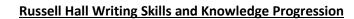




	Nursery	Reception Early Learning	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
		Goals						
				Writing: Transcript	ion Spelling*			
Phonics and Spelling Rules	Use some of their print and letter knowled ge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondence s using a capital letter and a full stop. To know and recognise Phase 2 Graphemes (s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,l)	To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise e vowel digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent . To recognise words with	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight).	To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eighbour, they, obey). To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery , gym). To spell words with a /k/ sound spelt with 'ch' (e.g.	To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with a / shuhn/ sound spelt with 'sound spelt with	To spell words with endings that sound like / shuhs / spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like / shuhs / spelt with -tious or- ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string 'ough'	To spell words ending in - able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ tolerable/ tolerably). To spell words ending in -ible and - ibly (e.g. possible/pos sibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredi bly, sensible/sensibl y). To spell words with a long/e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive,





	To know and	adjacent		scheme,	'cian' (if the root	(e.g. ought,	receive, perceive,
oral	recognise Phase	consonants.	To apply	chorus,	word ends in 'c'	bought, thought,	ceiling) and
blending			further Y2	chemist,	or 'cs',	nought, brought,	exceptions (e.g.
_	2 Graphemes	To accurately	spelling rules	echo,		fought, rough,	protein, caffeine,
and		spell most	and guidance*,	characte	e.g. musician,	tough, enough,	seize).
segment	(ff,II,ss,j,	words	which	r).	electrician,	cough, though,	
ing	v,w,x,y,	containing	includes:	- "	magician,	although, dough,	To spell words
_	*	the 40+	• the /dʒ/	To spell	politician,	through, thorough,	with endings
through	z,zz,qu,ch,	previously	sound	words	mathematician).	borough, plough,	which sound
games	sh,th,ng,nk)	taught	spelt as	ending in	To spell words with	bough).	like /shuhl/ after
and		phonemes	'ge' and'	the /g/	the		a vowel letter
		and GPCs.	dge' (e.g.	sound spelt 'gue'	/s/sound spelt with 'sc'		using 'cial' (e.g.
teacher	Ta lua acce and	To spell	fudge,	and the /k/	(e.g. sound spelt with		official, special, artificial).
led	To know and	some words	huge) or	sound	'sc' e.g. science, scene,		artillolar).
	recognise Phase	in a	spelt as	spelt 'que'	discipline, fascinate,		To spell words with
activities	3 Graphemes	phonically	'g' or 'j'	(e.g.	crescent).		endings which
		plausible	elsewher	league,	,		sound like /shuhl/
	(ai,ee,igh,oa,	way, even if	e in	tongue,			after a vowel letter
	_	sometimes	words	antique,			using 'tial' (e.g.
	oo,oo,ar,or,	incorrect.	(e.g.	unique).			partial, confidential,
	ur,ow,oi,ear,		magic,				essential).
	air,er	To apply	adjust);	To spell			essential).
	words with	Y1	,	words			
	double letters:	spelling rules and	the /n/	with a /			
			sound	sh/			
	dd,mm,tt,bb,	guidance *, which	spelt 'kn'	sound			
	rr,gg,pp,ff	includes:	and 'gn'	spelt with			
		includes.	(e.g.	'ch' (e.g.			
	Review Phase 3	• the	knock,	chef, chalet,			
		sounds	gnaw);	machine,			
	Grapheme	/f/, /l/, /s/,	41-0/11	brochure)			
		/z/ and /k/	• the/r/	brochare)			
	Teach Phase 4	spelt 'ff',	sound	·			
		'll', 'ss',	spelt 'wr'	To spell			
	(CVCC, CCVC,	ʻzz' and	(e.g. write,	words			
	1 '	'ck' and	written);	with a			
	CCVCC,	exception	witterij,	short /u/			
	CCCVC,CCCVCC)	S	• the/I/or	sound			
		• the/ŋ/	/əl/	spelt			
	1	u i c i j					



