



# Writing Progression Map

## Reception

### Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Children learn to write each letter correctly alongside reading the letter and there is a specific 'Handwriting' activity as part of the Storybook lessons.

Children are expected to use their phonic knowledge to help them spell words. The 'Fred Fingers' activity enables them to practise spelling the words they read. This skill is then applied during all the 'Write About' activities. Phonically-plausible spellings are accepted.

Children learn to compose their own sentences, rehearsing orally first using 'Build a sentence'. The 'Hold a sentence' activity in the Ditty and Storybook lessons teaches children to write a simple sentence using correct spelling and punctuation.

Children will use a range of Red Words (irregular common words) during their writing compositions.

Children create their own narratives in every 'Write About' activity. Before they write, children build up each sentence orally, either as a group or in partnerships. These sentences are structured using a series of questions to develop responses. Children are supported to use full sentences through taking feedback from partner discussion, then extending and expanding when teachers paraphrase their answers.

## Year 1

### Writing – transcription

#### Pupils should be taught to:

##### 'Spell:

- Words containing each of the 40+ phonemes already taught

The *Read Write Inc.* Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way.

The sounds are taught in this order:

\* Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k

\* Set 2 teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy

\* Set 3 is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure.

The Speed Sounds are taught using cards and are the key focus sounds that children learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound Chart, e.g. 'ph' is not taught using a sound card but as an alternative to the more common

		<p>spelling 'f'.</p> <p>The key spelling transcription activities are:</p> <ul style="list-style-type: none"><li>- Red Rhythms – spelling Red Words (Yellow–Grey Levels)</li><li>- Fred Fingers – spelling Green Words</li><li>- Hold a Sentence 1 and 2</li><li>- Build a Sentence (writing in Yellow–Grey Levels only)</li><li>- Spell Check (Yellow–Grey Levels)</li><li>- Spell Test (Yellow–Grey Levels)</li><li>- Write About</li></ul> <p>Pupils check spelling in:</p> <ul style="list-style-type: none"><li>- Proofread</li><li>- Partner Proofread (Yellow–Grey Levels)</li></ul>
<ul style="list-style-type: none"><li>• Common exception words</li></ul>	<p>The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme).</p> <p>Children practise spelling Red Words in the Red Rhythms activity (Yellow–Grey Levels). In the Write About activities for each Storybook, children will use a range of Red Words in their writing compositions.</p>	
<ul style="list-style-type: none"><li>• The days of the week.'</li></ul>		Days of the week taught as part of weekly activities in <i>Read Write Inc. Spelling</i> .
<p>'Name the letters of the alphabet:</p> <ul style="list-style-type: none"><li>• naming the letters of the alphabet in order</li><li>• using letter names to distinguish between alternative spellings of the same sound.'</li></ul>	Pink and Orange Levels	Yellow Level
<p>'Add prefixes and suffixes:</p> <ul style="list-style-type: none"><li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li><li>• using the prefix un–</li><li>• 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].'</li></ul>	Children's awareness of prefixes and suffixes is developed in the Storybook activities for each book and in particular in the Grammar and Spelling activities.	See Grammar activities for Yellow Storybook 5 <i>Robin Hood</i> ; Yellow Storybook 4 <i>The gingerbread man</i> ; Yellow Storybook 6 <i>Lost</i> .
<p>'Apply simple spelling rules and guidance as listed in English Appendix 1.'</p>	See Appendix 1: Spelling Year 1 below.	Throughout, children will use some words with prefixes and suffixes where appropriate in their own writing after seeing them modelled by the teacher.
<p>'Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.'</p>		This skill is developed through the Hold a sentence activity introduced at the beginning of the programme and practised throughout.
<b>Writing – handwriting</b> <b><i>Pupils should be taught to:</i></b>		
<p>'Sit correctly at a table, holding a pencil comfortably and correctly.'</p>		<p>Children practise handwriting at each stage of learning to write.</p> <p>Guidance on teaching handwriting is provided in <i>Read Write Inc. Phonics Handbook 1</i> and <i>Handbook 2</i> and on <i>Read Write Inc. Phonics Online</i>.</p>
<p>'Begin to form lower-case letters in the correct direction, starting and finishing in the right place.'</p>		
<p>'Form capital letters.'</p>		
<p>'Form digits 0-9.'</p>		
<p>'Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.'</p>		
<b>Writing – composition</b> <b><i>Pupils should be taught to:</i></b>		
<p>'Write sentences by:</p> <ul style="list-style-type: none"><li>• Saying out loud what they are going to write about.</li></ul>		In Step 3 of each Write About, children discuss answers to the questions both as a group and with their partner to generate a variety of responses.

<ul style="list-style-type: none"> <li>Composing a sentence orally before writing it.</li> </ul>		Children practise composing a sentence orally in the Build a Sentence activity. Then, in Step 4 of each Write About, the teacher models how to turn one of the child's ideas into a sentence by saying it out loud before they write it down. The teacher then asks children to follow the same process to write their own sentence.
<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives.</li> </ul>		In Step 6 of each Write About, children repeat the process of orally composing then writing each sentence in order to build up a sequence of connected sentences.
<ul style="list-style-type: none"> <li>Re-reading what they have written to check that it makes sense.'</li> </ul>		In the Partner Proofread activity, children work together to evaluate each other's writing compositions, checking for common errors in spelling or punctuation.
'Discuss what they have written with the teacher and other pupils.'		Throughout
'Read aloud their writing clearly enough to be heard by their peers and the teacher.'		Throughout
<b>Writing – vocabulary, grammar and punctuation</b> <b>Pupils should be taught to:</b>		
'Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>Leaving spaces between words.</li> </ul>	Children witness this in all the fiction and non-fiction books in the programme.	Children are instructed to use 'finger gaps' in all writing activities, and are given prompts in the <i>Get Writing!</i> Books to check that they are using these.
<ul style="list-style-type: none"> <li>Joining words and clauses using 'and'.</li> </ul>		Throughout, and see Grammar activity for Yellow Storybook 7 <i>Do we have to keep it?</i>
<ul style="list-style-type: none"> <li>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> </ul>		Throughout. Children are given prompts in the <i>Get Writing!</i> Books to check that they are using capital letters and correct punctuation such as full stops, question marks or exclamation marks.  In particular, see Grammar activity for Yellow Non-fiction 5 <i>A mouse in the house</i> .
<ul style="list-style-type: none"> <li>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> </ul>	Capital letters for names introduced in Set 1 Green <i>My dog Ned</i> . The pronoun 'I' is used in the Red Ditty Books.	Children are taught to use capital letters at the start of sentences, for names and for the word 'I'.  See Grammar activity for Yellow Storybook 3 <i>Tom Thumb</i> .  Days of the week taught as part of weekly activities in <i>Read Write Inc. Spelling</i> .
<ul style="list-style-type: none"> <li>Learning the grammar for Year 1 in English Appendix 2.'</li> </ul>		See Appendix 2, below
'Use the grammatical terminology in English Appendix 2 in discussing their writing.'		See Appendix 2, below

