

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	<p>Pupils can name the letters of the alphabet: -name the letters in order. -use letter names to distinguish between alternative spellings of the same sound.</p> <p>Pupils can spell: -words containing the 40+ phonemes already taught. -year 1 common exception words. -days of the week. -apply simply spelling rules and guidance as listed in English Appendix 1. (NC)</p> <p>Pupils can add prefixes or suffixes: -use the spelling rule for adding -s or -es as the plural marker for nouns and third person singular marker for verbs. -use the prefix un- -use -ing, -ed, -er and -est suffixes where there is not change needed to the root</p>	<p>Pupils can 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, 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 simply spelling rules and guidance as</p>	<p>With scaffolding, pupils can: -use further prefixes and suffixes and understand how to add them. (English appendix 1 NC) -spell further homophones -spell words that are often misspelt. -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 it’s spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Pupils can: -use further prefixes and suffixes and understand how to add them. (English appendix 1 NC) -spell further homophones -spell words that are often misspelt. -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 it’s spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>With scaffolding, pupils can: -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 (NC) -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.</p>	<p>Pupils can: -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 (NC) -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.</p>

	<p>word. (eg helping, helped, helper etc)</p> <p>Write from memory simple sentences dictated by the teacher that includes words using the GPCs and common exception words taught so far.</p>	<p>listed in English Appendix 1. (NC)</p> <p>Write from memory simple sentences dictated by the teacher that includes words using the GPCs and common exception words taught so far.</p>				
<p>Handwriting</p>	<p>Pupils can: -sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place. -form capital letters -form digits 0-9 -understand which letters belong to which handwriting ‘families’ (i.e. letters that formed in similar ways) and to practise these.</p> <p>pre-cursive handwriting is taught from Jan and joined handwriting is taught</p>	<p>Pupils can: -form lower-case letters of the correct size, relative to one another. -start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, the adjacent 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. -use spacing between words that reflects the size of the letters.</p>	<p>With scaffolding, pupils can: -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. -increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are sufficiently spaced out so that the ascenders and descenders of letters do not touch.]</p>	<p>Pupils can: -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. -increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are sufficiently spaced out so that the ascenders and descenders of letters do not touch.]</p>	<p>With scaffolding, pupils can write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use given choices and deciding whether or not to join letters. -choosing the writing implement that is best suited for a task.</p>	<p>Pupils can write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use given choices and deciding whether or not to join letters. -choosing the writing implement that is best suited for a task.</p>

	<p><i>from Easter, if children are deemed ready.</i></p>					
<p>Composition</p>	<p>Pupils can write sentences by: -saying out loud what they are going to write about. -composing a sentence orally before writing it. -sequencing sentences to form a short narrative. -re-reading what they have written to check 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.</p>	<p>Pupils can: <i>developing positive attitudes towards and stamina for writing by:</i> -writing narratives about personal experiences and those of others (real and fictional). -writing about real events. -writing about poetry. -writing for different purposes.</p> <p>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.</p> <p>make simple additions, revisions</p>	<p>With scaffolding, pupils can: <i>plan their writing by:</i> -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.</p> <p>draft and write by: -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. -organise paragraphs around a theme in narratives, creating settings, characters and plot. In non-narrative, simple organisation devices will be used, (eg. Sub-headings)</p>	<p>Pupils can: <i>plan their writing by:</i> -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.</p> <p>draft and write by: -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. -organise paragraphs around a theme in narratives, creating settings, characters and plot. In non-narrative, simple organisation devices will be used, (eg. Sub-headings)</p>	<p>With scaffolding, pupils can: <i>plan their writing by:</i> -identifying the audience for and purpose of the writing. Selecting the appropriate form and using similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>draft and write by: -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings,</p>	<p>Pupils can: <i>plan their writing by:</i> -identifying the audience for and purpose of the writing. Selecting the appropriate form and using similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>draft and write by: -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and</p>

