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|  | Three and Four-Year-Olds  Reception  Early Learning Goal | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Phonic & Whole word spelling** | We follow jolly Grammar | We follow Jolly Phonics and Jolly Grammar | We follow Jolly Phonics and Jolly Grammar | We use Jolly Phonics and Jolly Grammar | We follow Jolly Grammar | We follow Jolly Grammar | We follow Jolly Grammar |
| 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.  Spell words by identifying the sounds and then writing the sound with the letter/s.  Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. | Words containing each of the 40+ phonemes taught  Common exception words  The days of the week  Name the letters of the alphabet in order  Using letter names to distinguish between alternative spellings of the same sound | Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones  Learning to spell common exception words  Distinguishing between homophones and near-homophones | Spell further homophones  Spell words that are often misspelt (appendix 1) | Spell further homophones  Spell words that are often misspelt (appendix 1) | Spell some words with ‘silent’ letters  Continue to distinguish between homophones and other words which are often confused  Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in appendix 1 | Spell some words with ‘silent’ letters  Continue to distinguish between homophones and other words which are often confused  Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in appendix 1 |
| **Other word building 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 and guidance from appendix 1 | 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 and guidelines from appendix 1 | Use further prefixes and suffixes and understand how to add them  Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  Use the first 2 or 3 letters of a word to check its spelling in a dictionary | Use further prefixes and suffixes and understand how to add them  Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  Use the first 2 or 3 letters of a word to check its spelling in a dictionary | Use further prefixes and suffixes and understand the guidance for adding them  Use dictionaries to check the spelling and meaning of words• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary | Use further prefixes and suffixes and understand the guidance for adding them  Use dictionaries to check the spelling and meaning of words• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary |
| **Writing**  **Transcription** | Write from memory simple sentences dictated by the teacher that include words using the gpcs and common exception words taught so far. | Write from memory simple sentences dictated by the teacher that include words using the gpcs and common exception words taught so far. | Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far. | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |
| **Vocabulary** | Begin to leave spaces between words. | Leaving spaces between words  Joining words and joining clauses using "and" | Expanded noun phrases to describe and specify | Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  Using conjunctions, adverbs and prepositions to express time and cause (and place) | Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | Use a thesaurus  Using expanded noun phrases to convey complicated information concisely  Using modal verbs or adverbs to indicate degrees of possibility | Use a thesaurus  Using expanded noun phrases to convey complicated information concisely  Using modal verbs or adverbs to indicate degrees of possibility |
| **Grammar**  **(edited to reflect content in Appendix 2)** | Begin to use capital letters for names and pronoun ‘I’  Begin to separate words with spaces. | Regular plural noun suffixes (-s, -es)  Verb suffixes where root word is unchanged (-ing, -ed, -er)  Un- prefix to change meaning of adjectives/adverbs  To combine words to make sentences, including using and  Sequencing sentences to form short narratives  Separation of words with spaces  Sentence demarcation (. ! ?)  Capital letters for names and pronoun 'i') | Sentences with different forms: statement, question, exclamation, command  The present and past tenses correctly and consistently including the progressive form  Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  Some features of written standard english  Suffixes to form new words (-ful, -er, -ness)  Sentence demarcation  Commas in lists  Apostrophes for omission & singular possession | Using the present perfect form of verbs in contrast to the past tense  Form nouns using prefixes (super-,anti-)  Use the correct form of 'a' or 'an'  Word families based on common words (solve, solution, dissolve, insoluble) | Using fronted adverbials  Difference between plural and possessive -s  Standard english verb inflections (i did vs i done)  Extended noun phrases, including with prepositions  Appropriate choice of pronoun or noun to create cohesion | Using the perfect form of verbs to mark relationships of time and cause  Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun  Converting nouns or adjectives into verbs  Verb prefixes  Devices to build cohesion, including adverbials of time, place  And number | Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  Using passive verbs to affect the presentation of information in a sentence  Using the perfect form of verbs to mark relationships of time and cause  Differences in informal and formal language  Synonyms & antonyms  Further cohesive devices such as grammatical connections and adverbials  Use of ellipsis |
| **Punctuation**  **(edited to reflect content in Appendix 2)** |  | 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) | 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 |
| **Grammatical Terminology** | Phoneme, letter, blending, segmenting, capital letter and full stop. | 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, 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 |

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|  | Three and Four-Year-Olds  Reception  Early Learning Goal | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Writing composition**  **Contexts for Writing** | 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; write ‘m’ for mummy.  Write some or all of their name.  Write some letters accurately.  Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.  Write simple phrases and sentences that can be read by others. | Write sentences | Writing narratives about personal experiences and those of others (real and fictional)  Writing about real events  Writing poetry  Writing for different purposes | Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed | Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed |
| **Writing composition:**  **Planning Writing** | Engage in extended conversations about stories.  Use talk to help work out problems and organise thinking and activities.  Explain how things work and why they might happen.  Develop storylines in their pretend play.  Write simple phrases a  Retell the story, once they have developed  a deep familiarity with  the text; some as exact repetition and some in their own words.  Develop storylines in their pretend play  Invent, adapt and recount narratives and stories with peers and teachers. | Saying out loud what they are going to write about composing a sentence orally before writing it | Planning or saying out loud what they are going to write about  Encapsulating what they want to say, sentence by sentence | Discussing and recording ideas  Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | Discussing and recording ideas  Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | Noting and developing initial ideas, drawing on reading and research where necessary | Noting and developing initial ideas, drawing on reading and research where necessary |
| **Writing composition :**  **Drafting Writing** | Sequence through role play and pictorial means.  Re-read what they have written to check it makes sense. | Sequencing sentences to form short narratives  Re-reading what they have written to check that it makes sense | Writing down ideas and/or key words, including new vocabulary | Organising paragraphs around a theme  In narratives, creating settings, characters and plot  In non-narrative material, using simple organisational devices (headings & subheadings) | Organising paragraphs around a theme  In narratives, creating settings, characters and plot  In non-narrative material, using simple organisational devices | selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining | selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining |
| **Writing composition:**  **Evaluate and Editing Writing** | Re-read what they have written to check it makes sense.  Discuss what they have written with an adult. | make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils 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 proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly | make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils 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 proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly | :Assessing the effectiveness of their own and others’ writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  proof-read for spelling and punctuation errors | Assessing the effectiveness of their own and others’ writing and suggesting improvements  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Proofread for spelling and punctuation errors | selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining | selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining |
| **Writing Composition Perform** | Read work out aloud to teacher, small group or whole class. | Read their writing aloud clearly enough to be heard by their peers and the teacher. | Read aloud what they have written with appropriate intonation to make the meaning clear | Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| Letter Formation, Placement and Positioning | * 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. * 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. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. * Write some letters accurately. * 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, paintbrushes, scissors, knives, forks, and spoons. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. * Develop the foundations of a handwriting style which is fast, accurate and efficient. * Form lower case and capital letters correctly. * Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.   Write recognizable letters, most of which are correctly formed. | * To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. * To sit correctly at a table, holding a pencil comfortably and correctly. * To form the digits 0-9.   To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | * To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. * To form lower case letters of the correct size, relative to one another.   To use spacing between words that reflects the size of the letters. | To use a neat, joined handwriting style with increasing accuracy and speed. | To increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | * To 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.   To be clear about what standard of handwriting is appropriate for a particular task, e.g., quick notes or a final handwritten version. | To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and by choosing the writing implement that is best suited for a task. |
| Joining letters  Using Letter join |  |  | To begin to use the diagonal and horizontal strokes needed to join letters. | To continue to 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. | To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. | To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. | To 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). |