



### Year 1 - Statutory Content

#### Terminology

letter, capital letter  
word, singular, plural  
sentence  
punctuation, full stop, question mark, exclamation mark

#### Word

- Regular **plural noun suffixes** –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- How the **prefix** un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]

#### Sentence

How **words** can combine to make **sentences**  
Joining **words** and joining **clauses** using *and*

#### Text

Sequencing **sentences** to form short narratives

#### Punctuation

Separation of **words** with spaces  
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**  
Capital letters for names and for the personal **pronoun** *I*

Transcription - Spelling	Transcription - Handwriting
<ul style="list-style-type: none"> <li>● Spell:               <ul style="list-style-type: none"> <li>○ words containing each of the 40+ phonemes already taught</li> <li>○ common exception words</li> <li>○ the days of the week</li> </ul> </li> <li>● Name the letters of the alphabet:               <ul style="list-style-type: none"> <li>○ naming the letters of the alphabet in order</li> <li>○ using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>● Add prefixes and suffixes:               <ul style="list-style-type: none"> <li>○ using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>○ using the prefix un-</li> <li>○ using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> </li> <li>● Apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>● Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>● Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>● Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>● Form capital letters</li> <li>● Form digits 0-9</li> <li>● Understand which letters belong to which handwriting families (i.e., letters that are formed in similar ways) and practise these</li> </ul>

Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> <li>● Write sentences by:               <ul style="list-style-type: none"> <li>○ saying out loud what they are going to write about</li> <li>○ composing a sentence orally before writing it</li> <li>○ sequencing sentences to form short narratives</li> <li>○ re-reading what they have written to check that it makes sense</li> </ul> </li> <li>● Discuss what they have written with the teacher or other pupils</li> <li>● Read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Develop their understanding of the concepts set out in English Appendix 2 by:               <ul style="list-style-type: none"> <li>○ Leaving spaces between words</li> <li>○ Joining words and joining clauses using 'and'</li> <li>○ Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>○ Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>○ Learning the grammar for year 1 in English Appendix 2</li> </ul> </li> <li>● Use the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>



Working Towards	Expected	Greater Depth
<p>Physical Development - Holds pencil between thumb and two fingers, no longer using whole hand grasp</p> <p>Write sentences which can be read by themselves and others (without punctuation)</p> <p>Use capital letters for their name and the personal pronoun I</p> <p>Use their Phase 2-4 phonic knowledge to write words in ways which match their spoken sounds – some being spelt correctly and others being phonetically plausible</p> <p>Spell some Year 1 common exception words</p> <p>Spell some suffixes from the year 1 spelling patterns [see National Curriculum]</p> <p>Form many letters with the correct starting and finishing point – size may vary</p> <p>Begin to space words accurately</p>	<p>Write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)</p> <p>Use the co-ordinating conjunction and</p> <p>Use simple past verbs mostly accurately</p> <p>Use simple present verbs mostly accurately</p> <p>Use capital letters and full stops to demarcate some sentences accurately</p> <p>Use capital letters for proper nouns</p> <p>Use question marks and exclamation marks to demarcate some sentences</p> <p>Begin to use adjectives and verbs that begin with the prefix un-, spelling many correctly</p> <p>Use their Phase 2-5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible</p> <p>Add the suffixes –ing, -ed, -er and -est to spell many words correctly</p> <p>Add the regular plural noun suffixes -s or -es</p> <p>Spell most Year 1 common exception words taught</p> <p>Form many lower case and capital letters accurately</p> <p>Write with many letters accurate in shape and size, including capital letters and digits</p> <p>Use spacing between words</p> <p>Re-read writing to check that it makes sense</p> <p>Read aloud their writing to each other and the teacher</p>	<p>Always think of the reader as they write, making precise word choices</p> <p>Always know when to use the joining word and in a sentence, using it appropriately and sparingly</p> <p>Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately and sparingly</p> <p>Consistently use their Phase 2-6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly</p> <p>Improve writing after discussion with the teacher</p>



### Year 2 - Statutory Content

#### Terminology

noun, noun phrase  
statement, question, exclamation, command  
compound, suffix  
adjective, adverb, verb  
tense (past, present)  
apostrophe, comma