## National Curriculum English Appendix 1: Spelling Year 1

English Appendix 1: Spelling Year 1 content	Curriculum example words (from English - Appendix 1: Spelling)	Read Write Inc. Phonics - reading	Read Write Inc. Phonics - writing	Read Write Inc. Spelling  The Read Write Inc. Spelling programme covers Years 2–6, but provides activities to assess and revise the Year 1 content of English Appendix 1: Spelling.
<i>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</i>	<i>off, well, miss, buzz, back</i>	Taught as alternatives to Set 1 Sounds as part of the Storybook activity; ck practised using Additional Speed Sound Cards ( <i>Read Write Inc. Phonics Online</i> ).	Throughout	Quick recap: Pre-programme Activity 2 huff, bell, pass, buzz, duck
<i>The /ŋ/ sound spelt n before k (bank, sunk)</i>	<i>bank, think, honk, sunk</i>	As nk and ng are very frequent sound combinations, nk and ng are taught together as part of Set 1.	Throughout	Quick recap: Pre-programme Activity 2 bank
<i>Division of words into syllables</i>		In the Story Green Words activity, children read multi-syllabic words and learn how a word can be split into syllables.		Quick recap: Pre-programme Activity 2; Pre-programme Activity 5 question 2 If you feel children need further practice, work through Pre-programme Special focus 2 (available online).
<i>-tch</i>	<i>catch, fetch, kitchen, notch, hutch (rich, which, much, such)</i>	Taught as an alternative to Set 1 ch as part of the Storybook activities.	Throughout	Quick recap: Pre-programme Activity 2 catch
<i>The /v/ sound at the end of words</i>	<i>have, live, give</i>	Taught as an alternative to Set 1 v as part of the Storybook activities.	Throughout	Quick recap: Pre-programme Activity 2 give
<i>Adding s and es to words (plural of nouns and the third person singular of verbs)</i>	<i>cats, dogs, spends, rocks, thanks, catches</i>	Throughout fiction and non-fiction	See Grammar activity for Yellow Storybook 6 <i>Last</i> .	Quick check: Pre-programme Activity 5 question 4 If you feel children need further practice, work through Pre-programme Special focus 4 and special focus 5 (available online).
<i>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</i>	<i>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</i>	Throughout fiction and non-fiction	See Grammar activity for Yellow Storybook 4 <i>The gingerbread man</i> .  Children will also use these forms where appropriate in their own writing after seeing them modelled by the teacher.	Quick check: Pre-programme Activity 5, questions 5 and 6 If you feel children need further practice, work through Pre-programme Special focus 7 and Special focus 8 (available online).
<i>Adding –er and –est to adjectives where no change is needed to the root word</i>	<i>grander, grandest, fresher, freshest, quicker, quickest</i>	Throughout fiction and non-fiction	See Grammar activity for Yellow Storybook 4 <i>The gingerbread man</i> .  Children will also use these forms where appropriate in their own writing after seeing them modelled by the teacher.	Quick check: Pre-programme Activity 5, questions 5 and 6 If you feel children need further practice, work through Pre-programme Special focus 6 (available online).
<i>ai, oi</i>	<i>rain, wait, train, paid, afraid, oil, join, coin, point, soil</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 train spoil
<i>ay, oy</i>	<i>day, play, say, way, stay, boy, toy, enjoy, annoy</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 day boy
<i>a-e</i>	<i>made, came, same, take, safe</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 make
<i>e-e</i>	<i>these, theme, complete</i>	Practised using Additional Speed Sound Cards ( <i>Read Write Inc. Phonics Online</i> ).		Quick recap: Pre-programme Activity 2 theme
<i>i-e</i>	<i>five, ride, like, time, side</i>	Speed Sounds Set 3	Grey Level	Quick recap: Pre-programme Activity 2 kite
<i>o-e</i>	<i>home, those, woke, hope, hole</i>	Speed Sounds Set 3	Blue and Grey Level	Quick recap: Pre-programme Activity 2 smoke



