St Augustine's Writing Knowledge & Skills Progression

Writing Focus/Process	EYFS	KS1	LKS2	UKS2
Writing Composition				
Audience, Purpose & Structure	**Nursery:** Through talk: Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play. E.g: "Let's go on a bus… you sit there… I'll be the driver." **Reception:** Use new vocabulary throughout the day. Use new vocabulary in different contexts. Describe events in some detail. Use well-formed sentences that connect ideas. Use talk to help work out problems and organise thinking and activities.	**Year 1:** Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. Start to engage readers by using adjectives to describe. Read aloud own writing clearly enough to be heard by peers and the teacher. **Year 2:** Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. 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.	**Year 3:** 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. Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). Make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives. **Year 4:** Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). Write a range of narratives that are well-structured and well-paced. Create detailed settings, characters and plot in narratives	**Year 5:** 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. Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. Regularly use dialogue to convey a character and to advance the action. Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. **Year 6:** 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,

	Explain how things work and why they might happen. Re-tell stories in their own words. Develop social phrases. Write for a range of purposes and use different writing structures to match the type of writing. E.g: writing a list, instructions, a card, a recipe or a story Several sentences may be written which begin with a capital letter and end with a full stop. Writing can be read and understood by others. Construct short narratives orally, which are scribed by adults. (helicopter stories) **Early Learning Goals:** Participate in small group, class and one-to one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with		to engage the reader and to add atmosphere. 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. **Year 3 & 4:** Discuss writing similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.	characterisation, structure, etc.). Distinguish between the language of speech and writing and to choose the appropriate level of formality. 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). **Year 5 & 6:** Consider how authors have developed characters and settings in what has been read, listened to or seen performed.

	modelling and support from their teacher.			
Planning for Writing	**Reception:** Use talk to help solve problems and organise thinking. Retell stories in their own words.	**Year 1:** Say out loud what they are going to write about. Compose a sentence orally before writing it. **Year 2:** Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.	**Year 3:** Begin to use ideas from their own reading and modelled examples to plan their writing. Compose and rehearse sentences orally (including dialogue). **Year 4:** Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. **Year 3 & 4:** Discuss and record ideas.	**Year 5:** 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. Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. **Year 6:** Note down and develop initial ideas, drawing on reading and research where necessary.
Drafting & Writing	**Nursery:** Understand that print has meaning and it can have different purposes. Be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. E.g: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	**Year 1:** Sequence sentences to form short narratives. To use adjectives to describe. **Year 2:** Before writing, write down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence. Develop positive attitudes towards and stamina for writing by:	**Year 3:** Begin to organise their writing into paragraphs around a theme. **Year 4:** Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. **Year 3 & 4:** Create settings, characters and plot in narratives. Use simple organisational devices (headings & subheadings).	**Year 5:** Consistently link ideas across paragraphs. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. **Year 6:** Use a wide range of devices to build cohesion within and across paragraphs. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.

	Write some or all of their name. Write some letters accurately. Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. **Reception:** Retell stories in their own words. Think of, say and write a simple sentence, sometimes using a capital letter and full stop. Use well-formed sentences that connect ideas Describe events in some detail. Explain how things work and why they might happen. Listens to familiar stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Use new vocabulary in different contexts. Write simple words using known GPC Write short sentences with words with known GPC	Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing simple poetry.		**Year 5 & 6:** In narratives, describe settings, characters and atmosphere. Integrate dialogue to convey character and advance the action. Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, columns).

	Understand directionality, left to right and top to bottom Develop storylines in their pretend play. **Early Learning Goals:** Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers.			
Evaluating and Editing Writing	**Reception:** Read what they have written, to check for sense. Think it, say it, write it, read it. **Early Learning Goal:** Invent, adapt and recount narratives and stories with peers and teachers.	**Year 1:** Discuss what they have written with the teacher or other pupils. Reread their writing to check that it makes sense and to independently begin to make changes. **Year 2:** Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. Reread to check that their writing makes sense and that the correct tense is used throughout. Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	**Year 3:** Proofread their own and others' work to check for errors, including spelling, punctuation and grammar (with increasing accuracy) and to make improvements. **Year 4:** Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	**Year 5:** Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. Proofread for spelling and punctuation errors. **Year 6:** Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. Habitually proofread for spelling and punctuation errors. **Year 5 & 6:** Assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

				Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
Performing Writing	**Nursery:** Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Speak to retell a simple past event in correct order (e.g. went down slide, hurt finger). **Reception:** Use props to invent characters and take on roles. Construct short narratives orally, which are scribed by adults. (helicopter stories)	**Year 1:** Read own writing aloud clearly enough to be heard by peers and the teacher. **Year 2:** Read aloud what they have written with appropriate intonation to make the meaning clear.	**Year 3 & 4:** Begin to read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	**Year 5 & 6:** Perform own compositions confidently, using appropriate intonation, volume, and movement so that meaning is clear.
Grammar, Punctuation & Vocabulary				
Grammar	**Nursery:** Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Develop communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	**Year 1:** Know how words can combine to make sentences. Use simple sentence structures. Use the joining word (conjunction) 'and' to link words, clauses and sentences.	**Year 3:** Use the present perfect form of verbs in contrast to the simple past tense. Try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.	**Year 5:** Use a range of adverbs (e.g. perhaps, surely) and modal verbs to indicate degrees of possibility, e.g. should, might. Ensure the consistent and correct use of tense throughout a piece of writing.

	Use longer sentences of four to six words. **Reception:** Use well-formed sentences that connect ideas. **Early Learning Goal:** Express ideas and feelings about experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.	Begin to form simple compound sentences. **Year 2:** Use the present tense and the past tense mostly correctly and consistently. Use the progressive form of verbs in the present and past tense, to mark actions in progress. Form sentences with different forms: statement, question, exclamation, command. Use some features of written Standard English. Use co-ordination (or/and/but). Use some subordination (when, if, that, because). Use expanded noun phrases to describe and specify (e.g. the blue butterfly).	Use 'a' or 'an' correctly throughout a piece of writing. Use a range of conjunctions, adverbs and prepositions to express time, place and cause. 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. **Year 4:** Maintain an accurate tense throughout a piece of writing. Use Standard English forms for verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. Choose nouns or pronouns appropriately, within and across paragraphs, for clarity and cohesion and to avoid repetition. Use fronted adverbials. 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, including when, if, because and although. Expand noun phrases with the addition of ambitious modifying	Use expanded noun phrases to convey complicated information concisely. Use devices to build cohesion within a paragraph. E.g. then, after that, firstly. Use a range of adverbials across paragraphs to link ideas, including time (e.g. later), place (e.g. nearby) and number (e.g. secondly). Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns). **Year 6:** Ensure the consistent and correct use of tense throughout pieces of writing. Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis. Use the perfect form of verbs to mark relationships of time and cause. Use passive verbs to affect the presentation of information in a sentence.

			adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	Know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. 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).
Punctuation	**Reception:** Write short sentences with words with known GPC, sometimes using a capital letter and a full stop.	**Year 1:** Separate words using finger spaces. Use capital letters for names of people, places, days of the week and the personal pronoun 'I'. Begin to use a capital letter at the start of some sentences. Begin to use full stops, question marks and exclamation marks to demarcate sentences. **Year 2:** Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use commas to separate items in a list. Use apostrophes to mark where letters are missing in spelling (contractions) and to mark singular possession in nouns.	**Year 3:** Use the full range of punctuation from KS1 (capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes for contraction and for singular possession). Use inverted commas to punctuate direct speech. **Year 4:** Use inverted commas and other necessary punctuation for direct speech. E.g. a comma after the reporting clause; end punctuation within inverted commas. Use apostrophes for plural possession. Use commas after fronted adverbials.	**Year 5:** Use commas to clarify meaning or to avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis. **Year 6:** Use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech; punctuation to indicate parenthesis). Use hyphens to avoid ambiguity. Use semi-colons, colons or dashes to mark the boundary between independent clauses. Use a colon to introduce a list. Use semi-colons within lists. Punctuate bullet points to list information.

Vocabulary	**Nursery:** Engage in extended conversations about stories, learning new vocabulary. Use a wider range of vocabulary. Use longer sentences of four to six words. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. **Reception:** Use new vocabulary throughout the day. Use new vocabulary in different contexts. Talk about stories, settings and characters in stories, rhymes and songs. Choose, look at and talk about non-fiction books, extending and using new vocabulary. **Early Learning Goals:** Participate in small group, class and one-to one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	**Year 1:** Use familiar adjectives to add detail. E.g. red apple, bad wolf. Use story language from shared stories, such as once upon a time, in the end, one sunny day. Make relevant choices about subject matter and appropriate vocabulary choices. **Year 2:** Use expanded noun phrases for description and specification. E.g. the blue butterfly, the man in the moon. Attempt to use some varied vocab. Use some varied sentence openings. Use new vocabulary from reading, discussions about it (one-to-one and as a whole class) and from wider experiences.	**Year 3:** Make deliberate ambitious word choices to add detail. Express time, place and cause using conjunctions, adverbs or prepositions. **Year 4:** Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Use Standard English forms for verb inflections instead of local spoken forms. **Year 3 & 4:** Progressively build and use a varied and rich vocabulary. Propose changes to grammar and vocabulary to improve consistency.	**Year 5:** In narratives, describe settings, characters and atmosphere. Use a range of modal verbs and adverbs to indicate degrees of possibility. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. **Year 6:** Select vocabulary and grammatical structures that reflect what the writing requires. Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. Distinguish between the language of speech and writing and to choose the appropriate level of formality. Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. E.g. find out – discover; ask for – request; go in – enter).

