

Skill	By the end of Year 1	By the end of Year 2
Spelling	<p>Spelling Patterns</p> <p>/f/, /l/, /z/, /k/ spelt ff, ll, ss, zz and ck</p> <p>/n/ in words spelt nk e.g. bank</p> <p>To divide words into syllables</p> <p>To spell the /tch/ sound e.g. catch</p> <p>To spell the /v/ sound at the end of word e.g. give</p> <p>-To use phonetically plausible spellings for unknown words</p> <p>-To use the ‘ing’, ‘ed’, ‘er’ and ‘est’ suffixes where no change is needed to the root word</p> <p>-To use ‘es’ and ‘s’ for plurals</p> <p>-To use the prefix ‘un-’</p> <p>-To spell common exception words (according to their stage in Read, Write Inc.)</p> <p>-To spell the days of the week</p>	<p>Spelling Patterns</p> <p>/dge/ at the end of a word after a short vowel sound e.g. edge</p> <p>/ge/ at the end of a word for all other sounds e.g. huge</p> <p>/g/ in all other places in a word e.g. giraffe</p> <p>/s/ sound spelt as c before e, I and y e.g. race</p> <p>/n/ sounds spelt as kn and gn e.g. gnat and knew</p> <p>/l/ spelt le at the end of words e.g. table</p> <p>/l/ spelt as el at the end of words (used after m, n, r, s, v, w) e.g. tunnel</p> <p>Words ending in /il/ e.g. nostril</p> <p>/ai/ sound spelt as y e.g. cry</p> <p>Adding ‘es’, to words that end in y e.g. fly to flies</p> <p>Adding ‘ed’, ‘er’, ‘est’ and ‘ing’ to root words that end in y</p> <p>Adding the ending ‘ing’, ‘ed’, ‘er’, ‘est’ and ‘y’ to words of one syllable</p> <p>The /or/ sound as ‘a’ e.g. ball</p> <p>The /o/ sound in mother</p> <p>The /ee/ sound spelt ‘ey’</p> <p>The /o/ sound after ‘w’ and ‘qu’ e.g. squash and want</p> <p>The /z/ sound spelt ‘s’</p> <p>To spell words ending in ‘tion’</p> <p>-To use segmenting to write words that are phonetically plausible and to spell many of these correctly</p> <p>-To learn alternatives for known phonemes</p> <p>-To learn some, common homophones</p> <p>-To spell common exception words accurately</p> <p>-To spell some words with contractions</p> <p>-To use a possessive apostrophe (singular) e.g. The girl’s book.</p> <p>To use the suffixes ‘ment’, ‘ness’, ‘ful’, ‘less’ and ‘ly’.</p> <p>-To write simple, dictated sentences from memory</p>
Handwriting	<p>-To sit correctly at a table, holding a pencil with the correct grip</p> <p>-To begin to form lower case letters correctly, staring and finishing in the right place</p> <p>-To form capital letters and form digits 0 – 9</p> <p>-To understand some letters have ‘families’ and are formed in similar ways</p>	<p>-To form lower case letters of the correct size relative to one another</p> <p>-To start using some diagonal and horizontal strokes needed to join</p> <p>-To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>-To use spaces between words</p>
Grammar	<p>-To join words and clauses using the conjunction ‘and’</p> <p>- To begin to use adjectives to describe</p>	<p>-To use statements</p> <p>-To use commands</p> <p>-To use exclamations e.g. What a beautiful day it is! How big your teeth are, Grandma!</p> <p>-To use questions</p> <p>-To use expanded noun phrases to describe (one adjective with a noun)</p> <p>-To use the past and present tense correctly and consistently including the progressive form (ing) e.g. He was jumping.</p> <p>-To use subordinating conjunctions (when, if, that, because)</p> <p>-To use co-ordinating conjunctions (or, and, but)</p> <p>-To use the prefix ‘un’ to change the meanin of verbs and adjectives</p>
Punctuation	<p>-To leave spaces between words</p> <p>-To begin to use full stops</p> <p>-To begin to use capital letters</p> <p>-To begin to use question marks</p> <p>-To begin to use exclamation marks</p> <p>-To use capital letters for proper nouns and for ‘I’</p>	<p>-To use full stops accurately</p> <p>-To use capital letters (including for proper nouns) accurately</p> <p>-To use exclamation marks accurately</p> <p>-To use question marks accurately</p> <p>-To use commas for a list</p> <p>-To use apostrophes for the contracted form</p> <p>-To use apostrophes for singular possession e.g. The girl’s bag.</p>

Composition, purpose and Impact	-To say aloud what will be written about -To compose a sentence orally before writing -To sequence sentences from short narratives -To re-read what has been written to check it makes sense -To discuss what has been written with adults and peers	-To plan or say out loud what will be written about -To record ideas and key words including new vocabulary -To explain what will be written about, sentence by sentence -To read what has been written with intonation
Vocabulary	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, verb, adverb, past, present, tense, apostrophe, commas

Skill	By the end of Year 3	By the end of Year 4
