

Spelling	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Schemes -RWI: EYFS- Year 2</p> <p>-Rising stars spelling scheme: Year 2-6</p> <p>Threshold concept: Spelling</p>	<p>*To hear and say the initial sounds in words</p> <p>*To link sounds to letters, naming and sounding the letters of the alphabet</p> <p>*Use some clearly identifiable letters to communicate meaning</p> <p>*Representing some sounds correctly and in sequence</p> <p>*Be able to segment and make a phonetically plausible attempt at spelling cvc words.</p> <p>*Be able to spell the red words (RWI)</p>	<p>*Spell words containing the 40+ phonemes already taught</p> <p>*Spell common red words (RWI) *the days of the week</p> <p>*Name the letters of the alphabet</p> <p>*Using letter names to distinguish between alternative spellings of the same sound</p> <p>*Add prefixes and suffixes Use the spelling rule for adding –s or-es as the plural marker for nouns</p> <p>*Use the 3rd person singular marker for verbs- He drinks/She eats</p> <p>*Use the prefix un</p>	<p>*Spell by segmenting spoken words into phonemes and representing these by graphemes (Spelling many correctly)</p> <p>*Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some more words with each spelling, including a few common homophones</p> <p>*Learn to spell more red words (RWI)</p> <p>*Learn to spell more words with contracted forms</p> <p>*Learn the possessive apostrophe (singular for example, the girl's book)</p>	<p>In most writing: *Spell words as accurately as possible using phonics.</p> <p>* Use of a dictionary to check for unknown or new spellings by using the first two or three letters.</p> <p>* Formation of nouns using a range of prefixes.</p> <p>*To spell words using a range of prefixes and suffixes</p> <p>Spell words with the u phoneme as the grapheme ou,</p> <p>*Apply the i phoneme in the middle of words as represented by the grapheme y,</p> <p>* Spell words with additional prefixes and suffixes and understand how to add them to root words.</p>	<p>Across a range of writing: *Use of a dictionary and thesaurus to spell increasingly complex words of to make choices of words.</p> <p>* Consolidates spelling words with prefixes and suffixes. -Prefixes-re, sub, inter, super, anti and auto. - Suffixes-ous</p> <p>* Spells words with the g phoneme spelt as gue, such as league and tongue.</p> <p>*Spells words with the s phoneme as sc, such as scene and discipline</p> <p>*Spells words with ei, eigh or ey,</p> <p>*Spells plural words with a possessive apostrophe, such as girls', boys',</p>	<p>Across a range of writing: * Nouns or adjectives are converted into verbs using suffixes ate, ise or ify.</p> <p>*Independent choices about when it is best to use a thesaurus or dictionary as an aid to check a spelling or meaning, using the first three or four letters of a word.</p> <p>*Spells words with the endings - able, ible and ibly</p> <p>Spells words containing the letter string ough,</p> <p>*Spells words with silent letters,</p> <p>*Continue to distinguish between homophones and other words which are often confused</p>	<p>Fluency across a range of text types:</p> <p>*Revision of work done throughout KS2</p> <p>*Applies a range of taught spelling strategies independently when spelling words.</p> <p>* Independently uses dictionaries to check the spelling and meaning of words.</p> <p>*Spells words with the endings -cious and tious -cial and tial -ance and ancy -ent -ence and ency</p> <p>*Adds suffixes beginning with vowel letters to words ending in fer, such as referring, referral or transferring.</p>

