

	RECEPTION	ELG	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>VOCABULARY AND GRAMMAR</b>	<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Write short sentences with words with known sound-letter correspondences.</li> <li>Use new vocabulary through the day.</li> <li>Use new vocabulary in different contexts.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea to another using a range of connectives.</li> </ul> <p><b>KLIPS:</b></p> <ul style="list-style-type: none"> <li><i>Segment to write VC and CVC words.</i></li> <li><i>independently using Phase 2 and Phase 3 graphemes e.g. it, mop, bell</i></li> <li><i>Make phonetically plausible attempts when writing more complex words</i></li> <li><i>Spell tricky words the, to, I, no, go independently</i></li> <li><i>Write own name</i> <i>Write left to right and top to bottom</i></li> <li><i>Orally compose a sentence and hold it in memory before attempting to write it</i></li> <li><i>Write a simple phrase with finger spaces, that can be read back by themselves</i></li> <li><i>Write simple sentences using finger spaces, that can be read by themselves and others</i></li> <li><i>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</i></li> <li><i>Write different text forms for different purposes e.g. lists, stories, instructions, labels, captions,</i></li> </ul>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed;</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>Write simple phrases and sentences that can be read by others.</li> <li>Make comments about what they have heard and ask questions to clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li><b>Say, and hold in memory whilst writing, simple sentences which make sense.</b></li> <li><b>Write simple sentences that can be read by themselves and others.</b></li> <li><b>Separate words with spaces.</b></li> <li><b>Use the joining word and to link words and clauses.</b></li> <li>Extend range of joining words to link words and clauses using but and or.</li> <li>Make singular nouns plural using ‘s’ and ‘es’ e.g. dog, dogs; wish, wishes</li> <li>Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper.</li> <li>Add the prefix ‘un’ to verbs and adjectives to change the meaning e.g. untie, unkind</li> </ul>	<ul style="list-style-type: none"> <li><b>Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination)</b></li> <li><b>Use sentences with different forms: statement, question, command, exclamation.</b></li> <li><b>Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</b></li> <li><b>Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.</b></li> <li>Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn’t rain on sports day.</li> <li><b>Select, generate and effectively use verbs.</b></li> <li>Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress.</li> <li><b>Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports.</b></li> <li><b>Use present tense for non-chronological reports and persuasive adverts.</b></li> <li>Select, generate and effectively use nouns.</li> <li>Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker</li> <li>Create compound words using nouns, e.g. whiteboard and football.</li> <li>Select, generate and effectively use adjectives.</li> <li>Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description),</li> </ul>	<ul style="list-style-type: none"> <li><b>Identify clauses in sentences.</b></li> <li><b>Explore and identify main and subordinate clauses in complex sentences.</b></li> <li><b>Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so</b></li> <li>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</li> <li><b>Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually</b></li> <li>Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past).</li> <li><b>Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box.</b></li> <li>Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary.</li> <li>Explore and collect nouns with prefixes super, anti, auto.</li> </ul>	<ul style="list-style-type: none"> <li><b>Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain</b></li> <li><b>Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.</b></li> <li><b>Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled</b></li> <li>Identify, select and use determiners including: - articles: a/an, the - demonstratives: this/that; these/those - possessives: my/your/his/her/its/our</li> <li>their quantifiers: some, any, no, many, much, every</li> <li><b>Identify, select and effectively use pronouns.</b></li> <li>Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.</li> <li>Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.</li> <li><b>Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</b></li> <li>Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead.</li> <li><b>Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap.</b></li> <li><b>Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board.</b></li> <li><b>Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests</b></li> <li>Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.</li> <li>Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently.</li> <li>Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth.</li> <li>Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.</li> </ul>	<ul style="list-style-type: none"> <li><b>Manipulate sentences to create particular effects.</b></li> <li><b>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, alternatively, as a consequence.</b></li> <li><b>Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then</b></li> <li>Use repetition of a word or phrase to link ideas between paragraphs</li> <li><b>Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.</b></li> <li>Identify the subject and object of a sentence.</li> <li><b>Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.</b></li> <li>Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</li> <li><b>Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask</b></li> </ul>