Tricky words	sound	sound	with 'ou'		
said,so,have,like,	spelt 'n'	spelt-le	(e.g.		
some,come,love,	before 'k'	(e.g.	young,		
do,were,here,	k (e.g.	little, middle)	touch, double,		
little,says,there,	bank,	orspelt-	trouble,		
	think);	el (e.g.	country)		
when,what,one,	20. d 20.2 c	camel,			
out,today	dividing words	tunnel)	To spell		
	into	or spelt –al (e.g.	words		
Teach Phase 4	syllables	metal,	ending		
	(e.g.	hospital)	with the /zher/		
(CVCC, CCVC,	rabbit,	or spelt –	sound		
CCVCC,	carrot);	il (e.g.	spelt with		
cccvc,cccvcc)	• the /tʃ/	fossil,	'sure' (e.g.		
	sound	nostril);	measure,		
	is	• the /aɪ/	treasure,		
	usually	sound	pleasure, enclosure).		
	spelt as 'tch' and	spelt	endosare).		
	excepti	-y (e.g. cry, fly, July);	To spell		
	ons;	July),	words ending		
		 adding- 	with the		
	• the/v/	esto	/cher/ sound		
	sound atthe	nouns	spelt with		
	endof	and verbs ending in	'ture' (e.g. creature,		
	words	-y where	furniture,		
	where	the 'y' is	picture,		
	the	changed to	nature,		
	letter 'e'	'i' before	adventure).		
	usually needs	the –es			
	to be	(e.g. flies, tries,			
	added	carries);			
	(e.g.				
	have,	• adding –			
	live);	ed, –ing,–			
	 adding 	er and –			



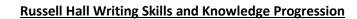
	-s and	est to a		
	-es to	root word		
	words	ending in		
	(plural	–y (e.g.		
	of	skiing,		
	nouns	replied)		
	andthe	and		
	third			
		exception		
	person	s to the		
	singula	rules;		
	rof	and all on an elemen		
	verbs);	adding the		
		endings		
	 adding 	–ing, –		
	the	ed, –er, –		
	endings	est and –		
	-ing, -	y to		
	ed and -	words		
	er to	ending in		
	verbs	–e with		
	where	а		
	no	consona		
	change	nt before		
	is	(includin		
	needed	g		
	to the	exceptio		
	root	ns);		
	wood	113),		
		adding –		
	(e.g.	ing, -ed,		
	buzzer,			
	jumping)	–er, –est		
	;	and -y to		
	• adding-	words of		
	adding	one syllable		
	erand-	ending in a		
	est to	single		
	adjectiv	consonant		
	es where	letter after		
	no	asingle		
	change	vowel letter		
	is	(including		
		\		



			P
needed	exceptions		
tothe);		
root	,,		
word	• the /ɔ:/		
	sound (or)		
(e.g.	Souria (Or)		
fresher,	spelt 'a'		
grandest	before 'l'		
);	and 'll'		
/1	(e.g. ball,		
 spelling 	always);		
	aiwayo),		
words	• the /∧/		
ending			
with –y	sound		
(e.g.	spelt 'o'		
funny,	(e.g.		
party,	other,		
party,	mother,		
family);	brother);		
	brotrier),		
 spelling 	• the /i:/		
new			
conson	sound		
ants	spelt		
	-ey: the		
'ph'and	plural		
'wh'	forms of		
(e.g.	these		
dolphin,			
	words are		
alphabe	madeby		
t,	the		
wheel,	addition of		
while);	-s (e.g.		
Willio),	donkeys,		
• uning fle	monkova)		
• using 'k'	monkeys);		
for the	4 /		
/k/	• the /p/		
sound	sound		
	spelt 'a'		
(e.g.	after 'w'		
sketch,	and 'qu'		
kit,	(e.g.		
skin).	(e.g.		
J. (111)	want,		
	quantity,		



		To read and write set 1, 2 and 3 RWI sounds on their own and in words	squash) • the /3:/ sound spelt 'or' after 'w' (e.g. word, work, worm); • the /5:/ sound spelt 'ar' after 'w' (e.g. warm, towards) ; the /3/ sound spelt 's' (e.g. television, usual).				
Common Exception words	Tricky words Is, I, the, Tricky words as, and, has, his, her, go, no, to ,into, she, he, of, we, me, be Tricky words was,you,they,my , by,all,are,sure,p ure	To spell all Y1 common exception words correctly. * To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.*	To spell many of the Y3 and Y4 statutory spelling words correctly.*	To spell all of the Y3 and Y4 statutory spelling words correctly.*	To spell many of the Y5 and Y6 statutory spelling words correctly.*	To spell all of the Y5 and Y6 statutory spelling words correctly.*