u-e	<i>June, rule, rude, use, tube, tune</i>	Speed Sounds Set 3	Grey Level	Quick recap: Pre-programme Activity 2 rude
ar	<i>car, start, park, arm, garden</i>	Speed Sounds Set 2	Orange Level onwards	Quick recap: Pre-programme Activity 2 car
ee	<i>see, tree, green, meet, week</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 see
ea (/i:/)	<i>sea, dream, meat, each, read (present tense)</i>	Speed Sounds Set 3	Blue and Grey Level	Quick recap: Pre-programme Activity 2 dream
ea (/ɛ/)	<i>head, bread, meant, instead, read (past tense)</i>	Speed Sounds Set 3	Blue and Grey Level	Quick recap: Pre-programme Activity 2 head
er (/ɜ:/)	<i>(stressed sound): her, term, verb, person</i>	Speed Sounds Set 3	Grey Level	Quick recap: Pre-programme Activity 2 verb
er (/ə/)	<i>(unstressed schwa sound): better, under, summer, winter, sister</i>	Not taught in Phonics as the unstressed schwa because so many sounds can be pronounced this way in natural spoken English. Sounds are individually taught if stressed.		
ir	<i>girl, bird, shirt, first, third</i>	Speed Sounds Set 2	Blue and Grey Level	Quick recap: Pre-programme Activity 2 whirl
ur	<i>turn, hurt, church, burst, Thursday</i>	Speed Sounds Set 3	Grey Level	Quick recap: Pre-programme Activity 2 burn
oo (/u:/)	<i>food, pool, moon, zoo, soon</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 zoo
oo (/ʊ/)	<i>book, took, foot, wood, good</i>	Speed Sounds Set 2	Orange Level onwards	Quick recap: Pre-programme Activity 2 look
oa	<i>boat, coat, road, coach, goal</i>	Speed Sounds Set 3	Grey Level onwards	Quick recap: Pre-programme Activity 2 boat
oe	<i>toe, goes</i>	Taught as an alternative to Set 3 o-e as part of the Storybook activities.	Blue Level onwards	Quick recap: Pre-programme Activity 2 toe
ou	<i>out, about, mouth, around, sound</i>	Speed Sounds Set 2	Orange Level onwards	Quick recap: Pre-programme Activity 2 shout
ow (/aʊ/)	<i>now, how, brown, down, town</i>	ow (brown) – Speed Sounds Set 3;	Pink Level onwards for Set 2 ow;	Quick recap: Pre-programme Activity 2 blow, brown, blue,
ow (/əʊ/)	<i>own, blow, snow, grow, show</i>	ow (snow) – Speed Sounds Set 2;	Yellow Level onwards for Set 3 ow, ew and alternative ue.	chew
ue	<i>blue, clue, true, rescue, Tuesday</i>	ue taught as an alternative to Speed Sounds Set 3 ew and practised using Additional Speed Sound Cards ( <i>Read Write Inc. Phonics Online</i> ).		
ew	<i>new, few, grew, flew, drew, threw</i>			
ie (/aɪ/)	<i>lie, tie, pie, cried, tried, dried</i>	Practised using Additional Speed Sound Cards ( <i>Read Write Inc. Phonics Online</i> ).	Blue Level onwards	Quick recap: Pre-programme Activity 2 tie
ie (/i:/)	<i>chief, field, thief</i>	Taught as an alternative to Set 2 ee.	Blue and Grey Level	Quick recap: Pre-programme Activity 2 chief
igh	<i>high, night, light, bright, right</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 high
or	<i>for, short, born, horse, morning</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 for
ore	<i>more, score, before, wore, shore</i>	Taught as an alternative to Set 2 as part of the Storybook activities.	Yellow Level onwards	Quick recap: Pre-programme Activity 2 snore
aw	<i>saw, draw, yawn, crawl</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 law
au	<i>author, August, dinosaur, astronaut</i>	Taught as an alternative to Set 3 aw as part of the Storybook activities and practised using Additional Speed Sound Cards ( <i>Read Write Inc. Phonics Online</i> ).	Grey Level onwards	Quick recap: Pre-programme Activity 2 author
air	<i>air, fair, pair, hair, chair</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 fair given as example
ear	<i>dear, hear, beard, near, year</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 ear given as example
ear (/ɛə/)	<i>bear, pear, wear</i>			Quick recap: Pre-programme Activity 2 bear
are (/ɛə/)	<i>bare, dare, care, share, scared</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 care
Words ending –y	<i>very, happy, funny, party,</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme

<i>/i:/ or /i/</i>	<i>family</i>			Activity 2 happy
<i>New consonant spellings ph and wh</i>	<i>dolphin, alphabet, phonics, elephant when, where, which, wheel, while</i>	ph taught as an alternative for Set 1 f; wh taught as an alternative for Set 1 w.	Ditties	Quick recap: Pre-programme Activity 2 which, photo
<i>Using k for the /k/ sound</i>	<i>Kent, sketch, kit, skin, frisky</i>	k taught as an alternative sound for Speed Sound Set 1 ch.	Throughout	Quick recap: Pre-programme Activity 2 ski
<i>Adding the prefix -un</i>	<i>unhappy, undo, unload, unfair, unlock</i>	Not explicitly taught.	See Grammar activity for Yellow Storybook 5 <i>Robin Hood</i> .	Quick check: Pre-programme Activity 5, question 3 If you feel children need further practice, work through Pre-programme Special focus 3 (available online).
<i>Compound words</i>	<i>football, playground, farmyard, bedroom, blackberry</i>	Not explicitly taught.	Covered in the Vocabulary activity in Yellow Storybook 8 <i>Danny and the Bump-a-lump</i> and the Grammar activity in Blue Non-fiction 4 <i>At the seaside</i> .	Quick check: Pre-programme Activity 5, question 1 If you feel children need further practice, work through Pre-programme Special focus 1 (available online).
<i>Common exception words</i>	<i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</i>	The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme).  Children practise spelling Red Words in the Red Rhythms activity (Yellow–Grey Levels). In the Write About activities for each Storybook, children will use a range of Red Words in their writing compositions.		Practised as Red Words in activities in every unit of the programme in Year 2 Spelling. These words are available to print and make into cards in the Red Words Word bank.