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	<i>recipes, postcards, menus</i>			granulated sugar (for specification). <ul style="list-style-type: none"> <li>Add suffixes ful or less to create adjectives e.g. playful, careful, careless, hopeless.</li> <li>Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest.</li> <li>Select, generate and effectively use adverbs.</li> <li>Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully.</li> </ul>			<ul style="list-style-type: none"> <li>Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably.</li> <li>Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs.</li> <li>Investigate verb prefixes e.g. dis-, de-, re-, pre-, mis-, over-.</li> </ul>	for - request, go in – enter. <ul style="list-style-type: none"> <li>Explore, collect and use question tags typical of informal speech and writing e.g. “He’s your friend, isn’t he?”</li> <li>Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would; The school requires that all pupils be honest</li> </ul>
<b>PUNCTUATION</b>	<ul style="list-style-type: none"> <li>Write short sentences using a capital letter and full stop</li> </ul>		<ul style="list-style-type: none"> <li>Use punctuation to demarcate simple sentences (capital letters and full stops).</li> <li>Use capital letter for the personal pronoun I.</li> <li>Use capital letters for names of people, places and days of the week.</li> <li>Identify and use question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>Secure the use of full stops, capital letters, exclamation marks and question marks.</li> <li>Use commas to separate items in a list.</li> <li>Use apostrophes for contracted forms e.g. don’t, can’t, wouldn’t, you’re, I’ll.</li> <li>Use apostrophes for singular possession in nouns, e.g. the girl’s name.</li> </ul>	<ul style="list-style-type: none"> <li>Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats.</li> <li>Use inverted commas to punctuate direct speech (speech marks).</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to mark clauses in complex sentences.</li> <li>Use commas after fronted adverbials</li> <li>Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, “Be back here at four o’ clock.”</li> <li>Use apostrophes for singular and plural possession e.g. the dog’s bone and the dogs’ bones.</li> </ul>	<ul style="list-style-type: none"> <li>Demarcate complex sentences using commas in order to clarify meaning.</li> <li>Use commas to avoid ambiguity, e.g. ‘Let’s eat Grandma.’ and ‘Let’s eat, Grandma.’</li> <li>Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff.</li> <li>Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</li> <li>Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice.</li> </ul>	<ul style="list-style-type: none"> <li>Use ellipsis to link ideas between paragraphs.</li> <li>Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.</li> <li>Punctuate bullet points consistently.</li> <li>Identify and use colons to introduce a list.</li> <li>Identify and use semi-colons within lists.</li> <li>Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark</li> </ul>
<b>PLANNING DRAFTING AND WRITING</b>	<ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> <li>Describe events in some detail.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>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 modelling and support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Orally plan and rehearse ideas.</li> <li>Sequence ideas and events in narrative.</li> <li>Sequence ideas and events in non-fiction.</li> <li>Use familiar plots for structuring the opening, middle and end of their stories.</li> <li>Orally compose every sentence before writing.</li> <li>Compose and sequence their own sentences to write short narratives.</li> <li>Compose and sequence their own sentences to write short non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</li> <li>Orally rehearse each sentence prior to writing.</li> <li>Develop a positive attitude to writing.</li> <li>Develop stamina for writing in order to write at length.</li> <li>Write about real and fictional events.</li> <li>Write simple poems based on models.</li> <li>Make simple notes from non-fiction texts, e.g.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</li> <li>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</li> <li>Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</li> <li>Develop settings and characterisation using</li> </ul>	<ul style="list-style-type: none"> <li>Identify the audience and purpose.</li> <li>Select the appropriate language and structures.</li> <li>Use similar writing models.</li> <li>Note and develop ideas.</li> <li>Draw on reading and research.</li> <li>Think how authors develop characters and settings (in books, films and performances)</li> <li>Select appropriate structure, vocabulary and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Identify audience and purpose.</li> <li>Choose appropriate text-form and type for all writing.</li> <li>Select the appropriate structure, vocabulary and grammar.</li> <li>Draw on similar writing models, reading and research.</li> <li>Compare how authors develop characters and settings (in books, films and performances).</li> <li>Use a range of planning approaches e.g. storyboard, story</li> </ul>

