



Spelling

- spell words containing each of the 40+ phonemes already taught
- spell common exception words
- spell the days of the week
- name the letters of the alphabet in order
- name the letters of the alphabet using letter
- names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- add prefixes and suffixes using the prefix un-
- add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest
- apply simple spelling rules and guidance, as listed in Ref:English Appendix 1

Vocabulary, Grammar, Punctuation

- use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun
- use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper
- understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat
- understand how words can combine to make sentences
- use joining words and join clauses using and
- sequence sentences to form short narratives
- separate words with spaces
- use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing
- use a capital letter for names of people, places, the days of the week, and the personal pronoun I
- understand the following terminology: Letter, capital letter. Word, singular, plural. Sentence. Punctuation, full stop, question mark, exclamation mark

Composition

- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- write sentences by saying out loud what they are going to write about
- write sentences by composing a sentence orally before writing it
- write sentences by sequencing sentences to form short narratives
- write sentences by re-reading what he/she has written to check that it makes sense



Spelling

- spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- spell by learning to spell common exception words
- spell by learning to spell more words with contracted forms

Vocabulary, grammar, punctuation

- form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman
- form adjectives using suffixes such as -ful, -less
- use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest
- use subordination (using when, if, that, because) and co-ordination (using or, and, but)
- use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon
- understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- make the correct choice and make consistent use of present tense and past tense throughout writing
- use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting
- use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing
- use commas to separate items in a list
- use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name
- understand the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma

Composition

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
- write narratives about personal experiences and those of others (real and fictional)
- write about real events to develop positive attitudes and stamina for writing
- write poetry to develop positive attitudes and stamina for writing
- write for different purposes to develop positive attitudes and stamina for writing
- consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about
- consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary
- consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence
- make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils
- make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly



Spelling

- use the prefixes un-, dis-, mis-, re-, pre-
- add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited
- use the suffix -ly
- spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature
- spell words with endings which sound like 'zhun' e.g. division, decision
- spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/pane
- spell words that are often misspelt Ref:English Appendix 1
- spell words containing the 'i' sound spelt 'y' elsewhere than

Vocabulary, grammar, punctuation

- evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions
- proof-read for spelling errors and for punctuation- including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech
- form nouns using a range of prefixes e.g. super-, anti-, auto-
- use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box
- identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble
- express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of
- begin to use paragraphs as a way to group related material
- use headings and sub-headings to aid presentation
- use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play
- begin to use inverted commas to punctuate direct speech
- understand the following terminology: Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter vowel, vowel letter. Inverted commas (or 'speech marks').

Composition

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary
- plan his/her writing by discussing and recording ideas within a given structure
- draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from Ref:English Appendix 2
- draft and write by organising writing into paragraphs as a way of grouping related material
- draft and write in narratives, creating settings, characters and plot
- draft and write non-narrative material, using headings and sub-headings to organise texts
- evaluate and edit by assessing the effectiveness of his/her own writing



Spelling

- use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-
- understand and add suffixes -ation, -ous
- add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician
- spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique
- spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen,

Vocabulary, grammar, punctuation

- proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials
- confidently read his/her 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
- understands the grammatical difference between plural and possessive -s
- use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done
- use 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
- use fronted adverbials e.g. Later that day, I heard the bad news.
- use paragraphs to organise ideas around a theme
- make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, Sit down!
- use apostrophes to mark plural possession e.g. the girl's name, the girls' names
- use commas after fronted adverbials
- understand the following terminology: Determiner. Pronoun. possessive pro-

Composition

- write sentences from memory, dictated by the teacher, that include words and punctuation taught so far
- plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar
- plan his/her writing by discussing and recording ideas
- draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (Ref:English Appendix 2)
- draft and write by organising paragraphs around a theme
- draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose
- draft and write non-narrative material, using simple organisational devices
- evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements
- evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials



Spelling

- spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious
- spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial
- spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance
- spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly
- spell words containing the letter-string 'ough' e.g. bought, rough, through, bough
- spell some words with 'silent' letters e.g. knight, psalm, solemn
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in Ref:English Appendix 1
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Vocabulary, grammar, punctuation

- evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ref:English Appendix 2
- evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing
- evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing
- proof-read for spelling errors linked to spelling statements for year 5
- proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity
- perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify
- understand verb prefixes e.g. dis-, de-, mis-, over- and re-
- use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must
- use devices to build cohesion within a paragraph e.g. then, after that, this, firstly
- link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before
- use brackets, dashes or commas to indicate parenthesis
- use commas to clarify meaning or avoid ambiguity
- understand the following terminology: Modal verb, relative pronoun. Relative clause. Parenthesis. bracket. dash. Cohesion. ambiguity

Composition

- plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own
- plan his/her writing by noting and developing initial ideas, drawing on reading where necessary
- plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed
- draft and write by selecting appropriate grammar and vocabulary, including that within Ref:English Appendix 2
- draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character
- draft and write by précisising longer passages
- draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly
- draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before
- draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
- evaluate and edit by assessing the effectiveness of his/her own and others' writing



Spelling

- add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference
- use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter
- distinguish between homophones and other words which are often confused Ref:English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in Ref:English Appendix 1
- use a thesaurus with confidence

Composition

- plan his/her writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own
- plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary
- plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed
- draft and write by selecting appropriate grammar and vocabulary, including that within Ref:English Appendix 2, understanding how such choices can change and enhance meaning
- draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- draft and write by accurately précis longer passages
- draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis
- draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables
- evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning

Vocabulary, grammar, punctuation

- evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ref:English Appendix 2
- evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing
- evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling errors linked to spelling statements for year 6
- proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens
- confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- write for a wide range of purposes and audiences, including well-structured formal expository and narrative essays
- 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
- understand how words are related by meaning as synonyms and antonyms e.g. big, large, little
- use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)
- understand 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
- 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 layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text
- use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up
- use the colon to introduce a list and use of semi-colons within lists
- use bullet points to list information
- understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover
- understand the following terminology: Subject, object. Active, passive. Synonym, antonym. Ellipsis, hyphen, colon, semi-colon, bullet points
- consolidate and build on his/her knowledge of grammar and vocabulary through extending and applying the grammatical knowledge set out in Ref:English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts