	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar and Punctuation	- To compose simple sentences for writing - To begin to use spaces between words - To have an awareness of full stops	- To use simple sentence structures - To use the joining word (conjunction) 'and' to link ideas and sentences - To begin to form simple compound sentences - To use capital letters for names, places, the days of the week and the personal pronoun 'I' - To use finger spaces - To use full stops to end sentences - To begin to use question marks and exclamation marks	- 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 using coordination (or/and/but) - To use some subordination (when/if/ that/because) - To use expanded noun phrases to describe and specify - To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions	- 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 use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although - To use a range of conjunctions, adverbs and prepositions to show time, place and cause - To use the full range of punctuation from previous year groups - To punctuate direct speech accurately, including the use of inverted commas	- 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' - To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences - To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit - To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it - To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. - To consistently use apostrophes for singular and plural possession	- 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 use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly) - To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns) - To use commas consistently to clarify meaning or to avoid ambiguity - To use brackets, dashes or commas to indicate parenthesis	- 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 - To use the subjunctive form in formal writing - To use the perfect form of verbs to mark relationships of time and cause - To use the passive voice. - To use question tags in informal writing - To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity
Use of terminology	- To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture	- To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark	- To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma	- To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks)	- To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial	- To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity	- To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points
Spelling		- To write, from memory, simple sentences dictated by the teacher that include words from the Y1 common exception words - To know the alphabet in order and begin to use a dictionary	- To write, from memory, simple sentences dictated by the teacher that include words from the Y1 and Y2 common exception words - To use the first one or two letters of a word to check its spelling in a dictionary	- To write, from memory, simple sentences dictated by the teacher that include words from the Y3 and Y4 common exception rules - To use the first two or three letters of a word to check its spelling in a dictionary	- To write, from memory, simple sentences dictated by the teacher that include words from the Y3 and Y4 common exception rules - To use spelling knowledge to use a dictionary more efficiently	- To write, from memory, simple sentences dictated by the teacher that include words from the Y5 and Y6 common exception rules - To use the first three or four letters of a word to check meaning, spelling or both of these in a dictionary	- To write, from memory, simple sentences dictated by the teacher that include words from the Y5 and Y6 common exception rules - To use dictionaries and thesauruses to check the meaning of words and confidently find synonyms and antonyms
	- To use their phonic knowledge to write words in ways that match their spoken sounds	- Learn to spell words containing each of the 40+ phonemes already taught - Spell common exception words - Spell the days of the week	- Learn 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 - Learn to spell common exception words - Learn to spell more words with	- Adding suffixes beginning with vowel letters to words of more than one syllable (doubling final consonant) - Adding suffixes beginning with vowel letters to words of more than one syllable (last syllable unstressed) - The /ɪ/ sound spelt y elsewhere than at the end of words (e.g. mystery, gym) - The /ʌ/ sound spelt ou	- Adding suffixes beginning with vowel letters to words of more than one syllable (doubling final consonant) - Adding suffixes beginning with vowel letters to words of more than one syllable (last syllable unstressed) - To correctly spell most words with the prefixes -il, -im, -ir, -sub, -inter, -anti and -auto - To correctly spell most words with the suffixes -ation, -ally	- Endings that sound like /ʃəs/ spelt -cious, /ʃəs/ spelt -tious, /ʃəl/ spelt -cial and /ʃəl/ spelt -tial - Words ending in -ant, -ance, -ant, -ance, -ent, -ence, -able or -ably and -ible or -ibly - Adding suffixes beginning with vowel letters to words ending in -fer - Use of the hyphen with prefix -co and -re - Words with the /i:/ sound spelt	- Endings that sound like /ʃəs/ spelt -cious, /ʃəs/ spelt -tious, /ʃəl/ spelt -cial, and /ʃəl/ spelt -tial - Words ending in -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ably (used if there is a related -ation ending), -able after -ce or -ge, -able and -ably and -ible - Words with the /i:/ sound spelt ei after c and ei though not after c - Words containing the letter-string ough

			contracted forms - To learn the possessive apostrophe (singular) - Distinguishing between homophones and near-homophones - Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	- To correctly spell most words with the prefixes -un, -dis, -mis, -in, -re, -super - Adding the suffix -ly to words ending in -y and -le - Words with endings sounding like /ʒə/ spelt -sure, /tʃ ə/ spelt -ture and /tʃ ə/ spelt (t)ch with -er ending - Word families based on common words, showing how words are related in form and meaning (root words) - Endings which sound like /ʒən/ spelt as -sion, /ʃən/ spelt -tion with root words ending in t and /ʃən/ spelt -tion with root words ending in te - The suffix -ous - The suffix -ous with no obvious root word - Words with /k/ sound spelt ch, /ʃ/ sound spelt ch, /s/ sound spelt sc, /eɪ/ sound spelt ey and /eɪ/ sound spelt ei or eigh - Homophones and near-homophones	added to words ending in -ic, -ous when -our is changed to -or, -ous when e is kept after g, -ous after /i:/ sound spelt i and -ous after /i:/ sound spelt e - Endings that sound like /ʃən/ spelt -tion, /ʃən/ spelt -ssion, /ʃən/ spelt -ssion if the root word ends in -mit, /ʃən/ spelt -sion if the root word ends in se, /ʃən/ spelt -sion if the root word ends in d and /ʃən/ spelt -cian if the root word ends in c or cs - Words with /eɪ/ sound spelt ei or eigh, /eɪ/ sound spelt ey, /s/ sound spelt sc, /k/ sound spelt ch and /ʃ/ sound spelt ch - Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que - Homophones and near-homophones	ie, /i:/ sound spelt ei after c, exceptions to the i before e except after c rule and exceptions to the /i:/ sound spelt ei after c - Words containing the letter-string ough - Words with "silent" letters: silent k, silent w, silent b, silent t, silent h and silent s - Homophones and near-homophones	- Words with "silent" letters: silent b, silent n, silent g and silent c - Homophones and near-homophones
	To write some irregular common words (Letters and Sounds - Phase 2 & 3 'tricky words'	To spell most of the Y1 and Y2 common exception words correctly	To spell all of the Y1 and Y2 common exception words correctly	To spell most of the Y3 and Y4 common exception words correctly	To spell all of the Y3 and Y4 common exception words correctly	To spell most of the Y5 and Y6 common exception words correctly	To spell all of the Y5 and Y6 common exception words correctly
Handwriting	- Shows preference for a dominant hand - Begins to use anti-clockwise movements and retrace vertical lines - Begins to form recogniseable letters - Use a pencil and holds it effectively - Begin to form letters correctly	- To write lowercase and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency - To sit correctly at a table, holding a pencil comfortably and correctly - To form digits 0-9 - To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	- To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - To form lower case letters of the correct size, relative to one another - To use spacing between words that reflects the size of the letters - To begin to use the diagonal and horizontal strokes needed to join letters	- To use a neat, joined handwriting style with increasing accuracy and speed - To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined	- To increase the legibility, consistency and quality of their handwriting (e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch) - To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency	- To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say - To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version - To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way	To write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task - To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form)
Planning, writing and editing	- With support, compose a sentence for writing - To write simple sentences that can be read by themselves and others	- 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 read their writing aloud clearly enough to be heard by their peers and the teacher - To use adjectives to describe.	- 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 and/or key words and new vocabulary - To encapsulate what they want to say, sentence by sentence - To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils - To reread to check that their writing makes sense and that the	- 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) and to make improvements - To begin to organise their writing into paragraphs around a theme - To compose and rehearse sentences orally (including dialogue)	- To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader - To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion	- 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 settings in what pupils have read, listened to or seen performed. - To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. - To consistently link ideas across paragraphs. - To proofread their work to	- 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 build cohesion within and across paragraphs - To habitually proofread for spelling and punctuation errors - To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - To recognise how words are

			correct tense is used throughout - To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly)			assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing
Awareness of audience/ purpose and structure	- Building confidence to speak in sentences - To learn the names of things and beginning to describe them - Beginning to understand what the terms letter, word and sentence mean	- To use a number of 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.	- To write for 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	- To demonstrate an increasing understanding 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 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	- To write a 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 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 write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices) - To consistently 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 - 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 write effectively 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 - 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)