#### Word

- Formation of **nouns** using **suffixes** such as -ness, -er and by compounding [for example, whiteboard, superman]
- Formation of **adjectives** using **suffixes** such as -ful, -less (A fuller list of suffixes can be found in the Year 2 spelling section in English Appendix 1)
- Use of the **suffixes** -er, -est in **adjectives** and the use of -ly in Standard English to turn adjectives into **adverbs**

#### Sentence

**Subordination** (using when, if, that, because) and **co-ordination** (using or, and, but)

Expanded **noun phrases** for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

How the **grammatical patterns in a sentence indicate its function** as a statement, question, exclamation or command

#### Text

Correct choice and consistent use of **present tense** and **past tense** throughout writing

Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, she is drumming, he was shouting]

#### Punctuation

Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Commas to separate items in a list

**Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

Transcription - Spelling	Transcription - Handwriting
<ul style="list-style-type: none"> <li>● Spell by:               <ul style="list-style-type: none"> <li>○ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>○ learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>○ learning to spell common exception words</li> <li>○ learning to spell more words with contracted forms</li> <li>○ learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>○ distinguishing between homophones and near-homophones</li> </ul> </li> <li>● Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</li> <li>● Apply spelling rules and guidance, as listed in English Appendix 1</li> <li>● Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> <li>● Common exception words – door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</li> </ul>	<ul style="list-style-type: none"> <li>● Form lower-case letters of the correct size relative to one another</li> <li>● Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>● Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>● Use spacing between words that reflects the size of the letters</li> </ul>

Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> <li>● Develop positive attitudes towards and stamina for writing by:               <ul style="list-style-type: none"> <li>○ writing narratives about personal experiences and those of others (real and fictional)</li> <li>○ writing about real events</li> <li>○ writing poetry</li> <li>○ writing for different purposes</li> </ul> </li> <li>● Consider what they are going to write before beginning by:               <ul style="list-style-type: none"> <li>○ planning or saying out loud what they are going to write about</li> <li>○ writing down ideas and/or keywords, including new vocabulary</li> <li>○ encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>● Make simple additions, revisions and corrections to their own writing by:               <ul style="list-style-type: none"> <li>○ evaluating their writing with the teacher and other pupils</li> <li>○ 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</li> <li>○ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> </li> <li>● Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>● Develop their understanding of the concepts set out in English Appendix 2 by:               <ul style="list-style-type: none"> <li>○ learning how to use both familiar and new punctuation correctly - see English Appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> </li> <li>● Learn how to use:               <ul style="list-style-type: none"> <li>○ sentences with different forms: statement, question, exclamation, command</li> <li>○ expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>○ the present and past tenses correctly and consistently, including the progressive form</li> <li>○ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>○ the grammar for year 2 in English Appendix 2</li> <li>○ some features of written Standard English</li> </ul> </li> <li>● Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>

Working Towards	Expected	Greater Depth
<p>Write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>Demarcate some sentences with capital letters and full stops</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</p> <p>Spell some common exception words</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>Use spacing between words</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p> <p>Use present tense mostly correctly and consistently</p> <p>Use past tense mostly correctly and consistently</p> <p>Use co-ordination (e.g. or / and / but) to join clauses</p> <p>Use some subordination (e.g. when / if / that / because) to join clauses</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>Spell many common exception words</p> <p>Form 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>Use expanded noun phrases for description</p> <p>Know the difference between a statement, question, exclamation and command</p> <p>Demarcate sentences with exclamation marks</p> <p>Demarcate sentences with commas in lists</p> <p>Demarcate sentences with apostrophes for contraction</p>	<p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p> <p>Use the punctuation taught at key stage 1 mostly correctly</p> <p>Spell most common exception words</p> <p>Add suffixes to spell most words correctly in their writing (-ly, -ment, -ness, -ful, -less)</p> <p>Use the diagonal and horizontal strokes needed to join some letters</p> <p>Demarcate sentences with apostrophes for singular possession</p>



## Year 3 - Statutory Content

### Terminology

preposition, conjunction  
word family, prefix  
clause, subordinate clause  
direct speech  
consonant, consonant letter, vowel, vowel letter  
inverted commas (or 'speech marks')