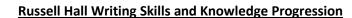
Prefixes and Suffixes	Word endings – s, es, ing, ed, id, words with s/z added at the end To write some irregular common exception words	To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed and - er to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	To add suffixes to spell most words correctly in their writing, e.g. – ment, -ness, -ful, -less, -ly	Formation of nouns using a range of prefixes e.g; super-, anti-, auto.	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). Verb prefixes (dis-, de-, mis-, over- and re-).	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitant, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with



							vowel letters to words ending in - fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).
Further Spelling Conventio ns	Spell words by drawing on knowledge of known grapheme corresponde nces. Make phonetically plausible attempts when writing more complex unknown words.	To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to checkits spellingina dictionary.	To spell words that use the possess ive apostro phe with plural words, includin g irregular plurals (e.g. girls', boys', babies', children' s, men's, mice's). To use their spelling knowledge to use a dictionary more	To spell complex homophones and near-homophones, including who's/whose and stationary/station ery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise). To spell words that contain hyphens (e.g. co-ordinate, re- enter, co- operate, co- own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt

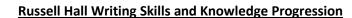


		1						
				spoken words		efficiently.		specifically.
				into				
				phonemes		Grammatical		Tousedictionaries
				and to then		difference		and thesauruses to
				represent all		between plurals		check the spelling and
				of the		and possessive		meaning of words
				phonemes		-S.		andconfidently find
				using				synonyms and
				graphemes in				antonyms.
				the right				
				order for both				
				for single-				
				syllable and				
				multi-syllabic				
				words.				
				To self-				
				correct				
				misspelling				
				s of words				
				that pupils				
				have been				
				taught to				
				spell (this				
				may				
				require				
				support to				
				recognise				
				misspellings).				
			Writing tra	nscription: Handv	vriting			
Letter	Use large-			To write capital	To use a	To increase	To increase the	To write legibly,
formation	muscle	small motor	To write lower case and	letters and digits	neat, joined	the legibility,	speed of their	fluently and with
	movements	skills so that	capital letters in the	of the correct	handwriting	consistency	handwriting so	increasing speed
,	to wave	they can use a	correct direction, starting	size, orientation	style with	and quality of	that problems	by:
placemen	flags and	range of tools competently,	and finishing in the right	and relationship	increasing	their	with forming	ala a a alia a codata d
t and	streamers,	safely and	place with a good level of	to one another	accuracy	handwriting	letters do not get	-choosing which
	paint and	confidently.	consistency.	and to lower	and speed.	[e.g by	in the way of	shape of a letter to
	make	corniderity.					writing down	use when given



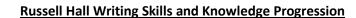


	marks.	Suggested	To sit correctly at a table,	case letters.	ensuring that	what they want	choices and
positionin				case letters.			
g	Use one-	tools: pencils for drawing and	holding a pencil comfortably and correctly.	To form lower	the downstrokes	to say.	deciding whether or not to join
	handed	writing,	conflictiably and correctly.	case letters of	of letters are	To be clear	
	tools and		To form digits 0-9.			about what	specific letters;
	equipment,	paintbrushes,	10 form algits 0-9.	the correct size,	parallel and		ah a a ain a 4h a
	for	scissors,	+	relative to one	equidistant;	standard of	- choosing the
	example,	knives, forks	To understand which	another.	that lines of	handwriting is	writing implement
	making	and spoons.	letters belong to which	- .	writing are	appropriate for a	that is best suited
	snips in	Use their core	handwriting 'families' (i.e.	To use spacing	spaced	particular task,	for a task.
	paper with		letters that are formed	between words	sufficiently so	e.g. quick notes	
	scissors.	muscle	in similar ways) and to	that reflects the	that the	or a final	
	Use a	strength to	practise these.	size of the	ascenders and	handwritten	
	comfortable	achieve a good		letters.	descenders of	version.	
	grip with	posture when			letters do not		
	good	sitting at a table			touch].		
	control	or sitting on the					
	when	floor.					
	holding						
	pens and	Develop the					
	pencils.	foundations of a					
	•						
	Shows a	handwriting style					
	preference	which is fast,					
	for a	accurate and					
	dominant	efficient.					
	hand.	Form lower					
	Write some	case and					
	letters	capital letters					
		correctly.					
	accurately.	correctly.					
	Develop their						
		Form letters from					
		their name					
		correctly.					
		Recognise that					
		after a word there					
		is a space.					