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			<p>texts, e.g. recounts, information texts, instructions.</p> <ul style="list-style-type: none"><li>• Use formulaic phrases to open and close texts.</li><li>• <b>Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts.</b></li></ul>	<p>highlighting and noting key words.</p> <ul style="list-style-type: none"><li>• <b>Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Create and develop settings for narrative. Create and develop characters for narrative.</b></li><li>• <b>Improvise, create and write dialogue.</b></li><li>• Create and develop plots based on a model.</li><li>• <b>Generate and select words from vocabulary banks</b> e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.</li><li>• Use different sentence structures ( See VGP)</li><li>• <b>Group related material into paragraphs.</b></li><li>• <b>Use headings and sub headings to organise information.</b></li></ul>	<p><b>vocabulary to create emphasis, humour, atmosphere, suspense.</b></p> <ul style="list-style-type: none"><li>• Plan and write an opening paragraph which combines setting and character/s.</li><li>• Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</li><li>• <b>Generate and select from vocabulary banks</b> e.g. adverbial phrases, technical language, persuasive phrases, alliteration.</li><li>• <b>Use different sentence structures.</b></li><li>• <b>Ensure consistent and correct use of tense throughout a piece of writing.</b></li><li>• Ensure consistent subject and verb agreement.</li><li>• Use paragraphs to organise writing in fiction and nonfiction texts.</li><li>• Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists.</li><li>• <b>Link ideas across paragraphs using fronted adverbials for when and where</b> e.g. Several hours later..., Back at home...</li></ul>	<ul style="list-style-type: none"><li>• <b>Blend action, dialogue and description within and across paragraphs.</b></li><li>• Use different sentence structures with increasing control.</li><li>• Use devices to build cohesion.</li><li>• Use organisation and presentational devices e.g. underlining, bullet points, headings.</li></ul>	<p>mountain, discussion group, post-it notes, ICT story planning.</p> <ul style="list-style-type: none"><li>• Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li><li>• Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</li><li>• <b>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action</b> e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, “It’s not fair!”</li><li>• <b>Consciously control the use of different sentence structures for effect.</b></li><li>• <b>Use a wide range of devices to build cohesion within and across paragraphs.</b></li><li>• <b>Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts.</b></li><li>• <b>Combine text-types to create hybrid texts e.g. persuasive speech.</b></li><li>• Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.</li><li>• Find examples of where authors have broken conventions to achieve specific effects and use</li></ul>

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								<p>similar techniques in own writing – e.g. repeated use of ‘and’ to convey tedium, one word sentence.</p> <ul style="list-style-type: none"> <li>Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. direct address to the reader.</li> <li><b>Use active and passive voice to achieve intended.</b></li> </ul>
<b>EVALUATING AND EDITING</b>	<ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>Re-read every sentence to check it makes sense.</li> <li>Discuss their writing with adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Edit and improve own writing in relation to audience and purpose.</li> <li>Evaluate their writing with adults and peers.</li> <li><b>Proofread to check for errors in spelling, grammar and punctuation.</b></li> <li>Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop</li> </ul>	<ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing.</li> <li>Discuss and propose changes with partners and in small groups.</li> <li>Improve writing in the light of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> <li>Improve writing in light of evaluation.</li> <li>Assess the effectiveness of own and others’ writing in relation to audience and purpose.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the effectiveness of own and others’ writing in relation to audience and purpose.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>Ensure consistent subject and verb agreement.</li> <li>Proofread for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li> <li>Proofread for grammatical, spelling and punctuation errors.</li> </ul>
<b>PERFORMING</b>	<ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Perform songs, rhymes, poems and stories with others and try to move in time with the music</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their writing audibly to adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their writing with intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate intonation and volume.</li> <li>Add movement.</li> <li>Ensure meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate and effective intonation and volume.</li> <li>Add gesture and movement to enhance meaning.</li> <li>Encourage and take account of audience engagement.</li> </ul>