				Year 5 & 6: Use a thesaurus. Use expanded noun phrases to convey complicated information concisely. Propose changes to vocabulary and grammar to enhance effects and clarify meaning.
Transcription: Spelling				
Phonics and Spelling Rules	**Nursery:** Develop phonological awareness, so they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. **Reception:** To hear and say the initial sound in words. Know the GPC for each letter. Write simple words using known GPC. Write short sentences with words with known GPC.	**Year 1:** Know all letters of the alphabet and the sounds which they most commonly represent. Recognise consonant digraphs which have been taught and the sounds which they represent. Recognise vowel digraphs which have been taught and the sounds which they represent. Recognise words with adjacent consonants. Accurately spell most words containing the 40+ previously taught phonemes and GPCs. Spell some words in a phonically plausible way, even if sometimes incorrect. **Apply Y1 spelling rules and guidance**, which includes: The sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and ck' and exceptions.	**Year 3:** Spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). Spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). Spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). Spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). Spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). Spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).	**Year 5:** Spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, suspicious). Spell words with endings that sound like / shuhs/ spelt with –tious or -ious (e.g. ambitious, cautious, fictitious, nutritious). Spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). Spell words containing the letter string 'ough' (e.g. bought, thought, brought, fought, rough, tough, enough, cough, though, although, through, thorough). **Year 6:** Spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably).

	To segment the sounds in words orally, writing what they can hear. **Early Learning Goal:** Spell words by identifying sounds in them and representing the sounds with a letter or letters.	The /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think). Dividing words into syllables (e.g. rabbit, carrot). The /tʃ/ sound is usually spelt as 'tch' and exceptions. The /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live). Adding -s and -es to words (plural of nouns and the third person singular of verbs). Adding the endings –ing, –ed and –er to verbs where no change is needed to the root wood (e.g. buzzer, jumping). Adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest). Spelling words with the vowel digraphs and trigraphs: - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); - 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); - a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune); - 'ar' (e.g. car, park); - 'ee' (e.g. green, week); - 'ea' (e.g. sea, dream); - 'ea' (e.g. meant, bread); - 'er' stressed sound (e.g. her, person); - 'er' unstressed schwa sound (e.g. better, under); - 'ir' (e.g. girl, first, third); - 'ur' (e.g. turn, church); - 'oo' (e.g. food, soon);	Spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). Spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure). **Year 4:** Spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). Spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). Spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). Spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). Spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).	Spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly). Spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). Spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). Spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).

		- ‘oo’ (e.g. book, good); - ‘oa’ (e.g. road, coach); - ‘oe’ (e.g. toe, goes); - ‘ou’ (e.g. loud, sound); - ‘ow’ (e.g. brown, down); - ‘ow’ (e.g. own, show); - ‘ue’ (e.g. true, rescue, Tuesday); - ‘ew’ (e.g. new, threw); - ‘ie’ (e.g. lie, dried); - ‘ie’ (e.g. chief, field); - ‘igh’ (e.g. bright, right); - ‘or’ (e.g. short, morning); - ‘ore’ (e.g. before, shore); - ‘aw’ (e.g. yawn, crawl); - ‘au’ (e.g. author, haunt); - ‘air’ (e.g. hair, chair); - ‘ear’ (e.g. beard, near, year); - ‘ear’ (e.g. bear, pear, wear); - ‘are’ (e.g. bare, dare, scared); Spelling words ending with –y (e.g. funny, party, family). Spelling new consonants ‘ph’ and ‘wh’ (e.g. dolphin, alphabet, wheel, while). Using ‘k’ for the /k/ sound (e.g. sketch, kit, skin). **Year 2:** Segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Recognise new ways of spelling phonemes for which one or more spellings are already known and		

		to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). **Apply further Y2 spelling rules and guidance**, which includes: The /dʒ/ sound spelt as 'ge' and' dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); The /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); The /r/ sound spelt 'wr' (e.g. write, written); The /l/ or /əl/ sound spelt –le (e.g. little, middle) or spelt –el (e.g. camel, tunnel) or spelt –al (e.g. metal, hospital) or spelt –il (e.g. fossil, nostril); The /aɪ/ sound spelt –y (e.g. cry, fly, July); Adding –es to nouns and verbs ending in –y where the 'y' is changed to 'i' before the –es (e.g. flies, tries, carries); Adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules; Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before (including exceptions); Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);		