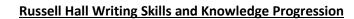


		Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.						
		Write recognisable letters, most of which are correctly formed.						
			147.5					
			VVIII	ing: composition				
Planning, writing and editing	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversatio ns about stories, learning new vocabulary. Use some	Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how	To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy)	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	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. To consider, when planning narratives, how authors have developed characters and	To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to





af the almost of	41-1	To an and the sine confidence of the				a attioned in out of	haddal and and
of their print	things work	To read their writing aloud	and/or key	and to make	organise their	settings in what	build cohesion
and letter	and why they	clearly enough to be	words and new	improvemen	writing into	pupils have	within and across
knowledge	might happen.	heard by their peers and	vocabulary.	ts.	paragraphs	read, listened to	paragraphs.
in their		the teacher.	To consequent	To be a site to	around a	or seen	T- 1-1-1-1611
early_	Listen to and		To encapsulate	To begin to	theme to add	performed.	To habitually
writing. For	talk about	To use adjectives to	what they want	organise	cohesion and	_ ,	proofread for
example,	stories to build	describe.	to say, sentence	their writing	to aid the	To proofread	spelling and
writing a	familiarity and		by sentence.	into	reader.	work to précis	punctuation errors.
pretend	understanding			paragraphs		longer passages	_
shopping	5		To make simple	around a	To proofread	by removing	To propose
list that	Retell the story,		additions,	theme.	consistently	unnecessary	changes to
starts at the	once they have		revisions and		and amend	repetition or	vocabulary,
top of the	developed a		corrections to	To use	their own and	irrelevant details.	grammar and
page; write	deep familiarity		their own writing	heading and	others' writing,		punctuation to
'm' for	with the text;		by evaluating	sub-	correcting	To consistently	enhance effects
mummy.	some as exact		their writing with	headings to	errors in	link ideas across	and clarify
Write some	repetition and		the teacher and	aid	grammar,	and within	meaning.
or all of	some in their		other pupils.	presentation	punctuation	paragraphs.	
their name.	own words.				and spelling		To recognise how
Write some			To reread to		and adding	To proofread	words are related
letters	Use new		check that their	To compose	nouns/	their work to	by meaning as
	vocabulary in		writing makes	and	pronouns for	assess the	synonyms and
accurately.	different		sense and that	rehearse	cohesion	effectiveness of	antonyms and to
Begin to	contexts.		the correct tense	sentences		their own and	use this knowledge
develop	\\/t = = - = = +		is used	orally		others' writing	to make
complex	Write short		throughout.	(including		and to make	improvements to
stories	sentences with			dialogue).		necessary	their writing.
using small	words with		To proofread to			corrections and	
world	known letter-		check for errors			improvements.	Expanded noun
equipment,	sound		in spelling,				phrases to convey
like animal	correspondenc		grammar and				complicated
sets, dolls	es using a		punctuation (e.g.				information
,	capital letter		to check that the				concisely.
and dolls	and a full stop.		ends of				
houses,	Do mond what		sentences are				Perfect forms of
etc.	Re-read what		punctuated				verbs to mark the
	they have		correctly).				relationship of time
	written to check		.,				and cause.
	it makes sense.						
	Develop						
	storylines in						
	Storyinies in						

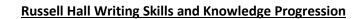




Awarenes	Use a wider	their pretend play. Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers.	To use a number of	To write for	То	To write a	To consistently	To write effectively
s of Audience, Purpose and Structure	range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversatio n with an adult or a friend and continue it for many turns.	vocabulary. Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different	simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe.	different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to- one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.	demonstrate an increasing understandi ng of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the	range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well- structured and well-paced. To create detailed settings, characters and plot in narratives to	produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.	for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality.



Use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver."	Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. Express their ideas and		structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.	engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	To select vocabulary and grammatical structures that reflect what the writing requires (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).
	when appropriate. Express their					

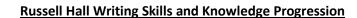




		making use of conjunctions, with modelling and support from their teacher.		ırly, Grammar and				
Sentence Constructi on and Tense	Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Develop their communicati on, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words	Use new vocabulary throughout the day. Articulate their ideas and thoughts in wellformed sentences. Connect one idea or action to another using a range of connectives. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.	To use simple sentence structures.	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.

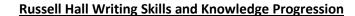


	Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.						
Use of Phrases and Clauses	Use longer sentences of four to six words. Articulate their ideas and thoughts in well-formed	To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.	To use co- ordination (or/and/but). To use some subordination (when, if, that, because).	To use a range of conjunctions , adverbs and prepositions to show time, place and cause.	To expand noun phrases with the addition of ambitious modifying adjectives and prepositional	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g.	To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause.





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		sentences.		To use		phrases, e.g.	later), place	To use the passive
		Connect one		expanded noun		the heroic	adverbials (e.g.	voice.
		idea or action		phrases to		soldier with an	nearby) and	_
		to another		describe and		unbreakable	number (e.g.	To use question
		using a range		specify (e.g. the		spirit.	secondly).	tags in informal
		of connectives.		blue butterfly).				writing.
		Express their				То	To use relative	
		ideas and				consistently	clauses	
						choose nouns	beginning with a	
		feelings about				or pronouns	relative pronoun	
		their				appropriately	with confidence	
		experiences				to aid	(who, which,	
		using full				cohesion and	where, when,	
		sentences,				avoid	whose, that and	
		including the				repetition, e.g.	omitted relative	
		use of past,				he, she, they,	pronouns), e.g.	
		present and				it.	Professor	
		future tenses					Scriffle, who was	
		and making				Fronted	a famous	
		use of				adverbials	inventor, had	
		conjunctions					made a new	
		with modelling					discovery.	
		and support					u	
		from the					Linking ideas	
		teacher.					across	
							paragraphs	
							using adverbials	
							of time, place	
							and number.	
							and namber.	
Punctuati		Full stop	To use capital letters for	To use the full	To use the	To use all of	To use commas	To use the full
on		Finger Spaces	names, places, the days	range of	full range of	the necessary	consistently to	range of
		Capital letter to	of the week and the	punctuation	punctuation	punctuation in	clarify meaning	punctuation taught
		start a sentence.	personal pronoun 'l'.	taught at key	from	direct speech,	or to avoid	at key stage 2
		Start a soritorios.	percental promount 1.	stage 1 mostly	previous	including a	ambiguity.	correctly, including
			To use finger spaces.	correctly	year groups.	comma after	arrioigaity.	consistent and
			To use full stops to end	including:	Jour groups.	the reporting	To use brackets.	accurate use of
			sentences.	morading.	То	clause and all	dashes or	semi- colons,
			Contonicos.	- capital letters,	punctuate	end	commas to	dashes, colons,
				full stops,	direct	punctuation	indicate	hyphens, and,
				question marks	speech	within the	parenthesis.	when necessary,
				question marks	speech	within the	pareninesis.	when necessary,





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	To begin to use question	and exclamation	accurately,	inverted		to use such
	marks and exclamation	marks;	including	commas.		punctuation
	marks.		the use of			precisely to
		- commas to	inverted	To		enhance meaning
		separate lists;	commas.	consistently		and avoid
		,		use		ambiguity.
		- apostrophes to	Embed	apostrophes		
		mark singular	apostrophes	for singular		
		possession and	to mark	and plural		
		contractions.	contracted	possession.		
		COMMACHONS.	forms in	possession.		
			spelling	Commas after		
				fronted		
			(embed			
			from Yr 2)	adverbials.		
1100 06	To manage and was the	T	T-	T	T	To accoming and
Use of	To recognise and use the	To recognise	To .	To recognise	To recognise	To recognise and
Terminolo	terms letter, capital letter,	and use the	recognise	and use the	and use the	use the terms
gy	word, singular, plural,	terms noun,	and use the	terms	terms modal	subject, object,
	sentence, punctuation,	noun phrase,	terms	determiner,	verb, relative	active, passive,
	full stop, question mark	statement,	preposition,	pronoun,	pronoun, relative	synonym,
	and exclamation mark.	question,	conjunction,	possessive	clause,	antonym, ellipsis,
		exclamation,	word family,	pronoun and	parenthesis,	hyphen, colon,
		command,	prefix,	adverbial.	bracket, dash,	semi-colon and
		compound,	clause,		cohesion and	bullet points.
		suffix, adjective,	subordinate		ambiguity.	·
		adverb, verb,	clause,		5 ,	
		present tense,	direct			
		past tense,	speech,			
		apostrophe and	consonant,			
		comma.	consonant			
		Comma.	letter,			
			vowel,			
			vowel,			
			and inverted			
			commas (or			
			speech			
			marks).			

^{*}These are detailed in the word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.