		<p>*Use –ing, -ed, er and –est where no change is needed for spelling the root word (For example, helping, helped, helper, eating, quicker, quickest)</p> <p>*Apply simple spelling rules and guidance (see English Appendix 1)</p> <p>*Write from memory simple sentences dictated by the teacher that include words using the GPCs and red words taught so far. (RWI-Hold a sentence)</p>	<p>*Explain the difference between homophones and near homophones</p> <p>*Add suffixes to spell longer words# -ment, --ness, --ful, -less, -ly *apply spelling rules and guidance (see English Appendix 1)</p> <p>*Write from memory simple sentences dictated by the teacher</p> <p>(RWI-Hold a sentence)</p>	<p>*Spell further homophones</p> <p>*Spell words from the y3&4 statutory word list</p>	<p>*Spell further homophones</p> <p>*Spell words from the y3&4 statutory word list</p>	<p>*Spell words from the y5&6 statutory word list</p>	<p>*Spells words with i phoneme represented as ei after c</p> <p><input type="checkbox"/> Spells words with silent letters,</p> <p>* Makes the correct spelling choice between homophones continue to distinguish between homophones and other words which are often confused</p> <p>*Spell most of words from the y5&6 statutory word list</p>
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Handwriting	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Schemes -RWI: EYFS- Year 1 summer term or once on yellow stage of RWI scheme</p> <p>-Letterjoin: Year 2-6</p> <p>Threshold concept: Handwriting</p>	<p>*Practise movements to enhance gross motor skills such as air-writing, pattern, making, mark making using pencils, pens, paint, fingers, felt tips, crayons on a variety of materials (e.g. paper, whiteboards, sand, large paper)</p> <p>*Become familiar with letter shapes, formation and vocabulary (no lead in stroke)</p> <p>*Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib</p> <p>*Form recognisable letters, capitals and numerals using RWI handwriting terminology</p> <p>*Have an understanding of writing their own name</p>	<p>*begin to form lower-case letters in the correct direction, starting and finishing in the right place *to write on lines and show control over letter size.</p> <p>*form capital letters • form digits 0-9</p> <p>*understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)</p> <p>*start using some of the diagonal and horizontal strokes needed to join letters</p>	<p>*form lower-case letters of the correct size relative to one another</p> <p>*continue to use diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>*write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>*use spacing between words that reflects the size of the letters</p>	<p>Consolidate learning from Year 2</p> <p>*Improve quality of their handwriting by ensuring letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below</p> <p>*Improve consistency of letter formation and joins, including with harder letters</p> <p>*Write increasingly automatically and fluidly</p>	<p>Years 4-6 Through regular practice, pupils will develop their own personal style of handwriting and improve the quality, speed and stamina of cursive handwriting:</p> <p>*Quality: ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and correctly sized</p> <p>*Speed: complete dictation exercises to develop speedy handwriting and the ability to take notes and to allow quality of writing to take precedence over the task of handwriting</p> <p>*Stamina: develop the strength and mobility to be able to write for longer periods of time without fatigue through extended handwriting practice</p> <p>*Have full knowledge and ability of the different forms of handwriting for different purposes</p> <ul style="list-style-type: none"> • Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters • Printed or capital letters for posters, notices, headings and labelling • Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts such as + instead of 'and', can be used. <p>(Year 5&6 NC)</p> <p>* choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>*choosing the writing implement that is best suited for a task</p>		

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<p>Contexts for Writing</p> <p><i>Threshold concept: Communicate</i></p>	<p>*Writing narratives about personal experiences</p> <p>*Writing for different purposes</p>	<p>*Writing narratives about personal experiences and those of others (real and fictional)</p> <p>*Writing about real events</p> <p>*writing poetry</p> <p>*Writing for different purposes</p>	<p>*Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>*Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>*In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>
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<p>Planning Writing</p> <p><i>Threshold concept: Organising information and ideas</i></p>	<p>EYFS</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
	<p>*To begin to break the flow of speech into words</p>	<p>*Saying out loud what they are going to write about</p> <p>*Composing a sentence orally before writing it (WRI-Build a sentence)</p>	<p>*Planning or saying out loud what they are going to write about: (WRI-Build a sentence)</p> <p>*Writing narratives about personal experiences and those of others (real and fictional)</p> <p>*Writing about real events</p> <p>*Writing poetry</p> <p>*Writing for different purposes</p>	<p>*Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (WAGOLL)</p> <p>*Discussing and recording ideas</p> <p>*Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Lit&Lang: Build a sentence, Powerwords)</p>	<p>*Produce carefully thought out plans that match finished pieces by</p> <p>*Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (WAGOLL)</p> <p>*Discussing and recording ideas</p> <p>*Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Lit&Lang: Build a sentence, Powerwords)</p>	<p>*Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>*Planning takes account of the audience and purpose of the writing</p>	<p>*Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>*Planning uses paragraphs to structure the plot in narrative (e.g. suspense, flashbacks and quest) showing changes in time, place and events.</p> <p>*In non-fiction (e.g. biographies, newspapers, persuasions and arguments) paragraphs organise information logically</p>