		The /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); The /ʌ/ sound spelt 'o' (e.g. other, mother, brother); The /i:/ sound spelt –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); The /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) The /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); The /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); The /ʒ/ sound spelt 's' (e.g. television, usual).		
Common Exception Words	**Reception:** Write some common exception words	**Year 1:** Spell all Y1 common exception words correctly. Spell days of the week correctly. **Year 2:** Spell the Y1 and Y2 common exception words correctly.	**Year 3:** Spell many of the Y3 and Y4 statutory spelling words correctly. **Year 4:** Spell all of the Y3 and Y4 statutory spelling words correctly.	**Year 5:** Spell many of the Y5 and Y6 statutory spelling words correctly. **Year 6:** Spell all of the Y5 and Y6 statutory spelling words correctly.
Prefixes and Suffixes		**Year 1:** Use -s and -es to form regular plurals correctly. Use the prefix 'un-' accurately. To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). **Year 2:** Add suffixes to spell most words correctly in their writing:	**Year 3:** Spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). Spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules. Spell words with added suffixes beginning with a vowel (-er/-ed/-	**Year 5:** Convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). Convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). Convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).

		–ment, –ness, –ful, –less, –ly.	ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). Spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning). **Year 4:** Correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, antisocial, autograph, intercity, exchange, nonsense). Form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). Spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. fabulous, mysterious, rigorous, famous, advantageous).	Convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). **Year 6:** Use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, hesitant, hesitancy, tolerant, tolerance). Use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence). Spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, preference, transference).
Further Spelling Conventions		**Year 1:** Spell simple compound words (e.g. dustbin, football). Read words that they have spelt. Take part in the process of segmenting spoken words into	**Year 3:** Spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.	**Year 5:** Spell complex homophones and near-homophones, including who's/whose and stationary/stationery. Use the first three or four letters of a word to check spelling,

		phonemes before choosing graphemes to represent those phonemes. **Year 2:** Spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. Learn the possessive singular apostrophe (e.g. the girl's book). Write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words. Self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).	Use the first two or three letters of a word to check its spelling in a dictionary. **Year 4:** Spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). Use their spelling knowledge to use a dictionary more efficiently.	meaning or both of these in a dictionary. **Year 6:** Spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise). Spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). Use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.
Transcription: Handwriting				
Letter Formation, Placement and Positioning	**Nursery:** Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors.	**Year 1:** Begin to write lower case and capital letters in the correct direction, starting and finishing in the right place, with a good level of consistency. Sit correctly at a table, holding a pencil comfortably and correctly.	**Year 3:** Use a neat, joined handwriting style with increasing accuracy and speed. **Year 4:** Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters	**Year 5:** 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. Be clear about what standard of handwriting is appropriate for a

	Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Use some of their print and letter knowledge in their early writing. E.g: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write letter-like shapes and symbols in messages. Write some letters accurately. **Reception:** Copies simple shapes that involve one movement, e.g., circle Imitates shapes that involve multiple movements, e.g., x Child copies shapes that have multiple movements, e.g., x m Child has an understanding of movement concepts, e.g. up, down, around Child holds pencil in a static tripod grasp Child holds pencil in a dynamic tripod grasp	Sit all letters on the line. Form capital letters. Form the digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. **Year 2:** Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size, relative to one another. Use spacing between words that reflects the size of the letters.	are parallel and equidistant; by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	particular task, e.g. quick notes or a final handwritten version. **Year 6:** Write legibly, fluently and with increasing speed - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; by choosing the writing implement that is best suited for a task.

	Letters are beginning to be correctly formed, following the school handwriting policy Practise correct letter formation formally, in letter family groups, following the Twinkl handwriting scheme. **Early Learning Goals:** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed.			
Joining		**Year 2:** Begin to use the diagonal and horizontal strokes needed to join letters (for GDS writers).	**Year 3:** 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. **Year 4:** Confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	**Year 5:** Confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. **Year 6:** Recognise when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).
Terminology				
Use of Terminology	**Reception:** Recognise and use the terms: letter, sound, capital letter, word, sentence, full stop. Message, label, sign, letter, story	**Year 1:** Recognise and use the terms: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	**Year 3:** Recognise and use the terms: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant	**Year 5:** Recognise and use the terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.

		Year 2: Recognise and use the terms: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	letter, vowel, vowel letter and inverted commas (or speech marks). **Year 4:** Recognise and use the terms: determiner, pronoun, possessive pronoun and adverbial.	**Year 6:** Recognise and use the terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.