



Monkleigh Primary School and Foundation Stage Unit

Writing Curriculum Progression

Punctuation

	National Curriculum Expectations/ELGs/Development Matters Expectations	End of Year Expectations (EGGs and Reception Curriculum Goals)	Teaching	Application
Reception	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.	To write sentences (with words containing single sounds and digraphs) Write a simple story for a friend to read.	Introduce full stops and letter spacing. Write short sentences with words with known sound letter correspondences using a capital letter and full stop. Use finger spaces.	The Sound is the letter is warm up from Spring Term of Reception - when children are at Green RWI level Capital letter and lower case letters prompt card on tables for RWI and Independent writing. Provision activities and games - matching and naming capital letters.
Year 1	Leaving spaces between words. Joining words and joining clauses using and Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks) Use capital letters for names and the personal pronoun I	I can separate words using finger spaces. I can use capital letters to start a sentence and to name people, places and the days of the week. I can use a full stop to end a sentence. I can use a question mark I can use an exclamation mark.	Capital letter and lower case letters prompt card on tables Check cards to use to help check during daily English lessons From summer term, children write day of the week on their date for work

	Learning the grammar for year 1 in English Appendix 2 Use the grammatical terminology in English Appendix 2 in discussing their writing.		I can use 'I'.	After PSC, children read place names which show capital for places
Year 2	Develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	Demarcate most sentences in their writing with capital letters and full stops and use question marks accurately when required.	I use capital letters for names of people, places, days of the week and the personal pronoun 'I'. I can use capital letters and full stops. I can sometimes use question marks and exclamation marks correctly. I can use commas to separate items in a list. I can use apostrophes to show where letters are missing and to mark singular possession in nouns.	Capital letter and lower case letters prompt card on tables Check cards to use to help check during daily English lessons From summer term, children write day of the week on their date for work After PSC, children read place names which show capital for places Teacher modelling of commas for lists and apostrophes during English
Year 3		Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists Use inverted commas to punctuate direct speech Use apostrophes for contraction and singular possession correctly (from Year 2)	I can use inverted commas to punctuate direct speech. I can place the possessive apostrophe in words with regular plurals (girls', boys') and in words with irregular plurals (children's).	The Write Stuff - Teacher modelling of inverted commas and possessive apostrophe during sentence stacking. Decision spelling to teach possessive apostrophe.
Year 4	Indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech	Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2) Use commas after fronted adverbials Use inverted commas and other punctuation to indicate direct speech accurately Use apostrophes correctly (contraction, singular and plural possession).	I can use inverted commas and other punctuation to indicate direct speech. I can use apostrophes to mark plural possession. I can use commas after fronted adverbials. I can use commas or ellipses in order to create greater clarity and effect in my writing.	The Write Stuff - teacher modelling of inverted commas, possessive apostrophe, commas, ellipses during sentence stacking. Decision spelling to teach possessive apostrophe.

Year 5		Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4) Indicate parenthesis using brackets, commas or dashes. Use punctuation to ensure meaning is clear, particularly commas for clarity.	I can use brackets, dashes and commas to indicate parenthesis. I can use commas to clarify meaning or avoid ambiguity.	The Write Stuff - sentence stacking allows for them to develop these skills.
Year 6	indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently	Use the range of punctuation taught at Key Stage 2 mostly correctly (e.g inverted commas and other punctuation to indicate direct speech)	I can mostly use commas for clarity. I can use inverted commas and punctuation for parenthesis mostly correctly. I can sometimes use dashes. I can sometimes use the colon to introduce a list and the semicolon within lists. I can sometimes use a hyphen.	The Write Stuff - sentence stacking allows for them to develop these skills.