Drafting Writing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Threshold concept:</i> Organising information and ideas</p> <p>Vary sentence structure</p>	<p>*They write simple sentences which can be read by themselves and others.</p> <p>*Some words are spelt correctly and others are phonetically plausible</p>	<p>*Sequencing sentences to form short narratives</p> <p>*Re-reading what they have written to check that it makes sense</p>	<p>*Writing down ideas and/or key words, including new Vocabulary</p> <p>*Encapsulating what they want to say, sentence by sentence</p>	<p>*Organising paragraphs around a theme -Consistent use of paragraphs in narrative and which link information together in non-fiction text types.</p> <p>*In narratives, creating settings, characters and plot which are developed though description</p> <p>*In non-narrative material, using simple organisational devices (headings & subheadings)</p>	<p>*Paragraphs organise ideas around a theme or open with topic sentences in recounts, reports and explanations.</p> <p>*Narratives (e.g. historical, imaginary worlds and dilemmas) are well paced, with a build-up and complication that lead to a defined ending.</p> <p>*Descriptions in narratives are made up of detail to help the reader gain a better understanding about the way the narrative is unfolding. Through character and setting.</p> <p>*Characters are created with interaction to reveal feelings.</p> <p>*A variety of sentences are used made up of phrases and different clause types</p>	<p>*Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>*In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>*Précising longer passages</p> <p>*Using a wide range of devices to build cohesion within and across paragraphs</p> <p>*Using further organisational and presentational devices to structure text and to guide the reader</p>	<p>*Main ideas in both fiction and non-fiction are sustained and developed logically.</p> <p>*Cohesion across paragraphs is clear using repetition of a word or phrase, adverbials (on the other hand, in contrast or as a consequence) or ellipsis</p> <p>*Controlled use of a wide range of organisational and presentational devices, such as headings, subheadings, columns, bullets and tables is evident.</p> <p>*Uses a wide range of sentence starters to create specific effects or developed noun phrases to add detail (e.g., conversations/dialogue , adverbs or adjectives)</p> <p>*Characters, dialogue and action advances narrative writing.</p> <p>*Multi clause sentences are controlled to manipulate clauses for specific effects.</p>

					In non-fiction texts the layout attempts to organise key elements through control of the specific features		*Some sentences start with conjunctions although, despite, as, since or whenever
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Editing Writing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>Threshold concept:</i> Revise and evaluate	*Discuss what they have written with the teacher or other pupils		*Evaluating their writing with the teacher and other pupils *Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form *Proofreading to check for errors in spelling, grammar and punctuation	*Assessing the effectiveness of their own and others' writing and suggesting improvements •*Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences *Proofread for spelling and punctuation errors		*Assessing the effectiveness of their own and others' writing *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 *Proofread for spelling and punctuation errors

Performing Writing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>Threshold concept:</i> Communicate	*Children express themselves effectively, showing awareness of listeners' needs. *They use past, present and future forms accurately when talking about events	*Read their writing aloud clearly enough to be heard by their peers and the teacher	Read aloud what they have written with appropriate intonation to make the meaning clear	*Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		

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<p>Vocabulary</p> <p><i>Threshold concept:</i> Communicate</p>	<p>* Leave spaces between words</p> <p>* Use joining words- and</p>	<p>*Leaving spaces between words</p> <p>**Joining words and joining clauses using "and"</p>	<p>*Use a thesaurus</p> <p>*Expanded noun phrases to describe and specify</p>	<p>*Use a thesaurus</p> <p>*Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>*Using conjunctions, adverbs and prepositions to express time and cause (and place)</p> <p>*Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>*Use a thesaurus</p> <p>*Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>*Using conjunctions, adverbs and prepositions to express time and cause (and place)</p> <p>*Confident use of adjectives and adverbs and an attempt to think of different ones to use in different Situations</p> <p>-Use of fronted adverbials for effect. (Majestically the swan glided onto the river)</p> <p>-Words are chosen carefully to describe events, characters and feelings.</p> <p>-Powerful verbs add impact.</p>	<p>*Use a thesaurus</p> <p>*Some expanded noun phrases may be used to add well thought out detail to writing and to convey complicated information concisely.</p> <p>*Adverbs (perhaps or surely) and modal verbs (might, should, will or must) are used to indicate degrees of possibility</p> <p>*Evidence of the use of stylistic devices such as similes, metaphors and personification to create effects.</p> <p>*Precise detail adds interest and engages the reader.</p> <p>*Adverbs and adverbials are used to make links within paragraphs.</p> <p>*Distinguishes between the formal and informal</p>	<p>*Use a thesaurus</p> <p>*Use expanded noun phrases to convey complicated information concisely and add well thought -out detail to writing.</p> <p>Both adjectives and adverbs provide detailed description and information.</p> <p>Figurative language is evident, e.g. The wind wrapped me like a cloak</p> <p>Adverbs (perhaps or surely) and modal verbs (might, should, will or must) are used to indicate degrees of possibility</p> <p>Personal comments, flash backs and hooks may be used to engage the reader.</p> <p>Proof reading and editing is embedded as a process to further</p>

