning to use commas, within clauses, to clarify meaning and avoid ambiguity • Beginning to indicate parenthesis using: - Dashes - Brackets - Commas • Speech punctuation	• Commas, within clauses, to clarify meaning and avoid ambiguity • Indicate parenthesis using: - Dashes - Brackets - Commas • Speech punctuation
Planning	Plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Drafting	Draft and write by: • selecting appropriate grammar and vocabulary • in narratives, describing settings, characters and atmosphere • precising longer passages • using devices to build cohesion within and across paragraphs • using organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character • precising longer passages • using a range of devices to build cohesion within and across paragraphs • using organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • precising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Editing	evaluate and edit by: • assessing the effectiveness of their own writing • proposing changes to vocabulary, grammar and punctuation • ensuring the consistent and correct use of tense throughout a piece of writing • proofread for spelling and punctuation errors	evaluate and edit by: • assessing the effectiveness of their own writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, • proofread for spelling and punctuation errors	evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, • proofread for spelling and punctuation errors
Publishing and performing	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

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Year 6

To be working at Expected by the end of each term, children in Year 6 should be able to:

	END OF AUTUMN	END OF SPRING	END OF SUMMER
Handwriting	• Write legibly, fluently and with speed so that they are able to quickly and accurately record clarify/express their thoughts. • Use the best implement suited for the task • Children will address inaccuracies by striking through and adding brackets e.g. (~~error~~) Pens use will be available for published pieces of writing from year 3 onwards	• Write legibly, fluently and with speed so that they are able to quickly and accurately record clarify/express their thoughts. • Use the best implement suited for the task • Children will address inaccuracies by striking through and adding brackets e.g. (~~error~~) Pens use will be available for published pieces of writing from year 3 onwards	• Write legibly, fluently and with speed so that they are able to quickly and accurately record clarify/express their thoughts. • Use the best implement suited for the task • Children will address inaccuracies by striking through and adding brackets e.g. (~~error~~) Pens use will be available for published pieces of writing from year 3 onwards
Spelling Spelling Shed	• Use dictionaries to check the spelling and meaning of words. • Use a thesaurus. Spell: • Words with the short vowel sound /i/ spelled 'y' • Words with the long vowel sound /igh/ spelled 'y' • Challenge words from Y5/6 spellings (NC) in line with Spelling Shed POS	• Use dictionaries to check the spelling and meaning of words. • Use a thesaurus. Spell: • Adding the prefix '-over' • Words with the suffix '-ful' • Words that can be nouns and verbs • Words with an /oa/ sound spelled 'ou' or 'ow' • Words with a 'soft c' spelled 'ce' • Words with the prefixes 'dis-', 'un-', 'over-' and 'im-' • Words with the /f/ sound spelled 'ph' • Words with origins in other countries and languages • Words with unstressed vowel sounds • Words with 'cial'/shuhl/ after a vowel • Words with 'tial'/shul/ • Words beginning with 'acc'	*spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary* Spell: • Words with the suffix '- ably' • Words with the suffix '- ible' • Words with the suffix '-ibly' • Words ending in '-ent' and '–ence' • Words ending in '-er', '-or' and '-ar' • Adverbs synonymous with determination • Adjectives used to describe settings • Adjectives used to describe feelings • Adjectives to describe characters • Grammar Vocabulary • Mathematical Vocabulary
Dictation	• Hold in their memory and write 3 to 4 sentences of relevant writing containing key words and punctuation taught so far.	• Hold in their memory and write a short paragraph of simple sentences of relevant writing containing key words and punctuation taught so far.	• Hold in their memory and write a paragraph of sentences both simple and complex of relevant writing containing key words and punctuation taught so far.
Vocabulary	• Recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • Know how words are related by meaning as synonyms and antonyms [for example, big, large, little]. • Use thesauruses to improve language choices	• Recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • Know how words are related by meaning as synonyms and antonyms [for example, big, large, little]. • Use thesauruses to ensure language used in writing is rich and varied • Draw on what they have read to improve the vocabulary choices made	• Recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] and use both in writing • Know how words are related by meaning as synonyms and antonyms [for example, big, large, little]. • Independently and consistently use thesauruses to ensure language used in writing is rich and varied • Draw on what they have read to improve the vocabulary choices made
Grammar	• Recognise word classes: nouns, adjectives, verbs, adverbs, • Ensure tense is consistent throughout • Can identify and use noun phrases, prepositional phrases and adverbial phrases (revision) • Recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?] • Recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request]	• Identify passive/active to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • Recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?] • Recognise the subjunctive forms [such as If I were or Were they to come in some very formal writing and speech] • Recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request] • Recognise and use simple, perfect and progressive sentence types	• Use of the passive/active to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • Recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?] • Use the subjunctive forms [such as If I were or Were they to come in some very formal writing and speech] • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request] • Use synonyms across a paragraph to improve cohesion and avoid repetition. • Begin to recognise some Year 7 standards of writing as laid out in KS3 NC POS https://assets.publishing.service.gov.uk/media/5a7b8761ed915d4147620f6b/SECONDARY_national_curriculum_-_English2.pdf
Punctuation	• Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • Recognises the use of semi-colons, colons and dashes to mark boundaries between independent clauses • Uses colons to introduce lists • Punctuate bullet points consistently • Recognises the use of hyphens to avoid ambiguity	• Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • Uses semi-colons, colons and dashes to mark boundaries between independent clauses with some accuracy • Uses colons to introduce lists • Punctuate bullet points consistently • Use hyphens to avoid ambiguity	• Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • Uses semi-colons, colons and dashes to mark boundaries between independent clauses. • Uses colons to introduce lists • Punctuate bullet points consistently • Use hyphens to avoid ambiguity
Planning	Plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing ideas, mapping out the content of their writing and deciding on their impact • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and how this could inform their individual writing	Plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing ideas, mapping out the content of their writing and deciding on their impact • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and how this could inform their individual writing	Plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing ideas, drawing on reading and research where necessary, mapping out the content of their writing and deciding on their impact • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and how this could inform their individual writing
Drafting	Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, considering desired impact on audience throughout • in narratives, describing settings, characters and atmosphere and integrating dialogue accurately • precising longer passages • using a range of devices to build cohesion within and across paragraphs including repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • using organisational and presentational devices to structure text and to guide the reader	Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, considering desired impact on audience throughout • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • precising longer passages • using a range of devices to build cohesion within and across paragraphs including repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • using organisational and presentational devices to structure text and to guide the reader	Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, considering desired impact on audience throughout • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • precising longer passages, maintaining and combining these throughout longer pieces • using a wide range of devices to build cohesion within and across paragraphs including repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining, diagrams, tables] Prepare for Year 7 by writing for a range of purposes including: formal expository and narrative essays, supporting ideas and arguments with any necessary factual detail and notes and polished scripts for talks and presentations
Editing	evaluate and edit by: • assessing the effectiveness of their own and others' writing against a given success criteria • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors with improving accuracy	evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors	evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
Publishing and performing	Perform their own compositions to a range of audiences, using appropriate intonation, volume, and movement so that meaning is clear	Perform their own compositions to a range of audiences, using appropriate intonation, volume, and movement so that meaning is clear	Perform their own compositions to a range of audiences, using appropriate intonation, volume, and movement so that meaning is clear

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