Sentence Structure

	National Curriculum Expectations/ELGs/ Development Matters Expectations	End of Year Expectations (EGGs and Reception Curriculum Goals)	Teaching	Application
N1	Add some meaning to their marks, 'eg that is Mummy'			
N2			I understand that print carries meaning.	
Reception	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. Write short sentences with words with known sound letter	To write sentences (with words containing single sounds and digraphs) Write a simple story for a friend to read.	I understand left to right orientation when writing on a whiteboard or paper. I can compose sentences orally I recognise the difference between a letter, a word and a sentence. To construct simple sentences supported by adults scribing,	RWI scheme Practise activities planned as part of the weekly plan and themed planning. Hold a sentence and independent writing challenges set and expected to be completed on a weekly basis.

	correspondences using a capital letter and a full stop. Re read what they have written to check that it makes sense.		I copy writing I can hold a sentence in my head. I can use Fred Fingers to identify the sounds and write words. I know that a sentence starts with a capital letter and ends with a full stop. I can spell RWI Red words: I said the you of your be are my no put he to go Secure the concept of sentences and strings of words joined together to make meaning/sense. I can write a single clause sentence using phonic knowledge. I can compose sentences orally and write my sentences down. I can write short sentences with words with known sound letter correspondences using a capital letter and full stop. Write/join words with increasing independence to create simple phrases with meaning: E.g: This is my dog/ I went to/ I can..... I can use three sentences to write a basic story based on a story that they know well.	Tick and Fix and purple pencil - see Proof Reading Progression. Red word spelling taught as part of the speed sounds session. Red words lists sent home to parents to work on at home. Red word activities planned as part of the provision.
Year 1	learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.	Combine words to form grammatically accurate sentences. Join words and clauses using 'and'	I can combine words to make a sentence. I can join two sentences using 'and';	Sentence stacking is taught once they are confident and independent with writing a sentence with capital letters, full stops and finger spaces. Planning ideas on paper Follow the sequence of plan, write, plan, write, plan, write
Year 2	Learn how to use: sentences with different forms: statement,	Use present and past tense mostly correctly and consistently.	I can use subordination (when, if, that, because) and co-ordination (or, and, but).	Sentence stacking is taught once they are confident and

	question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	Use coordination (eg or/and/but) and some subordination (when/if/that/because) to join clauses. Add description and specification through the use of expanded noun phrase. Write different types of sentences - statements, commands, questions and exclamatory sentences.	I can use expanded noun phrases to describe and specify. I can use sentences with different forms (statements, questions, exclamations and commands)	independent with writing a sentence with capital letters, full stops and finger spaces. Planning ideas on paper Follow the sequence of plan, write, plan, write, plan, write Throughout English lessons, different texts focus on teacher modelling and pupil writing varied sentences and use of expanded noun phrases.
Year 3		Choose language to suit the purpose and audience: - write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so, because, although) - Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2) - Use present and past tense correctly, including use of the present perfect instead of the simple past. - Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions including prepositional phrases (during the night, before breakfast, because of the rain)	I can express time, place and cause by using conjunctions, adverbs and prepositions	The Write Stuff - teacher model during sentence stacking sessions. Planning on paper and writing in the book. Follow the structure: Plan one sentence, say the sentence orally, write the sentence.
Year 4	Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or	Choose language to suit the purpose and audience: - write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so, because, although)	I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. I can use fronted adverbials. I can deliberately use short sentences for effect.	The Write Stuff - teacher model during sentence stacking sessions. Planning on paper and writing in the book. Follow the structure - Plan one sentence, say the sentence orally, write the sentence.

	pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2	- Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun) - Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3) - Use standard English verb inflections, instead of local dialect forms (we were instead of we was, I did instead of I done) - Express time, place cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred)		
Year 5		Select appropriate grammar and vocabulary to change and enhance meaning: - use a range of verb forms, particularly the perfect, to mark relationships of time and cause. - use modals and adverbs to indicate possibility. - convey complicated information concisely by using pre and post modification of nouns, including relative clauses. - use a range of clause structures, sometimes varying their position within the sentence for effect (secure and extend from Year 4)	I can use relative clauses. I can use adverbs or modal verbs to indicate a degree of possibility. I can begin to shift formality using vocabulary and grammatical choices.	Plan and write in the books - plan on the left side and write on the right side. Plan 3 sentences, write 3 sentences, plan 3 sentences, write 3 sentences, plan 3 sentences, write 3 sentences.
Year 6	Develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility. Use verb tenses consistently and correctly through their writing.	I can use the passive voice and modal verbs mostly appropriately. I can vary sentence structure to suit formal and informal writing	Plan and write in the books - plan on the left side and write on the right side. Plan 3 sentences, write 3 sentences, plan 3 sentences, write 3 sentences, plan 3 sentences, write 3 sentences.

	complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2			
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Text Structure XXX NC as nothing specifically related to Text Structure