					*Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	spoken and written language.	develop compositions.
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Grammar <i>Threshold concept: Organising information and ideas</i>	<p>Regular plural noun suffixes (-s, -es)</p> <p>*Verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>*un- prefix to change meaning of adjectives/adverbs</p> <p>*To combine words to make sentences, including using and</p> <p>*Sequencing sentences to form short narratives</p> <p>*Separation of words with spaces</p> <p>*Sentence demarcation (. ! ?)</p> <p>*Capital letters for names and pronoun 'I'</p>	<p>*Sentences with different forms: statement, question, exclamation, command</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>*Some features of written Standard English</p> <p>*Suffixes to form new words (-ful, -er, -ness)</p> <p>*Sentence demarcation</p> <p>*Commas in lists</p> <p>*Apostrophes for omission & singular possession</p>	<p>*Using the present perfect form of verbs in contrast to the past tense</p> <p>*Form nouns using prefixes (super-, anti-)</p> <p>*Use the correct form of 'a' or 'an'</p> <p>*Word families based on common words (solve, solution, dissolve, insoluble)</p>	<p>*Using fronted adverbials</p> <p>*Difference between plural and possessive -s</p> <p>*Standard English verb inflections (I did vs I done)</p> <p>*Extended noun phrases, including with prepositions</p> <p>*Appropriate choice of pronoun or noun to create cohesion</p>	<p>*Using the perfect form of verbs to mark relationships of time and cause</p> <p>*Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>*Converting nouns or adjectives into verbs</p> <p>*Verb prefixes</p> <p>*Devices to build cohesion, including adverbials of time, place and number</p>	<p>*Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>*Using passive verbs to affect the presentation of information in a sentence</p> <p>*Using the perfect form of verbs to mark relationships of time and cause</p> <p>*Differences in informal and formal language</p> <p>*Synonyms & Antonyms</p> <p>*Further cohesive devices such as grammatical connections and adverbials</p> <p>*Use of ellipsis</p>	<p>Regular plural noun suffixes (-s, -es)</p> <p>*Verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>*un- prefix to change meaning of adjectives/adverbs</p> <p>*To combine words to make sentences, including using and</p> <p>*Sequencing sentences to form short narratives</p> <p>*Separation of words with spaces</p> <p>*Sentence demarcation (. ! ?)</p> <p>*Capital letters for names and pronoun 'I'</p>

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<p>Punctuation</p> <p><i>Threshold concept:</i> Vary sentence structure</p>	<p>*Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark and understand how they are used</p> <p>*Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>*Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>*Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>*Learning how to use both familiar and new punctuation correctly, including -full stops, -capital letters, -exclamation marks, -question marks</p> <p>-commas for lists</p> <p>-apostrophes for contracted forms and the possessive (singular)</p>	<p>*Using and punctuating direct speech (i.e. Inverted commas)</p>	<p>*Using commas after fronted adverbials</p> <p>*Indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>*Using and punctuating direct speech (including punctuation within and surrounding inverted commas)</p>	<p>*Using commas to clarify meaning or avoid ambiguity in writing</p> <p>*Using brackets, dashes or commas to indicate parenthesis</p>	<p>*Using hyphens to avoid ambiguity</p> <p>*Using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>*Using a colon to introduce a list punctuating bullet points consistently</p>

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<p>Grammatical Terminology</p>	<p>letter, sounds, word, capital letter, full stop, question mark, exclamation mark</p>	<p>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix adverb tense (past, present) , apostrophe, comma</p>	<p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>