<b>SPELLING</b>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</li> <li>Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. off, well, miss, buzz, back.</li> <li>Spell words with the /ŋ/sound spelt n before k, e.g. bank, think.</li> <li>Divide words into syllables, e.g. pocket.</li> <li>Spell words with -tch, e.g. catch, fetch, kitchen, notch, hutch.</li> </ul>	<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> <li>Learn new ways of spelling phonemes for which one or more spellings are already known.</li> <li>Learn to spell common exception words.</li> <li>Learn to spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll.</li> <li>Learn the possessive apostrophe (singular), e.g. the girl’s book.</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes dis_, mis_, re_, and suffixes _ly, _ous, and understand how to add them. □ Add suffixes beginning with vowel letters to words of more than one syllable.</li> <li>Spell homophones and near homophones.</li> <li>Spell words containing the /ʌ/ sound spelt ou, e.g. young, touch, double</li> <li>Spell words with endings sounding like /ʒə/ e.g. treasure, enclosure, pleasure.</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes, e.g. in-, im-, ir-, sub-, inter-, super-, anti-, auto-.</li> <li>Use further suffixes, e.g. -ation, -tion, -ssion, -cian.</li> <li>Investigate what happens to words ending in f when suffixes are added, e.g. calf/calves.</li> <li>Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, chorus. □ Identify and spell words with the /ʃ/ sound spelt ch (mostly French in</li> </ul>	<ul style="list-style-type: none"> <li>Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-. □ Recognise and spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency. □ Recognise and spell words ending in –able and –ible.</li> <li>Recognise and spell words ending in –ably and –ibly.</li> <li>Recognise and spell words with the /i:/ sound spelt ei after c, e.g. deceive, receive. □ Recognise and spell words containing the letter string ough.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and spell endings which sound like /jəs/, spelt –cious or –tious.</li> <li>Recognise and spell endings which sound like /jəl/, e.g. official, partial.</li> <li>Investigate adding suffixes beginning with vowel letters to words ending in –fer, e.g. referring, reference.</li> <li>Investigate use of the hyphen.</li> <li>Investigate and use further prefixes, e.g. bitrans- tele- circum-.</li> </ul>

	RECEPTION	ELG	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
			<ul style="list-style-type: none"> <li>Spell words with the /v/ sound at the end of words, e.g. have, live, give.</li> <li>Add s and es to words, e.g. thanks, catches.</li> <li>Add the endings –ing, –ed and –er to verbs where no change is needed to the root word.</li> <li>Add –er and –est to adjectives where no change is needed to the root word.</li> <li>Spell words with vowel digraphs.</li> <li>Spell words with vowel trigraphs.</li> <li>Spell words ending –y (/i:/ or /ɪ/), e.g. happy.</li> <li>Spell words with new consonant spellings ph and wh, e.g. dolphin, wheel.</li> <li>Spell words using k for the /k/ sound, e.g. Kent.</li> <li>Add the prefix –un.</li> <li>Spell compound words, e.g. farmyard, bedroom.</li> <li>Spell common exception words.</li> <li>Spell days of the week.</li> <li>Name the letters of the alphabet in order.</li> <li>Use letter names to distinguish between alternative spellings of the same sound.</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>To spell correctly, distinguish between homophones (e.g. here and hear; sea and see; bear and bare; night and knight) and near-homophones (e.g. quite and quiet; one and won; are and our).</li> <li>Add suffixes ness and er e.g. happiness, sadness, teacher, baker.</li> <li>Add suffix ment to spell longer words, e.g. enjoyment.</li> <li>Add suffixes ful and less e.g. playful, careful, careless, hopeless.</li> <li>Use suffixes er and est e.g. faster, fastest, smaller, smallest.</li> <li>Use suffix ly e.g. slowly, gently, carefully.</li> <li>Spell words with: - the /dʒ/ sound spelt as ge and dge at the end (e.g. age, badge), and spelt as g elsewhere (e.g. magic, giant).</li> <li>The /s/ sound spelt c before e, i and y, e.g. ice, cell t</li> <li>The /n/ sound spelt kn and gn at the beginning, e.g. knee, gnat. - the /ɹ/ sound spelt wr at the beginning e.g. wrote, wrong. - the /l/ or /əl/ sound spelt –le at the end of words, e.g. table, apple. - the /l/ or /əl/ sound spelt –el at the end of words, e.g. camel, tunnel</li> <li>- the /l/ or /əl/ sound spelt –al at the end of words, e.g. pedal, capital. - the ending –il e.g. pencil, fossil, nostril.</li> <li>The /aɪ/ sound spelt –y at the end of words, e.g. try, reply.</li> <li>The /ɔ:/ sound spelt a before l and ll, e.g. call, walk.</li> <li>The /ʌ/ sound spelt o, e.g. mother, Monday. - The /i:/ sound spelt –ey, e.g. key, donkey.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words with endings sounding like or /tʃə/, e.g. creature, furniture, adventure.</li> <li>Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. vein, weigh, eight, neighbour, they, obey</li> <li>Identify and spell irregular past tense verbs, e.g. send /sent, hear / heard, think/ thought</li> <li>Identify and spell irregular plurals, e.g. goose/ geese, woman/women, potato /es</li> <li>Use the first two 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> <li>Spell words from the Year 3 list (selected from the statutory Year 3/4</li> </ul>	<ul style="list-style-type: none"> <li>origin), e.g. chef, chalet, machine.</li> <li>Identify and spell words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin), e.g. tongue, antique.</li> <li>Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene.</li> <li>Understand how diminutives are formed using e.g. suffix - ette and prefix mini</li> <li>Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. pollen (noun) and –ate = pollinate (verb).</li> <li>The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt.</li> <li>Use the first three 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> <li>Explore and use the possessive apostrophe, e.g. boy's books (books belonging to a boy) and boys' books (books belonging to more than one boy).</li> <li>Spell words from the Year 4 list (selected from the statutory Year 3/4 word list).</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and spell the suffixes -al,- ary,- ic.</li> <li>To spell further suffixes, e.g. ll in full becoming l.</li> <li>Spell some words with 'silent' letters, e.g. knight, psalm, solemn.</li> <li>To spell unstressed vowels in polysyllabic words.</li> <li>Develop self-checking and proof-reading strategies.</li> <li>Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>Use a thesaurus.</li> <li>Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) -</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between homophones and other words that are often confused.</li> <li>Identify root words, derivations and spelling patterns as a support for spelling.</li> <li>Be secure with all spelling rules previously taught.</li> <li>Use a number of different strategies interactively in order to spell correctly.</li> <li>Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</li> <li>Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.</li> </ul>

	RECEPTION	ELG	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
				<ul style="list-style-type: none"> <li>The /ɒ/ sound spelt a after w and qu, e.g. wander, quantity.</li> <li>The /ɜ:/ sound spelt or after w, e.g. word, worm.</li> <li>The /ɔ:/ sound spelt ar after w, e.g. war, warm. -</li> <li>The /ʒ/ sound spelt s, e.g. television, usual.</li> <li>Add –es to nouns and verbs ending in –y, e.g. copies, babies.</li> <li>Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. copied, copier.</li> <li>Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. hiking, hiked, hiker.</li> <li>Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. patting, patted.</li> <li>Spell words ending in -tion, e.g. station, fiction</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> </ul>				
HANDWRITING	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing,</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table and hold a pencil correctly.</li> <li>Hold a pencil with an effective grip.</li> <li>Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.</li> <li>Form digits 0-9 correctly.</li> <li>Practise forming letters in handwriting families: - ‘Long ladders’ – i, j, l, t, u, - ‘One armed robots’ – b, h, m, n p, r - ‘Curly caterpillars’ – c, a, d, e, g, o, q, f, s - Zig-zag letters – k, v, w, x, y, z</li> <li>Have clear ascenders (‘tall letters’) and descenders (‘tails’).</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another.</li> <li>Orientate capital letters correctly.</li> <li>Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words.</li> <li>Write capital letters and digits of the correct size relative to one another and to lower case letters.</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>Use spacing between words which reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Form and use the four basic handwriting joins.</li> <li>Write legibly.</li> </ul>	<ul style="list-style-type: none"> <li>Use a joined style throughout their independent writing.</li> <li>Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>	<ul style="list-style-type: none"> <li>Write fluently using a joined style as appropriate for independent writing.</li> <li>Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	RECEPTION	ELG	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
			<ul style="list-style-type: none"><li>Form capital letters correctly.</li></ul>					
GRAMMATICAL TERMINOLOGY			<ul style="list-style-type: none"><li>Capital letter</li><li>Full stop</li><li>Sentence</li><li>Question mark</li><li>Exclamation mark</li><li>Personal pronoun I</li><li>Prefix</li></ul>	<ul style="list-style-type: none"><li>Capital letter</li><li>Full stop</li><li>Sentence</li><li>Question mark</li><li>Exclamation mark</li><li>Comma</li><li>Apostrophe</li><li>Noun, noun phrase, statement, command, question, exclamation</li><li>Conjunction</li><li>Compound</li><li>Contractions</li><li>Adjective</li><li>Verb</li><li>Adverb</li><li>Suffix</li><li>Past tense, present tense</li></ul>	<ul style="list-style-type: none"><li>Inverted commas</li><li>Conjunction</li><li>Subordinate clause</li><li>Main clause</li><li>Adverb</li><li>Preposition</li><li>Speech</li><li>Paragraphs</li><li>Consonant letter</li><li>Vowel letter</li><li>Word family</li><li>Synonym</li></ul>	<ul style="list-style-type: none"><li>Inverted commas</li><li>Apostrophe</li><li>Adverb</li><li>Fronted adverbial</li><li>Pronoun</li><li>Possessive pronoun</li><li>Determiner</li><li>Paragraphs</li><li>Nouns for precision</li><li>Standard English</li></ul>	<ul style="list-style-type: none"><li>Brackets</li><li>Dash</li><li>Parenthesis</li><li>Relative clause</li><li>Relative pronoun</li><li>Simile</li><li>Fronted adverbials</li><li>Cohesion</li><li>Ambiguity</li><li>Modal verb</li></ul>	<ul style="list-style-type: none"><li>Bullet points</li><li>Ellipses</li><li>Colon</li><li>Semi colon</li><li>Hyphen</li><li>Subject, object</li><li>Active, passive</li><li>Antonym</li><li>Subjunctive form</li></ul>