	National Curriculum Expectations/ELGs/ Development Matters Expectations	End of Year Expectations (EGGs and Reception Curriculum Goals)	Teaching	Application
Reception	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.	To write sentences (with words containing single sounds and digraphs) Write a simple story for a friend to read. I can sequence 3 sentences to form a short narrative.	I can verbally rehearse and write stories with three sentences. I can tell my story to a friend. I use my writing stamina to write three sentences. I can use finger spaces and make sure that my writing can be read by others.	Teaching overviews outline key weeks where simple story writing is taught - in essence 3 sentences sequenced about a familiar book. Daily hold a sentence, practise sentence activities and independent writing during Explore and Learn.
Year 1		Sequence sentences to form a short narrative or piece of information writing.	I can sequence sentences to form a narrative.	The Write STuff sentence stacking enables pupils to form a narrative from sentences.
Year 2		Write simple, coherent narratives about personal experiences and those of others (real or fictional)	I consistently use the present tense and past tense mostly correctly and consistently. I can use the progressive forms of verbs in the present and past tense.	High level texts offer opportunities for children to write in past and present tense.
Year 3		Use paragraphs as a way of grouping related material.	I am starting to use paragraphs I can use headings and subheadings	
Year 4		Use paragraphs to organise ideas around a theme eg making use of topic sentence in non narrative. Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.	I can write in paragraphs I make an appropriate choice of pronoun and noun within and across sentences.	

Year 5		Use a range of devices to build cohesion within and across paragraphs: - secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition. - link ideas using adverbials of time, place and number. - link ideas using tense choices (e.g. he had seen her before instead of he saw her before)	I can build cohesion between paragraphs. I can use adverbials to link paragraphs. I can close text with reference to its opening.	The Write Stuff sentence stacking and jotting page allows for children to develop their understanding of linking ideas and cohesion between paragraphs.
Year 6		Use a range of devices to build cohesion (eg conjunctions adverbials of time and place, pronouns, synonyms) within and across paragraphs.	I can use a variety of organisational and presentational devices appropriate to the text type. I write in paragraphs which can clearly signal a change in subject, time, place or event.	The Write Stuff programme including sentence stacking and the jotting page allows for them to develop all of their skills.

Composition: (Drafting and planning; Sentence and Paragraph; Use of Word Choice and Literary devices; Narrative; Non-Narrative; Evaluate/Edit)

	National Curriculum Expectations/ELGs/Development Matters Expectations	End of Year Expectations (EGGs and FSU Curriculum Goals)	Teaching	Application
Reception	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.	To write sentences (with words containing single sounds and digraphs) Write a simple story for a friend to read.	I can compose a sentence orally before writing it I can plan for writing I can write 3 sentences to describe a character and what happened to a character based on a familiar text. I can write 3 sentences to retell the story of Sally and the Limpet. I can use the structure of Sally and the Limpet to write my own story made up of 3 sentences. I can convey non narrative information orally and in single clause sentences.	Working Walls: • Simple Speeds Chart • Capital letter sheets
Year 1	Pupils should be taught to: write sentences by: saying out loud what	Compose sentences orally and in writing	I can compose a sentence orally before writing it.	Hold a sentence

	they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.	Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage) Sequence sentences to form a short narrative of piece of information writing. Use basic descriptive language Re-read and check writing makes sense	I can sequence sentences in chronological order to recount an event or experience. I can sequence sentences to form a short narrative	Think, prepare, discuss, share, before writing. Modelling and sentence stacking to sequence narratives. Working Walls: - Picture of the books, - Glossary - octopus - camouflage etc. add as you read and research, - Experiences - Anything that models the writing process/plan - Red Words - Speeds Sound Charts 3 pieces of writing published to a publishing standard and celebrating a year,
Year 2	Pupils should be taught to: 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 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. Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and	I can write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events recording these simply and clearly.	I can plan and discuss the content of writing and record my ideas. I am able to orally rehearse structured sentences or sequences of sentences. I am able to orally rehearse structured sentences or sequences of sentences. I can write narratives about personal experiences and those of others, both real and fictional. I can write poetry I can write for different purposes, including real events. I can evaluate my own writing independently, with friends and with an adult.	As above

	consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear.			
Year 3		Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. Write using a rich and varied vocabulary. In narrative create simple settings, characters and plot. Begin to use direct speech within narratives. Use paragraphs as a way of grouping related material. Evaluate the effectiveness of writing and suggest improvements. Proof read for spelling and punctuation.	I can compose and rehearse sentences using a wider range of structures. I use a range of sentences with more than one clause by using a range of conjunctions including when, if, because and although. I can compose and rehearse sentences using a wider range of structures. I use the present perfect form of verbs to mark the relationship of time and cause. I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. I can discuss models of writing, noting its structure, grammatical features and use of vocabulary. I can write a narrative with a clear structure, setting, characters and plot. I can produce non-narrative writing using simple organisational devices such as headings and subheadings. I can suggest improvements to my own writing and that of others. I can make improvements to grammar, vocabulary and punctuation.	Working Walls: • Picture of the books, • Glossary - octopus - camouflage etc. add as you read and research, • Experiences • Anything that models the writing process/plan • Red Words • Speeds Sound Charts • Writing tool box • Written examples of the children's sentences to celebrate what they have done.
Year 4	Pupils should be taught to: 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 draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. Write using a rich and varied vocabulary appropriate to purpose and form. Write narratives with a clear plot, and describe settings and characters. Make effective choices about using direct speech within narratives.	I can orally rehearse a sentence or a sequence of sentences. I can compose sentences using a range of sentence structures. I use a range of sentences which have more than one clause I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.	As above

	structures (English Appendix 2) 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] 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,	Use paragraphs to organise ideas around a theme, e.g. making use of a topic sentence in non narrative. Use pronouns and noun within and across sentences to aid cohesion and avoid repetition. Evaluate the effectiveness of writing and suggest improvements. Proof read for spelling and punctuation.	I can write a narrative with a clear structure, setting and plot. I can use dialogue and reactions from other characters to make my character interesting. I can recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about I can improve my writing by changing grammar and vocabulary to improve consistency	
Year 5		Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text) In narratives, describe settings, characters and begin to develop atmosphere (show not tell) Use dialogue in narratives to convey character or advance action. Use a range of devices to build cohesion within and across paragraphs: -secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; -link ideas using adverbials of time, place and number, -link ideas using tense choices (e.g. he had seen her before instead of he saw her before)	I can discuss the audience and purpose of the writing. I can organise my writing into paragraphs to show different information or events. I can start sentences in different ways. I can use the correct features and sentence structure matched to the text type we are working on. I can use grammar and vocabulary to create an impact on the reader. I can develop characters through action and dialogue. I can establish a viewpoint as the writer through commenting on characters and events. I can choose vocabulary for effect. I can add well chosen detail to interest the reader. I can choose vocabulary for effect. I can add well chosen detail to interest the reader.	A5 thesaurus for the children to magpie words - synonyms to create their own word banks. Working Walls: - Picture of the books, - Glossary - octopus - camouflage etc. add as you read and research, - Experiences - Anything that models the writing process/plan - teacher writing - Red Words - Speeds Sound Charts - Writing tool box - Photocopied example of the children's paragraphs to celebrate what they have done. - Non negotiables
Year 6	Pupils should be taught to: 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,	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) In narratives, describe settings, characters and atmosphere.	I can identify the audience for and purpose of the writing (including writing a short story). I can choose the appropriate form and register for the audience and purpose of the writing. I use a range of clause structures, sometimes varying their position within the sentence.	A5 thesaurus for the children to magpie words - synonyms to create their own word banks. As above

	considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 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] evaluate and edit by: assessing the effectiveness of their own and others' with 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 proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Integrate dialogue in narratives to convey character and advance the action. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.	I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. I can use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision. I can sustain and develop ideas logically in narrative writing. I can create atmosphere and integrate dialogue to convey character and advance the action. I can sustain and develop ideas logically in non narrative writing. I can improve my writing by changing grammar and vocabulary to improve consistency	
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Transcription