### Word

- Formation of **nouns** using a range of **prefixes** [for example super-, anti-, auto-]
- Use of the **forms** a or an according to whether the next **word** begins with a **consonant** or a **vowel** [for example, a rock, an open box]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

### Sentence

Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

### Text

Introduction to paragraphs as a way to group related material

Headings and sub-headings to aid presentation

Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play contrasted with He went out to play*]

### Punctuation

Introduction to inverted commas to **punctuate** direct speech

Transcription - Spelling	Transcription - Handwriting
<ul style="list-style-type: none"> <li>● Use further prefixes and suffixes and understand how to add them - see English Appendix 1</li> <li>● Spell further homophones</li> <li>● Spell words that are often misspelt - see English Appendix 1</li> <li>● Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>● Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>● Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>

Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> <li>● Plan their writing by:             <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording ideas</li> </ul> </li> <li>● Draft and write by:             <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English Appendix 2</li> <li>○ organising paragraphs around a theme</li> <li>○ in narratives, creating settings, characters and plot</li> <li>○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>● Evaluate and edit by:             <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>● Proofread for spelling and punctuation errors</li> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● Develop their understanding of the concepts set out in English Appendix 2 by:             <ul style="list-style-type: none"> <li>○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>○ using the present perfect form of verbs in contrast to the past tense</li> <li>○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>○ using conjunctions, adverbs and prepositions to express time and cause</li> <li>○ using fronted adverbials</li> <li>○ learning the grammar for Year 3 [English Appendix 2]</li> </ul> </li> <li>● Indicate grammatical and other features by:             <ul style="list-style-type: none"> <li>○ using commas after fronted adverbials</li> <li>○ indicating possession by using the possessive apostrophe with plural nouns</li> <li>○ using and punctuating direct speech</li> </ul> </li> <li>● Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>

Working Towards	Expected	Greater Depth
<p>Write for both fictional and non-fictional purposes</p> <p>Use expanded noun phrases</p> <p>Use simple conjunctions for co-ordination</p> <p>Use simple conjunctions for subordination</p> <p>Know the difference between and can use a statement, question, exclamation and command</p> <p>Use present tense verb forms, mostly correctly and consistently</p> <p>Use past tense verb forms, mostly correctly and consistently</p> <p>Demarcate sentences with capital letters and full stops</p> <p>Demarcate sentences with question marks</p> <p>Demarcate sentences exclamation marks</p> <p>Demarcate sentences with commas to separate items in a list</p> <p>Demarcate sentences with apostrophes for contraction and possession</p> <p>Spell KS1 common exception words mostly correctly</p> <p>Apply Y1 &amp; Y2 spelling rules accurately</p> <p>Use the diagonal and horizontal strokes needed to join letters in some of their writing</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p>	<p>Write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Can draw on their reading to inform the vocabulary and grammar of their writing</p> <p>Describe settings using expanded noun phrases</p> <p>Describe characters using expanded noun phrases</p> <p>Use a range of co-ordinating and subordinating conjunctions</p> <p>Use adverbs to express time</p> <p>Use prepositions to express place and time</p> <p>Use correct tense consistently</p> <p>Maintain Standard English forms, e.g. using a/an correctly</p> <p>Begin to use paragraphs to structure writing</p> <p>Use simple organisational devices (e.g. headings or sub-headings) appropriately</p> <p>Use the full range of punctuation taught at KS1 and in Y3 mostly correctly</p> <p>Begin to use inverted commas to punctuate speech</p> <p>Spell most words correctly, adding prefixes and suffixes appropriately,</p> <p>Spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3)</p> <p>Use the diagonal and horizontal strokes needed to join some letters</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>Use dialogue sparingly so it effectively adds detail to the writing</p> <p>Use a wide range of co-ordinating conjunctions within and across sentences</p> <p>Use a wide range of subordinating conjunctions within and across sentences</p> <p>Use a range of precise vocabulary (nouns, verbs and adjectives)</p> <p>Accurately use the full range of punctuation taught at KS11 and in Y3</p> <p>Spell most words correctly</p> <p>Produce legible joined handwriting</p>



### Year 4 - Statutory Content

#### Terminology

determiner  
pronoun, possessive pronoun  
adverbial

#### Word

- The grammatical difference between **plural** and **possessive** –s
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