Spelling	Spelling Patterns <i>/I/ spelt y in the middle of words e.g. pyramid</i> <i>/u/ spelt ou e.g. young</i> <i>/sure/ and /ture/ endings e.g. treasure and furniture</i> <i>/sion/ ending e.g. invasion</i> <i>/tion/, /sion/, /ssion/ and /cian/ endings</i> -To add suffixes beginning with vowels to words with more than one syllable e.g. forgot → forgetting (double the consonant and add the suffix) -To add the prefix -in (to mean not e.g. inactive) and the prefixes -un, -mis and -dis	Spelling Patterns <i>/k/ sound spelt ch e.g. echo</i> <i>/sh/ shound spelt ch e.g. chef</i> <i>/g/ sound spelt que e.g. tongue</i> <i>/k/ sound spelt que e.g. unique</i> <i>/s/ sound spelt sc</i> <i>/ay/ sound spelt ei, eigh or ey e.g. vein, eight</i> -to add the suffix -ation -To add the suffix -ly (including to words that end in y and ly) -To add the -ous suffix e.g. poisonous -To understand homophones and near homophones
Handwriting	-To begin to use the diagonal and horizontal strokes needed to join letters -To begin to increase legibility, consistency and the quality of their handwriting	-To use the diagonal and horizontal strokes needed to join letters -To increase legibility, consistency and the quality of their handwriting
Grammar	-To form nouns using prefixes (e.g. super-, anti-, auto-) -To use the determiner ‘a’ before words that start with a consonant and ‘an’ before words that start with a vowel -To use subordinating conjunctions between a main and subordinate clause (when, before, after, while, so, because) -To use a range of co-ordinating conjunctions (FANBOYS) -To use adverbs of time, place and cause (then, next, soon after etc) -To use preposition to express time, place and cause -To introduce paragraphs as a way to group ideas -To use headings and subheads -To use the past perfect form of verbs instead of the simple past (He has... rather than He went...) -To use multiple adjectives to create detailed, purposeful expanded noun phrases -To begin to use adverbs to describe an action	-To understand the difference between plural and possessive -s endings -To use standard English e.g. We were instead of We was -To use fronted adverbials with the associated comma -To use subordinating conjunctions and understand these can go at the beginning of a sentence or in the middle of a sentence -To use expanded noun phrase including for example a preposition e.g. The strict maths teacher with curly hair... -To use paragraphs to organise ideas around a theme (TiPToP – Time, Person, Topic, Place) -To use pronouns and nouns to aid cohesion and avoid repetition - To use a range of adjectives to describe nouns - To use a range of adverbs to describe verbs - To use similes and onomatopoeia to support and develop description
Punctuation	-To use inverted commas to punctuate direct speech	-To use a full range of punctuation for direct speech e.g. inverted commas, a comma after the reporting clause, correct use of capital letters -To use apostrophes for singular and plural possession e.g. The girls’ and The girl’s -To use commas after fronted adverbials
Composition, purpose and Impact	-To begin to plan their writing through unpicking and understanding a model text (focusing on structure, vocabulary and grammar) -To begin to discuss and record ideas to plan for writing -To rehearse sentences orally (including dialogue) -To begin to organise linked ideas into paragraphs -To create characters, settings and plots in narratives -To use simple organisational devices in non-narrative texts e.g. headings and subheadings -To being to suggest improvements to their own an others’ writing -To begin to propose changes to grammar and vocabulary including the accurate use of pronouns -To begin to proof read for spelling and punctuation errors -To read writing aloud using appropriate tone, volume and intonation	-To begin to plan their writing through unpicking and understanding a model text (focusing on structure, vocabulary and grammar) -To discuss and record ideas to plan for writing -To rehearse sentences orally (including dialogue) -To organise paragraphs around a theme (TiPToP – Time, Person, Topic, Place) -To create characters, settings and plots in narratives -To use organisational devices in non-narrative texts e.g. headings and subheadings -To suggest improvements to their own and others’ writing -To propose changes to grammar and vocabulary including the accurate use of pronouns -To proof read for spelling and punctuation errors -To read writing aloud using appropriate tone, volume and intonation

Skill	By the end of Year 5	By the end of Year 6
Spelling	<p>Spelling Patterns</p> <p>/cious/ and /sious/ endings e.g. vicious/nutritious</p> <p>/cial/ and /tial/ endings after a consonsant letter e.g. official</p> <p>/ant/ and /ent/ with /ence/ /ency/ /ance/ and ancy endings e.g. hesitant, hesitant, hesitancy</p> <p>-To add suffixes with vowel letters to words ending in -fer (referring, reference, referee)</p> <p>-To use hyphens to join a prefix to a root word (re-enter, co-own)</p> <p>-To use i before e but not after c (deceive, ceiling)</p>	<p>Spelling Patterns</p> <p>/able/ /ably/ and /ible/ /ibly/ endings e.g. adorable/adorably</p> <p>-To use the ough letter string (though, plough)</p> <p>-To spell words with silent letters (doubt, lamb, knight)</p> <p>-To spell homophones and near homophones in context</p>
