

Writing		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken Language		<p>Listen and respond appropriately with adult support</p> <p>Ask relevant questions</p> <p>Maintain attention and participate appropriately</p>	<p>Begin to give structured and clear descriptions</p> <p>Articulate and justify answers</p> <p>Initiate and respond to comments</p> <p>Use spoken language to help to develop understanding</p>	<p>Confidently give structured and clear description</p> <p>Participate actively in conversation</p> <p>Begin to consider and evaluate different viewpoints</p>	<p>Articulate confidently and begin to justify common opinions</p> <p>Speak clearly and audibly in Standard English</p> <p>Gain, maintain and monitor interest of listeners</p> <p>Confidently consider and evaluate different viewpoints</p>	<p>Give well-structured explanations</p> <p>Consolidate command of Standard English</p> <p>Continue to consider and evaluate different viewpoints</p> <p>Begin to use appropriate register</p>	<p>Deliberately use questions to build knowledge</p> <p>Articulate arguments and opinions clearly and concisely</p> <p>Use spoken language to speculate, hypothesise and explore</p> <p>Confidently use the appropriate register and language</p>
Composition	Planning	<p>Begin to say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p>	<p>Confidently plan or say out loud what they are going to write about</p> <p>Begin to note component ideas of a piece of writing.</p>	<p>Begin to discuss and record ideas independently</p> <p>Begin to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Confidently discuss and record ideas independently</p> <p>Confidently compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Continue to note and develop initial ideas, drawing on reading and research where necessary</p>	<p>Confidently note and develop initial ideas, drawing on reading and research where necessary</p>
	Drafting	<p>Begin to sequence sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Confidently write down ideas and/or key words, including new vocabulary</p> <p>Sequence short sentences to form narratives and non-narratives that are cohesive</p> <p>Confidently encapsulate what they want to say, sentence by sentence</p> <p>Write at length for the appropriate genre</p>	<p>Begin to organise paragraphs around a theme</p> <p>Begin to create settings, characters and plot in narratives</p> <p>Begin to use taught organisational devices for purpose in non-narrative material</p>	<p>Continue to organise paragraphs around a theme</p> <p>Continue to create settings, characters and plot in narratives</p> <p>Continue to use taught organisational devices for purpose in non-narrative material</p>	<p>Begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Link ideas across paragraphs using adverbials of time, place and number</p> <p>In narratives, begin to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Begin to summarise longer passages</p> <p>Begin to use a wide range of devices to build cohesion within and across paragraphs</p> <p>Begin to use further organisational and presentational devices to structure text and to guide the reader</p>	<p>Confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, confidently describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Confidently summarise longer passages</p> <p>Confidently use a wide range of devices to build cohesion within and across paragraphs</p> <p>Confidently use further organisational and presentational devices to structure text and to guide the reader</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>Integrate dialogue in narratives to convey character, description and advance the action</p>