		<p>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 consistently, including verbs in the continuous form and proof-reading to check for errors in spelling, punctuation and grammar.</p> <p>They can also read aloud with they have written with appropriate intonation to make clear.</p>	<p>evaluate and edit by: -assessing the effectiveness of their own and others' writing and suggesting improvements or changes to grammar and vocabulary to improve the consistency, including the accurate use of pronouns in sentences. -proof read for spellings and punctuations errors.</p> <p>They can also read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>evaluate and edit by: -assessing the effectiveness of their own and others' writing and suggesting improvements or changes to grammar and vocabulary to improve the consistency, including the accurate use of pronouns in sentences. -proof read for spellings and punctuations errors</p> <p>They can also read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>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 ang guide the reader. [for example, headings, bullet points, underlining.]</p> <p>evaluate and edit by: -assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance 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</p>	<p>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 ang guide the reader. [for example, headings, bullet points, underlining.]</p> <p>evaluate and edit by: -assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance 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</p>
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					<p>plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>They can also read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>between the language of speech and writing and choosing the appropriate register.</p> <p>They can also read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<p>Vocabulary, Grammar and Punctuation.</p>	<p>Pupils can develop their understanding of the concepts set out in the in English Appendix 2 (NC) by:</p> <ul style="list-style-type: none"> -leaving spaces between words. -joining words and 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 the names of people, places, days of 	<p>Pupils can develop their understanding of the concepts set out in the in English Appendix 2 (NC) by learning how to use:</p> <ul style="list-style-type: none"> - both familiar and new punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). - sentences with different forms; 	<p>With scaffolding, pupils can be taught to develop their understanding of the concepts set out in the in English Appendix 2 (NC) by:</p> <ul style="list-style-type: none"> - 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 	<p>Pupils can develop their understanding of the concepts set out in the in English Appendix 2 (NC) by:</p> <ul style="list-style-type: none"> - 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 pronouns 	<p>With scaffolding, pupils can be taught to develop their understanding of the concepts set out in the in English Appendix 2 (NC) by:</p> <ul style="list-style-type: none"> -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 	<p>Pupils can develop their understanding of the concepts set out in the in English Appendix 2 (NC) by:</p> <ul style="list-style-type: none"> -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

	<p>the week and the personal pronoun ‘I’</p> <p>-Learning the grammar for year 1 in English Appendix 2 (NC) use the grammatical terminology in English Appendix 2 when discussing their writing.</p>	<p>statement, question, command and exclamation.</p> <p>- expanded noun phrases to describe and specify [e.g. the blue butterfly]</p> <p>-the present and past tenses correctly and consistently including the progressive form.</p> <p>-subordination (using when, if, that, or, because) and coordination (using or, and or but).</p> <p>- Learning the grammar for year 2 in English Appendix 2 (NC) and some features of written Standard English.</p> <p>-Using and understanding the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>-choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>-using conjunctions, adverbs and prepositions to express time and cause</p> <p>-using fronted adverbials</p> <p>- Learning the grammar for years 3 and 4 in English Appendix 2</p> <p>-With scaffolding, pupils can indicate grammatical and other features by:</p> <p>-using commas after fronted adverbials</p> <p>-indicating possession by using the possessive apostrophe with plural nouns</p> <p>-using and punctuating direct speech</p> <p>-With scaffolding, pupils can use and understand the</p>	<p>appropriately for clarity and cohesion and to avoid repetition</p> <p>-using conjunctions, adverbs and prepositions to express time and cause</p> <p>-using fronted adverbials</p> <p>- Learning the grammar for years 3 and 4 in English Appendix 2</p> <p>-Pupils can indicate grammatical and other features by:</p> <p>-using commas after fronted adverbials</p> <p>-indicating possession by using the possessive apostrophe with plural nouns</p> <p>-using and punctuating direct speech</p> <p>-Pupils can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately</p>	<p>-using the perfect form of verbs to mark relationships of time and cause</p> <p>-using expanded noun phrases to convey complicated information concisely</p> <p>-using modal verbs or adverbs to indicate degrees of possibility</p> <p>-using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>-Learning the grammar for years 5 and 6 in English Appendix 2</p> <p>-With scaffolding, pupils can indicate grammatical and other features by:</p> <p>-using commas to clarify meaning or avoid ambiguity in writing</p> <p>-using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis</p>	<p>relationships of time and cause</p> <p>-using expanded noun phrases to convey complicated information concisely</p> <p>-using modal verbs or adverbs to indicate degrees of possibility</p> <p>-using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>-Learning the grammar for years 5 and 6 in English Appendix 2</p> <p>-Pupils can indicate grammatical and other features by:</p> <p>-using commas to clarify meaning or avoid ambiguity in writing</p> <p>-using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis</p> <p>-using semi-colons, colons or dashes to mark boundaries</p>
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			<p><i>grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</i></p>	<p><i>when discussing their writing and reading.</i></p>	<p>-using semi-colons, colons or dashes to mark boundaries between independent clauses -using a colon to introduce a list -punctuating bullet-points consistently</p> <p><i>-With scaffolding, pupils can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</i></p>	<p>between independent clauses -using a colon to introduce a list -punctuating bullet-points consistently</p> <p><i>-Pupils can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</i></p>
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