Handwriting	<p>-To write legibly and fluently and with increasing speed</p> <p>-To choose the most suitable writing implement for a task</p> <p>-To choose whether or not to join specific letters</p>	<p>-To continue to write legibly and fluently and with increasing speed</p> <p>-To continue to choose the most suitable writing implement for a task</p> <p>-To continue to choose whether or not to join specific letters</p>
Grammar	<p>-To convert nouns or adjectives into verbs using suffixes (e.g.-ate, -ise, -ify)</p> <p>-To use prefixes for verbs (e.g. dis-, de-, mis-, over- and re-)</p> <p>-To begin to use synonyms and antonyms</p> <p>-To use relative clauses beginning with the relative pronouns who, which, that, where, when, whose or an omitted relative pronoun</p> <p>-To use adverbs (perhaps, surely) or modal verbs (might, could, should, would, will, perhaps etc) for degrees of possibility</p> <p>-To build cohesion within paragraphs</p> <p>-To link ideas across paragraphs using adverbials of time, place, number or tense</p> <p>- To being to use similes, metaphors, personification, onomatopoeia and hyperbole to develop figurative descriptions</p> <p>- To begin to use show not tell to develop an understanding of a character</p> <p>- To begin to select adjectives and adverbs in a considered manner to aid description and the reader’s visualisation</p>	<p>-To use and maintain levels of formality appropriately in writing</p> <p>-To use synonyms and antonyms and understand how words are related through meaning</p> <p>-To use the passive voice and active voice (e.g. The window in the greenhouse was broken by me rather/I broke the window in the green house)</p> <p>-To use the subjunctive form in formal writing e.g. If I were... Were they to...</p> <p>-To link ideas across paragraphs using a range of cohesive devices (e.g. repetition, adverbials, ellipsis)</p> <p>-To use an appropriate layout and the devices associated with a given text type</p> <p>- To use similes, metaphors, personification, onomatopoeia and hyperbole to develop figurative descriptions</p> <p>-To use show not tell to develop an understanding of a character</p> <p>- To select adjectives and adverbs in a considered manner to aid description and the reader’s visulaisation</p>
Punctuation	<p>-To use brackets, dashes or commas for parenthesis</p> <p>-To use commas to clarify meaning or avoid ambiguity</p>	<p>-To use a semi-colon, colon and dash between main clauses</p> <p>-To use a colon to introduce a list</p> <p>-To use a semi-colon between items in a list (where the list already contains commas)</p> <p>-To punctuate bullet points to list information (having a consistent approach)</p> <p>-To use hyphens to avoid ambiguity</p>
Composition, purpose and Impact	<p>-To discuss and begin to select an appropriate form for writing using a model for support</p> <p>-To begin to develop initial ideas independently and as part of a group</p> <p>-To discuss how characters and settings have been developed in reading, listening and performances</p> <p>-To begin to make language have a specific impact or enhance meaning</p> <p>-To integrate dialogue to describe settings, characters and atmosphere and advance the action</p> <p>-To begin to precis longer pieces of writing</p> <p>-To begin to use a range of devices to build cohesion within and across paragraphs</p> <p>-To begin to use a range of organisational skills e.g. bullet points (with the grammatical rules), headings, underlining etc</p> <p>-To begin to evaluate the effectiveness of others’ writing discussing likes and dislikes and the impact they have had on the reader</p> <p>-To begin to make changes to the grammar and punctuation</p> <p>-To ensure tense is accurate throughout a piece of writing</p> <p>-To ensure there is correct subject verb agreement throughout a piece of writing including singular and plurals</p> <p>-To proof read for errors</p>	<p>-To discuss and begin to select an appropriate form for writing using a model for support</p> <p>-To develop initial ideas independently and as part of a group</p> <p>-To discuss how characters and settings have been developed in reading, listening and performances</p> <p>-To make language to have a specific impact or enhance meaning</p> <p>-To integrate dialogue to describe settings, characters and atmosphere and advance the action</p> <p>-To precis longer pieces of writing</p> <p>-To use a range of devices to build cohesion within and across paragraphs</p> <p>-To use a range of organisational skills e.g. bullet points (with the grammatical rules), headings, underlining etc</p> <p>-To evaluate the effectiveness of others’ writing discussing likes and dislikes and the impact they have had on the reader</p> <p>-To make changes to the grammar and punctuation</p> <p>-To ensure tense is accurate throughout a piece of writing</p> <p>-To ensure there is correct subject verb agreement throughout a piece of writing including singular and plurals</p> <p>-To proof read for errors</p>