## National Curriculum English Appendix 2: Vocabulary, grammar and punctuation Year 1

English Appendix 2: Vocabulary, grammar and punctuation content Year 1	Read Write Inc. Phonics - reading	Read Write Inc. Phonics - writing
	In Green–Orange Levels there is a Proofread activity in every lesson which involves identifying spelling or punctuation errors. In Yellow–Grey Levels, in addition to the Proofread activities there are specific Grammar and Vocabulary activities in every lesson.	
Word		
Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun	Throughout fiction and non-fiction.	See Grammar activity for Yellow Storybook 6 <i>Lost</i> .  Children will also use plural nouns and third person singular verbs ending with s and es where appropriate in their writing as modelled by the teacher.
<b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )	Throughout fiction and non-fiction.	See Grammar activity for Yellow Storybook 4 <i>The gingerbread man</i> .  Children will also use these forms where appropriate in their own writing after seeing them modelled by the teacher.
How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i> ]		See Grammar activity for Yellow Storybook 5 <i>Robin Hood</i> .  Children will also use these forms where appropriate in their own writing as modelled by the teacher.
Sentence		
How <b>words</b> can combine to make <b>sentences</b>	Through reading the fiction and non-fiction books in the programme, children’s understanding of how words combine to make sentences develops steadily.	From early preparation of linking words into phrases in the <i>Get Writing! Red Ditty Books</i> , children develop their knowledge and ability to combine words to make sentences.
Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>	From Green Storybooks onwards, children are familiarised with how the word ‘and’ can be used to join words and clauses.	See Grammar activity for Yellow Storybook 7 <i>Do we have to keep it?</i>

		From <i>Get Writing! Green Books</i> onwards, children are encouraged to use 'and' to combine words and clauses (though not too frequently!).
<b>Text</b>		
Sequencing <b>sentences</b> to form short narratives	From Green Storybooks onwards, children read short narratives made up of sequenced sentences.	From <i>Get Writing! Purple Books</i> onwards, children practise forming short narratives by writing sequenced sentences.
<b>Punctuation</b>		
Separation of <b>words</b> with spaces	Children witness this in all the fiction and non-fiction books in the programme.	Children are instructed to use 'finger gaps' in all writing activities, and are given prompts in the <i>Get Writing! Books</i> to check that they are using these.
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	After completing the Red Ditty Books, children are made aware of these punctuation marks in all the fiction and non-fiction books in the programme.	See Grammar activities for Yellow Storybook 8 <i>Danny and the Bump-a-lump</i> and Yellow Non-fiction 5 <i>A mouse in the house</i> .  After completing the Red Ditty Books, children are taught to recognise and understand the function of these punctuation marks, first through mime. Then they are encouraged to use them in their own written work.  Children are given prompts in the <i>Get Writing! Books</i> to check that they are using capital letters and correct punctuation such as full stops, question marks or exclamation marks.
Capital letters for names and for the personal <b>pronoun 'I'</b>	Capital letters for names introduced in Green Storybook 1 <i>My dog Ned</i> . The pronoun 'I' is used in the Red Ditty Books.	See Grammar activity for Yellow Storybook 3 <i>Tom Thumb</i> .  Throughout, children are taught to use capital letters at the start of sentences, for names and for the word 'I'.
<b>Terminology for pupils</b>		
letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	These terms will be used regularly throughout the programme as part of the Storybook activities. Children should be used to hearing and understanding them, as well as be confident in using the terms themselves.	These terms are explained in the Grammar activities in Yellow–Grey Levels. Children's understanding of them is tested in the Grammar activities in the <i>Yellow–Grey Get Writing! Books</i> .



# Year 2

## Spelling

**Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.**  
*I can break down spoken words into their sounds and write them mostly correctly.*

**Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.**  
*I can learn new spellings by using words I already know how to spell.*

Spell by learning to spell common exception words.  
*I can spell common exception words.*

Spell by learning to spell more words with contracted forms.  
*I can spell words which have been shortened.*

Spell by learning the possessive apostrophe (singular) e.g. the girl's book.  
*I can spell words which use an apostrophe to show possession e.g. the girl's book.*

Spell by distinguishing between homophones and near-homophones.  
*I can spell words that sound the same but are spelt differently e.g. buy, bye, by.*

Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.  
*I can add the endings -ment, -ness, -ful, -less, -ly to spell longer words.*

Apply spelling rules and guidance, as listed in English Appendix 1.  
*I can use simple spelling rules.*

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  
*I can write the correct spellings and punctuation in simple sentences I hear my teacher say.*

## Handwriting

Form lower-case letters of the correct size relative to one another.  
*I can write lower-case letters that are all the same size.*

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.  
*I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.*

**Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.**  
*I can write capital letters and numbers that are the right way up, the correct size relative to each other and lower case letters.*

Use spacing between words that reflects the size of the letters.  
*I can use spacing between words that fits with the size of the letters.*

## Composition

Write narratives about personal experiences and those of others (real and fictional).  
*I can write about things I have done and things that others have done.*

Write about real events to develop positive attitudes toward and stamina for writing.  
*I can write a long piece of text about a real event in one go.*

Write poetry to develop positive attitudes toward and stamina for writing.  
*I can write poetry.*

**Write for different purposes to develop positive attitudes toward and stamina for writing.**  
*I can write for different purposes, writing long and short pieces of work.*

Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.  
*I can plan my writing by writing down my ideas or talking about them.*

Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.  
*I can plan my writing by writing down ideas and/or key words and new vocabulary.*

**Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.**  
*I can plan my writing by writing down my ideas or talking about them for each sentence.*

Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils.  
*I can change my writing and make corrections after I have spoken to a teacher or another child about it.*

Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.  
*I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.*

**Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly.**  
*I can proof-read my work and check for spelling, punctuation and grammar errors.*

Read aloud what he/she has written with appropriate intonation to make the meaning clear.  
*I can read my work aloud with confidence using the tone of my voice to make the meaning clear.*

## Vocabulary, Grammar & Punctuation

Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.  
*I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.*

Form adjectives using suffixes such as -ful, -less.  
*I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.*

**Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.**  
*I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.*

**Use subordination (using when, if, that, because) and co-ordination (using or, and, but).**  
*I can use these words in my writing: when, if, that, because, and, or, but.*

Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.  
*I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.*

Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.  
*I can tell if a sentence is a question, command, exclamation or statement.*

**Make the correct choice and make consistent use of present tense and past tense throughout writing.**  
*I can use the correct tense in my writing.*

Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.  
*I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.*

**Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing.**  
*I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end.*

**Use commas to separate items in a list.**  
*I can use commas when I am writing a list.*

Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.  
*I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.*

Understand the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma.  
*I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma.*



# Year 3

## Spelling

Use the prefixes un-, dis-, mis-, re-, pre-.  
*I can use the prefixes un-, dis-, mis-, re-, pre-.*

Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.  
*I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.*

Use the suffix -ly.  
*I can use the suffix -ly.*

Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.  
*I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.*

Spell words with endings which sound like 'zhun' e.g. division, decision.  
*I can spell words with endings which sound like 'zhun' e.g. division, decision.*

Spell the homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.  
*I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.*

Spell words that are often misspelt with reference to English Appendix 1.  
*I can spell words that are often misspelt.*

Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of word e.g. myth, gym.  
*I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.*

Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.  
*I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.*

Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.  
*I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.*

Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.  
*I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.*

Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.  
*I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.*

Use the first two or three letters of a word to check its spelling in a dictionary.  
*I can use the first two or three letters of a word to check its spelling in a dictionary.*

**Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.**  
*I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.*

## Handwriting

Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.  
*I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.*

Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.  
*I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.*

## Composition

Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.  
*I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.*

Plan his/her writing by discussing and recording ideas within a given structure.  
*I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.*

Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentences structure from English Appendix 2.  
*I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.*

Draft and write by organising writing into paragraphs as a way of grouping related material.  
*I can use paragraphs to organise my writing so that blocks of text group related material.*

**Draft and write narratives, creating settings, characters and plot.**  
*I can draft and write descriptive work that creates settings, characters and plots.*

Draft and write non-narrative material, using headings and sub-headings to organise texts.  
*I can draft and write material such as instructions, using headings and sub-headings to organise my work.*

Evaluate and edit by assessing the effectiveness of his/her own writing.  
*I can re-read my work to improve it for my audience.*

Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.  
*I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.*

**Proof-read for spelling and punctuation errors - including full stops, apostrophes, commas, question marks, exclamation marks and inverted commas for speech.**  
*I can proof-read my work by reading aloud and putting in full stops. I can also add apostrophes, commas, question marks, exclamation marks and speech marks where needed.*

Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  
*I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.*

## Vocabulary, Grammar & Punctuation

Form nouns using a range of prefixes e.g. super-, anti-, auto-.  
*I can create new words using a range of prefixes including super-, anti-, auto-.*

**Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.**  
*I can understand when to use 'a' or 'an' in front of a word.*

Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.  
*I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble.*

**Express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.**  
*I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.*

Begin to use paragraphs as a way to group related material.  
*I can use paragraphs.*

**Use headings and sub-headings to aid presentation.**  
*I can use headings and sub-headings.*

**Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.**  
*I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.*

**Begin to use inverted commas to punctuate direct speech.**  
*I can use speech marks correctly.*

Understand the following terminology: Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter, vowel, vowel letter. Inverted commas (or speech marks).  
*I can understand what the following words mean: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.*

# Year 4

## Spelling

Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.  
*I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.*

Understand and add the suffixes -ation, -ous.  
*I can understand and add the suffixes -ation, -ous.*

Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.  
*I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.*

Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.  
*I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.*

Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.  
*I can spell words which sound the same but have different meanings such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.*

Spell more complex words that are often misspelt with reference to English Appendix 1.  
*I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.*

Spell words with the 's' sound spelt 'sc' e.g. science, scene.  
*I can spell words with the 's' sound spelt 'sc' e.g. science, scene.*

Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.  
*I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.*

Use the first three or four letters of a word to check its spelling in a dictionary.  
*I can use the first three or four letters of a word to check its spelling in a dictionary.*

Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.  
*I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far.*

## Handwriting

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.  
*I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.*

Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.  
*I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.*

## Composition

Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.  
*I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar.*

Plan his/her writing by discussing and recording ideas.  
*I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece, and I can redraft this work a number of times.*

Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and range of sentence structures with reference to English Appendix 2.  
*I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.*

Draft and write by organising paragraphs around a theme.  
*I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.*

Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.  
*I can draft and rewrite work, that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.*

Draft and write non-narrative material, using simple organisational devices.  
*I can organise my non-narrative writing so that it has headings and sub-headings.*

Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.  
*I can assess my work, and that of others, and suggest improvements.*

Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.  
*I can edit my work by changing the grammar to improve the way my work reads.*

**Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.**  
*I can proof-read my writing for spelling and use of punctuation.*

Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.  
*I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.*

## Vocabulary, Grammar & Punctuation

Understand the grammatical difference between the plural and the possessive -s.  
*I can explain the difference between the plural and the possessive -s.*

**Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.**  
*I can use the correct form of the verb inflection e.g. we were instead of we was.*

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'.  
*I can make my writing interesting by using adjectives and other descriptive methods.*

**Use fronted adverbials e.g. Later that day, I heard the bad news.**  
*I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.*

Use paragraphs to organise ideas around a theme.  
*I can use paragraphs to organise ideas around a theme.*

**Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.**  
*I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.*

**Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, 'Sit down!'**  
*I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'*

Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.  
*I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.*

Use commas after fronted adverbials.  
*I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.*

Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.  
*I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial.*



# Year 5

## Spelling

Spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.