#### Sentence

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)

**Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

#### Text

Use of paragraphs to organise ideas around a theme

Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition

#### Punctuation

Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]

**Apostrophes** to mark **plural** possession [for example, the girl's name, the girls' names]

Use of commas after **fronted adverbials**

Transcription - Spelling	Transcription - Handwriting
<ul style="list-style-type: none"> <li>● Use further prefixes and suffixes and understand how to add them - see English Appendix 1</li> <li>● Spell further homophones</li> <li>● Spell words that are often misspelt - see English Appendix 1</li> <li>● Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>● Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>● Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>

Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> <li>● Plan their writing by:             <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording ideas</li> </ul> </li> <li>● Draft and write by:             <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English Appendix 2]</li> <li>○ organising paragraphs around a theme</li> <li>○ in narratives, creating settings, characters and plot</li> <li>○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>● Evaluate and edit by:             <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the</li> <li>○ accurate use of pronouns in sentences</li> </ul> </li> <li>● Proofread for spelling and punctuation errors</li> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● Develop their understanding of the concepts set out in English Appendix 2 by:             <ul style="list-style-type: none"> <li>○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>○ using the present perfect form of verbs in contrast to the past tense</li> <li>○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>○ using conjunctions, adverbs and prepositions to express time and cause</li> <li>○ using fronted adverbials</li> <li>○ learning the grammar for Year 4 [English Appendix 2]</li> </ul> </li> <li>● Indicate grammatical and other features by:             <ul style="list-style-type: none"> <li>○ using commas after fronted adverbials</li> <li>○ indicating possession by using the possessive apostrophe with plural nouns</li> <li>○ using and punctuating direct speech</li> </ul> </li> <li>● Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>

Working Towards	Expected	Greater Depth
<p>Write for fictional and non-fictional purposes</p> <p>Use expanded noun phrases to describe and add detail to settings</p> <p>Use expanded noun phrases to describe and add detail to characters</p> <p>Use co-ordinating and subordinating conjunctions</p> <p>Use prepositions to express place and time</p> <p>Use sentences with different forms in their writing, including statements, questions, exclamations and commands</p> <p>Use present and past tense verb forms mostly correctly</p> <p>Use progressive tense verb forms mostly correctly</p> <p>Use perfect tense verb forms mostly correctly</p> <p>Demarcate sentences with capital letters and full stops</p> <p>Demarcate sentences with question marks and exclamation marks</p> <p>Demarcate sentences with commas to separate items in a list</p> <p>Demarcate sentences with apostrophes for contraction and possession</p> <p>Spell many of the common exception words (Year 2)</p> <p>Spell some common exception words correctly (Year 3-4)</p> <p>Spell some words with contracted forms</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p>	<p>Write for both fictional and non-fictional purposes</p> <p>Write with a growing awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>Use expanded noun phrases to develop descriptions of settings and characters</p> <p>Use adverbials to develop descriptions of settings and characters</p> <p>Use a range of co-ordinating and subordinating conjunctions</p> <p>Use a range of adverbs to add detail to writing</p> <p>Use preposition phrases to expand noun phrases</p> <p>Use fronted adverbials</p> <p>Use present and past tense verb forms accurately</p> <p>Use pronouns and nouns to aid cohesion and avoid repetition</p> <p>Use paragraphs or sections to organise and structure according to purpose and audience</p> <p>Demarcate sentences accurately using the full range of punctuation taught in KS1 and so far in KS2 mostly correctly: <ul style="list-style-type: none"> <li>• full stops, capital letters, question marks, exclamation marks, commas in lists</li> <li>• apostrophes for contraction and possession</li> <li>• inverted commas</li> <li>• use commas after fronted adverbials and with a reported clause</li> </ul> </p> <p>Maintain Standard English forms correctly, e.g. I was (not I were), should have (not should of), ours (not ares),</p> <p>Spell most words correctly, adding prefixes and suffixes appropriately</p> <p>Spell the correct form of homophones</p> <p>Spell all common exception words correctly (KS1 and Y3/Y4)</p> <p>Produce legible joined handwriting</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p>	<p>Write effectively for a range of purposes and audiences</p> <p>Select language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>Consistently use dialogue sparingly so that it effectively adds detail to the writing</p> <p>Consistently use a range of conjunctions to support cohesion within the writing</p> <p>Use a range of precise vocabulary (nouns, verbs and adjectives)</p> <p>Consistently use the full range of punctuation taught at Y4 mostly correctly, including: <ul style="list-style-type: none"> <li>• inverted commas</li> <li>• apostrophes to mark plural possession in nouns</li> <li>• commas for fronted adverbials</li> </ul> </p> <p>Consistently produce legible joined handwriting</p>



## Year 5 - Statutory Content

### Terminology

modal verb, relative pronoun  
relative clause  
parenthesis, bracket, dash  
cohesion, ambiguity

### Word

- Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *-ate*; *-ise*; *-ify*]
- **Verb prefixes** [for example, *dis-*, *de-*, *mis-*, *over-* and *re-*]

### Sentence

**Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun

Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]

### Text

Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]

Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, *he had seen her before*]

### Punctuation

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

Transcription - Spelling	Transcription - Handwriting
<ul style="list-style-type: none"> <li>● Use further prefixes and suffixes and understand the guidance for adding them</li> <li>● Spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>● Continue to distinguish between homophones and other words which are often confused</li> <li>● 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</li> <li>● Use dictionaries to check the spelling and meaning of words</li> <li>● Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>● Use a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>● Write legibly, fluently and with increasing speed by:               <ul style="list-style-type: none"> <li>○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>○ choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>

Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> <li>● Plan their writing by:           <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>● Draft and write by:           <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ précising longer passages</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> <li>○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>● Evaluate and edit by:           <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>● Proofread for spelling and punctuation errors</li> <li>● Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>● Develop their understanding of the concepts set out in English Appendix 2 by:           <ul style="list-style-type: none"> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>○ using passive verbs to affect the presentation of information in a sentence</li> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> <li>○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun</li> <li>○ learning the grammar for Year 5 in English Appendix 2</li> </ul> </li> <li>● Indicate grammatical and other features by:           <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>○ using a colon to introduce a list</li> <li>○ punctuating bullet points consistently</li> </ul> </li> <li>● Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>

Working Towards	Expected	Greater Depth
<p>write for a range of purposes</p> <p>describe settings and characters</p> <p>use expanded noun phrases</p> <p>use adverbials</p> <p>use co-ordinating and subordinating conjunctions</p> <p>use adverbs to express time</p> <p>use fronted adverbials followed by a comma</p> <p>use prepositions to express place and time</p> <p>use paragraphs or sections to organise and structure</p> <p>use possessive apostrophes for single and plural nouns</p> <p>maintain standard English forms (we were instead of we was)</p> <p>add prefixes and suffixes to spell many words correctly</p> <p>spell many KS1 and Y3/4 common exception words mostly correctly</p> <p>spell some Y5 common exception words correctly</p> <p>produce legible joined handwriting</p>	<p>Generate ideas and edit work to ensure the meaning and impact on the reader is clear</p> <p>Begin to identify the audience and purpose of the writing</p> <p>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</p> <p>Begin to use a range of devices to build cohesion across paragraphs:</p> <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• adverbials (of time and place)</li> <li>• pronouns</li> <li>• synonyms</li> </ul> <p>Use adverbs to add detail, qualification and precision</p> <p>Use preposition phrases to add detail, qualification and precision</p> <p>Use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase</p> <p>Use relative clauses beginning with who, which, were, when, whose, that or with an implied (omitted) relative pronoun</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>Use verb tenses mostly consistently and correctly throughout their writing</p> <p>Use the full range of punctuation taught so far in KS2 mostly correctly:</p> <ul style="list-style-type: none"> <li>• full stops, capital letters, question marks, exclamation marks, commas in lists</li> <li>• commas after fronted adverbials</li> <li>• apostrophes for contraction and possession</li> <li>• inverted commas</li> </ul> <p>Use commas for clarity mostly correctly</p> <p>Use some punctuation for parenthesis (brackets, commas, dashes)</p> <p>Use modal verbs to indicate degrees of possibility</p> <p>Begin to create atmosphere</p> <p>Begin to integrate dialogue to convey character and advance the action</p> <p>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly</p> <p>Consistently produce legible joined handwriting</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>In narratives, describe settings and characters</p> <p>In narratives generate atmosphere</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p>Select precise vocabulary and grammatical structures that reflect the level of formality required mostly correctly</p> <p>Knowing how to make writing succinct by using precise grammar and punctuation to engage the reader, sometimes showing and not telling</p> <p>Using the full range of punctuation taught correctly and appropriately</p>