	National Curriculum Expectations/EYFS Expectations	End of Year Expectations (EGGs and Reception Curriculum Goals)	Teaching	Application
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Reception	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.	To write sentences (with words containing single sounds and digraphs) that can be read by others. 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.	I can write/form all graphemes correctly I can encode simple CVC sounds to make words I can spell words by identifying the sounds and then writing the sounds/letters. I can write short sentences with words with known sound/letter correspondences using a capital letter and full stop. I can write my first and second name, forming the letters correctly.	RWI Programme of Teaching The Sound is... The letter is... activity warm up before RWI for Green group upwards. Matching capital letters and lower case letters games in the provision.
Year 1	Pupils should be taught to: spell: words containing each of the 40+ phonemes already taught common exception words the days of the week. Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- 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] apply simple spelling rules and guidance, as listed in English Appendix 1	Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others. Spell many Year 1 common exception words Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est'). Form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters and digits 0-9. Separate words with spaces	I can spell words containing each of the 40+ phonemes already taught I can use letter names to show alternative spellings of the same phoneme I can spell the days of the week I can spell most of the common exception words for Year 1 I can name all the letters in the alphabet in order I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular. I can use the prefix un without any changes to the root. I can use -ing, -ed, -er, -est when no change is needed to the root word (helping, helped, helper, quickest)	RWI Scheme Summer term - children to write day of the week in their date for every piece of work in English. RWI - spelling words using letter names Taught explicitly during summer term RWI reading longer words cover these suffixes.

	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.			
Year 2	Pupils should be taught to: spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 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 Learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] Distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Apply spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others. Spell many common exception words Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters EXS: Use spacing between words that reflects the size of the letters.	I can segment spoken words into phonemes and record these as graphemes, spelling many correctly. I can spell many common exception words from the Year 1 and 2 list. I can spell some longer words using suffixes such as 'ment' 'ness' 'ful' 'less' 'ly' I can spell words with alternative spellings, including a few common homophones and near homophones.	Practise sessions - applying the objectives through English and Hold a Sentence Suffixes taught explicitly during RWI speed sounds sessions during summer term Explicit teaching and ways to remember like there, their.
Year 3		Spell correctly words that have been previously taught, including... • common exception words from KS1; • previously taught homophones those with known prefixes and suffixes	I can spell the commonly mis-spelt words from the Year 3/4 word list. I can use the first two or three letters of a word to check its spelling in a dictionary.	Flashback to recap of Year 2 spelling Objectives during the Autumn term.

		Use and spell correctly many words from the Year 3/4 spelling list. Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.	I can identify the root in longer words. I can spell words with additional prefixes and suffixes and understand how to add them to root words I can recognise and spell homophones.	Spelling intervention to catch up on Y2 spelling objectives for targeted individuals. Decision spelling lessons – 3/4 times a week to teach. This programme allows for them to learn the correct spellings. The Write Stuff – teacher model during sentence stacking sessions. Weekly spelling homework – Year 3/4 word list.
Year 4	Pupils should be taught to: use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] 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. Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2).	Spell correctly words that have been previously taught, including... • common exception words from KS1; • previously taught homophones those with known prefixes and suffixes Use and spell correctly most words from the Year 3/4 spelling list. Use phonic knowledge and morphology to make good attempts at and check the spelling of unknown words, spelling some correctly.	I can spell most of the words from the Year 3/4 word list. I can use the first two or three letters of a word to check its spelling in a dictionary. I can spell words with prefixes and suffixes and add them to root words. I can recognise and spell most homophones.	Decision spelling lessons – 3/4 times a week to teach. This programme allows for them to learn the correct spellings. The Write Stuff – teacher model during sentence stacking sessions. Weekly spelling homework – Year 3/4 word list.

	Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently			
Year 5		Spell correctly words that have been previously taught, including... • common exception words from KS1 Year 3/4 statutory words previously taught homophones Use and spell correctly many words from the Year 5/Year 6 spelling list Make good attempts at and check the spelling of some uncommon or more ambitious vocabulary.	I can spell some words from the Year 5/6 list I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. I can use a thesaurus I can use a range of spelling strategies I can form verbs with prefixes I can convert nouns or adjectives into verbs by adding a suffix. I understand the rules for adding prefixes and suffixes I can distinguish between homophones and other words which are often confused.	Decision Spelling programme allows for them to learn the correct spellings. Individual homemade thesaurus where they can add high level vocabulary to then use in their writing.
Year 6	Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 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.	I can spell most words from the Year 5/6 list I can use any dictionary or thesaurus I use a range of spelling strategies I can convert verbs into nouns by adding a suffix. I can distinguish between homophones and other words which are often confused.	Decision Spelling programme allows for them to learn the correct spellings. Individual homemade thesaurus where they can add high level vocabulary to then use in their writing.