*I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.*

Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.

*I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.*

Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.

*I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.*

Spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.

*I can spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.*

Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.

*I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.*

Spell some words with 'silent' letters e.g. knight, psalm, solemn.

*I can spell some words with 'silent' letters e.g. knight, psalm, solemn.*

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1.

*I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.*

Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.

*I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.*

Use a thesaurus.

*I can use a thesaurus.*

## Handwriting

Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.

*I can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.*

Write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.

*I can write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.*

## Composition

Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.

*I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.*

Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.

*I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.*

Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.

*I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.*

Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2.

*I can draft and write by selecting the correct grammar in my writing. I can use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work.*

Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character.

*I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.*

Draft and write by précisising longer passages.

*I can draft and write by summarising longer passages.*

draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly.

*I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.*

Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.

*I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.*

Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.

*I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.*

Evaluate and edit by assessing the effectiveness of his/her own and others' writing.

*I can give feedback on and improve my own writing and my classmates' writing.*

Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2.

*I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.*

Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.

*I can mark and edit work to have the correct tense throughout.*

Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.

*I can mark and edit work to have the correct subject and verb agreement.*

Proof-read for spelling errors linked to spelling statements for Year 5.

*I can read work looking for spelling errors and correct them using a dictionary.*

Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.

*I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.*

Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

*I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.*

## Vocabulary, Grammar & Punctuation

Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.

*I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.*

Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.

*I can understand verb prefixes e.g. dis-, de-, mis-, over- and re-.*

Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.

*I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun.*

Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.

*I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.*

Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.

*I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.*

Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.

*I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.*

Use brackets, dashes or commas to indicate parenthesis.

*I can use brackets and can also use dashes or commas for the same purpose.*

Use commas to clarify meaning or avoid ambiguity.

*I can use commas to make my writing clear to the reader.*

Understand the following terminology: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity.

*I can understand the following terms: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity.*



# Year 6

## Spelling

Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.

*I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.*

Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.

*I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.*

Distinguish between homophones and other words which are often confused with reference to English Appendix 1.

*I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.*

**Use dictionaries to check the spelling and meaning of words.**  
*I can use dictionaries to check the spelling and meaning of words.*

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1.

*I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.*

Use a thesaurus with confidence.

*I can use a thesaurus with confidence.*

## Handwriting

Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

*I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.*

Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

*I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.*

## Composition

**Plan his/her writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own.**

*I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.*

Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.

*I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.*

Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.

*I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.*

Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning.

*I can use grammar and vocabulary which is suited to the purpose of my writing.*

**Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.**

*I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.*

Draft and write by accurately précisising longer passages.

*I can draft and write by accurately précisising longer passages.*

Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.

*I can use different techniques to make my writing flow and link paragraphs.*

**Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.**

*I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.*

Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.

*I can give reasoned feedback on mine and others' work to improve it.*

Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with reference to English Appendix 2.

*I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.*

**Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.**

*I can mark and edit work to have the correct tense throughout.*

Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

*I can mark and edit work to have the correct subject and verb agreement.*

**Proof-read for spelling errors linked to spelling statements for Year 6.**

*I can read work looking for spelling errors and correct them using a dictionary.*

Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.

*I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.*

Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

*I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.*

## Vocabulary, Grammar & Punctuation

**Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter.**

*I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.*

Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.

*I can understand how words are related by meaning as synonyms and antonyms.*

**Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).**

*I can use the passive to affect the presentation of information in a sentence.*

Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.

*I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.*

Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.

*I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.*

**Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.**

*I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.*

Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.

*I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.*

**Use the colon to introduce a list and use of semi-colons within lists.**

*I can use the colon to introduce a list and use semi-colons within lists.*

**Use bullet points to list information.**

*I can use bullet points to list information.*

Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.

*I can use hyphens for clarity e.g. man eating shark or man-eating shark.*

Understand the following terminology: Subject, object, Active, passive, Synonym, antonym, Ellipsis, hyphen, colon, semi-colon, bullet points.

*I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.*