							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 (e.g. literary language, characterisation, structure)
	Editing	Discuss what they have written with the teacher or other pupils	<p>Begin to evaluate their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Begin to proofread to check for errors in spelling, grammar and punctuation based on what has been previously taught Y1-Y2</p>	<p>With adult support/peer support begin to assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>With the support of adults/peers begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Continue to proofread for spelling and punctuation errors based on what has been previously taught Y1-Y3</p>	<p>Begin to assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Continue to proofread for spelling and punctuation errors based on what has been previously taught Y1-Y4</p>	<p>Continue to assess the effectiveness of their own and others' writing</p> <p>Continue to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Begin to ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Begin to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Continue to proofread for spelling and punctuation errors based on what has been previously taught Y1-Y5</p>	<p>Confidently assess the effectiveness of their own and others' writing</p> <p>Confidently propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Confidently ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Begin to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Confidently proofread for spelling and punctuation errors based on what has been previously taught Y1-Y6</p>
	Grammar	<p>Regular plural noun suffixes (-s, -es)</p> <p>Verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>un- prefix to change meaning of adjectives/adverbs</p> <p>To combine words to make sentences, including using and</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Sentence demarcation (. ! ?)</p> <p>Capital letters for names and pronoun 'I')</p>	<p>Sentences with different forms: statement, question, exclamation, command</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p>Some features of written Standard English</p> <p>Suffixes to form new words (-ful, -er, -ness)</p> <p>Sentence demarcation</p> <p>Commas in lists</p> <p>Apostrophes for omission & singular possession</p>	<p>Begin to use fronted adverbials</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Form nouns using prefixes (super-, anti-)</p> <p>Use the correct form of 'a' or 'an'</p> <p>Word families based on common words (solve, solution, dissolve, insoluble)</p> <p>Begin to use preposition to order (before, after, during)</p> <p>Continue to use apostrophes for singular possession</p>	<p>Confidently use fronted adverbials</p> <p>Difference between plural and possessive -s</p> <p>Standard English verb inflections (I did vs I done)</p> <p>Continue to extend noun phrases, including with prepositions</p> <p>Appropriate choice of pronoun or noun to create cohesion</p>	<p>Begin to use the perfect form of verbs to mark relationships of time and cause</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Converting nouns or adjectives into verbs</p> <p>Verb prefixes</p> <p>Continue to use apostrophes for possession for both singular and plural nouns</p> <p>Devices to build cohesion, including adverbials of time, place and number</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Confidently use the perfect form of verbs to mark relationships of time and cause</p> <p>Differences in informal and formal language</p> <p>Synonyms & Antonyms</p> <p>Further cohesive devices such as grammatical connections and adverbials</p> <p>Use of ellipsis for effect</p>

Grammatical Terminology		letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, fronted adverbial phrase, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
Punctuation		Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	Continue to apply punctuation taught in KSI Using and punctuating direct speech (i.e. Inverted commas)	Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with singular and plural nouns Using and punctuating direct speech (including punctuation within and surrounding inverted commas)	Using commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to indicate parenthesis	Using hyphens to avoid ambiguity Using semicolons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list punctuating bullet points consistently
Transcription	Spelling	Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Using the prefix un- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words Apply simple spelling rules detailed in Y1 Curriculum Map	Learning the possessive apostrophe (singular) Learning to spell more words with contracted forms Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Apply spelling rules detailed in the Y2 Curriculum Map	Begin to use further prefixes and suffixes and understand how to add them Begin to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Begin to use the first 2 or 3 letters of a word to check its spelling in a dictionary Increase range of spellings of words with contracted forms Apply spelling rules detailed in the Y3 Curriculum Map	Continue to use further prefixes and suffixes and understand how to add them Continue to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Continue to use the first 2 or 3 letters of a word to check its spelling in a dictionary Continue to increase the range of spellings of words with contracted forms Apply spelling rules detailed in the Y4 Curriculum Map	Confidently use further prefixes and suffixes and understand the guidance for adding them Confidently use dictionaries to check the spelling and meaning of words Begin to use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary Continue to use a wide range of contractions consistently Apply spelling rules detailed in the Y5 Curriculum Maps	Consistently use knowledge of previously taught spelling rules from years 1-5 and apply these in written work Continue to use further prefixes and suffixes and understand the guidance for adding them Consistently use dictionaries to check the spelling and meaning of words as well as thesauruses to check for synonyms and further link knowledge together Consistently use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary Continue to use a wide range of contractions consistently Apply spelling rules detailed in the Y6 Curriculum Map
	Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Begin to form capital letters Begin to form digits 0-9	Consistently form lower-case letters of the correct size relative to one another Begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation	Continue to 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 Begin to increase the legibility, consistency and quality of their handwriting	Confidently 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 Continue to increase the legibility, consistency and quality of their handwriting	Begin to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters Begin to choose the writing implement that is best suited for a task	Confidently choose which shape of a letter to use when given choices and deciding whether or not to join specific letters Confidently choose the writing implement that is best suited for a task

		Understand which letters belong to which handwriting 'families' and to practise these (Ascenders/descenders)	and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters.				
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