### Year 6 - Statutory Content

#### Terminology

subject, object  
active, passive  
synonym, antonym  
ellipsis, hyphen, colon, semi-colon, bullet points

#### Word

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out* – *discover*; *ask for* – *request*; *go in* – *enter*]
- How words are related by meaning as synonyms and antonyms [for example, *big*, *large*, *little*].

#### Sentence

Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were or Were they* to come in some very formal writing and speech]

#### Text

Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

#### Punctuation

Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]

Use of the colon to introduce a list and use of semi-colons within lists

**Punctuation** of bullet points to list information

How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Transcription - Spelling	Transcription - Handwriting
<ul style="list-style-type: none"> <li>● Use further prefixes and suffixes and understand the guidance for adding them</li> <li>● Spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>● Continue to distinguish between homophones and other words which are often confused</li> <li>● 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</li> <li>● Use dictionaries to check the spelling and meaning of words</li> <li>● Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>● Use a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>● Write legibly, fluently and with increasing speed by:               <ul style="list-style-type: none"> <li>○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>○ choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>

Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> <li>● Plan their writing by:           <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>● Draft and write by:           <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ précising longer passages</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> <li>○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>● Evaluate and edit by:           <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>● Proofread for spelling and punctuation errors</li> <li>● Perform their own compositions, using appropriate intonation, volume, and movement so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>● Develop their understanding of the concepts set out in English Appendix 2 by:           <ul style="list-style-type: none"> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>○ using passive verbs to affect the presentation of information in a sentence</li> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> <li>○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun</li> <li>○ learning the grammar for Year 6 in English Appendix 2</li> </ul> </li> <li>● Indicate grammatical and other features by:           <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>○ using a colon to introduce a list</li> <li>○ punctuating bullet points consistently</li> </ul> </li> <li>● Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>

Working Towards	Expected	Greater Depth
<p>Write for a range of purposes, knowing key features of a genre</p> <p>Use paragraphs to organise ideas</p> <p>In narratives, describe settings and characters using noun phrases expanded in a variety of ways</p> <p>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</p> <p>Use capital letters, full stops, question marks, commas for lists mostly accurately</p> <p>Use apostrophes for singular possession and apostrophes for contraction mostly correctly</p> <p>Spell correctly most words from the Year 3 and 4 spelling list, and some words from the Year 5 and 6 spelling list</p> <p>Write legibly</p>	<p>Write effectively for a range of purposes and audiences</p> <p>Selects language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>In narratives, describe settings and characters</p> <p>In narratives, generate atmosphere</p> <p>In narratives, use a variety of techniques to engage the reader</p> <p>Choose appropriate vocabulary that creates a consistent picture (e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses)</p> <p>Integrate dialogue in narratives to convey character and advance the action, using correctly punctuated speech</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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)</p> <p>Use a range of devices to build cohesion within and across paragraphs:</p> <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• adverbials</li> <li>• pronouns and synonyms</li> </ul> <p>Use verb tenses consistently and correctly throughout their writing</p> <p>Use the range of punctuation taught at KS2 mostly correctly:</p> <ul style="list-style-type: none"> <li>• commas after fronted adverbials</li> <li>• apostrophes for possession</li> <li>• brackets, dashes and commas for parenthesis</li> <li>• commas for clarity and to avoid ambiguity</li> <li>• hyphen</li> <li>• colons and semi-colons</li> </ul> <p>Spell correctly most words from the Year 5 and 6 spelling list</p> <p>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>Maintain legibility in joined handwriting when writing at speed</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Write effectively for a range of purposes and audiences, selecting appropriately and</p> <p>Independently draw on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>Use the range of punctuation taught at KS2 correctly (e.g. semi-colons and colons to mark boundaries between clauses, dashes and hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</p>