

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling: encoding	- Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters First 30 phonemes, represented using the following graphemes: m a s t d i n p g o c k u b f e l h sh r j v y w th/th z ch qu x ng nk start learning the graphemes for the next 12 phonemes ay ee igh ow oo oo ar or air ir ou oy - Write simple phrases and sentences that can be read by others, including some sight words I the and no cat go of they yes get come we my for said went this see a to up dog on dad in you me away can day lie mum he was going it am look big at all are she play is	- spell words containing each of the 40+ phonemes already taught - spell common exception words the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - spell the days of the week - name the letters of the alphabet, in order and use letter names to distinguish between alternative spellings of the same sound - use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - use prefixes (un–) and suffixes (–ing, –ed, –er and –est) where no change is needed in the spelling of root words - apply simple spelling rules and guidance: /f/, /l/, /s/, /z/ and /k/ spelled ff, ll, ss, zz and ck, /j/ sound spelt n before k, tch/ch, -ve ending, - write from memory, simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	- segment spoken words into phonemes and represent these with graphemes, spelling many correctly - learn 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: g/ge/dge, /s/ sound spelled c, /n/ sound spelled kn/gn, /r/ sound spelled wr, /l/ sound spelled le/el/al/il, y at the end of words, swap/double/drop rules for adding suffixes, /or/ sound spelled a, /u/ sound spelled o, /ee/ sound spelled ey, /o/ sound spelled a, /er/ sound spelled or, /zh/ spelled s - spell further common exception words: door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas - learn to spell more words with contracted forms - learn the possessive apostrophe (singular) - distinguish between homophones and near-homophones - add suffixes to spell longer words, including: –ment, –ness, –ful, –less, –ly, -tion - apply spelling rules and guidelines - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	the /t/ sound spelled y elsewhere than at the end of words, the /s/ sound spelt ou, the /k/ sound spelled ch, the /g/ sound spelled –gue, the /k/ sound spelled –que, the /s/ sound spelled sc, the /et/ sound spelled ei, eigh, or ey - use further prefixes and suffixes and understand how to add them: dis–, mis–, in–, im–, il–, ir–, re–, sub–, inter–, super–, anti–, auto–, –ation, –sure–ture, –sion, –ous, –tion, –ssion, –cian - spell further homophones - spell words that are often misspelled - place the possessive apostrophe accurately in words with regular and irregular plurals - use the first 2 or 3 letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far - spell further common exception words: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath,breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	-cious, -tious, -cial, -tial, -ent, -ence, -ency, -ant, -ance, -ancy, -able, -ably, -ible, -ibly, -ough, silent letters - spell further common exception words accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly,) soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht		
Handwriting and presentation	- 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	- 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 - form capital letters - form digits 0-9 - understand which letters belong to which handwriting ‘families’ and practise these eg /igh/	- form lower-case letters of the correct size, relative to one another - start using some of the diagonal and horizontal strokes needed to join letters using the continuous cursive handwriting style - write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - use spacing between words that reflects the size of the letters	- 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 - increase the legibility, consistency and quality of their handwriting		- Pupils should be taught to write legibly, fluently and with increasing speed - choose which shape of a letter to use when given choices and decide whether or not to join specific letters - choose the writing implement that is best suited for a task	

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Composition	- say out loud what they are going to write about - compose a sentence orally before writing it - discuss what they have written with the teacher	- say out loud what they are going to write about - compose a sentence orally before writing it - sequence sentences to form short narratives - discuss what they have written with the teacher or other pupils - read their writing aloud clearly enough to be heard by their peers and the teacher	- develop positive attitudes towards and stamina for writing - write narratives, write about real events, write poetry - write for different purposes - plan or say out loud what they are going to write about - write down ideas and/or key words, including new vocabulary - encapsulate what they want to say, sentence by sentence - evaluate their writing with the teacher and other pupils - reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) - read aloud what they have written with appropriate intonation to make the meaning clear	- plan, draft, evaluate and edit as part of the writing cycle - discuss writing similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar - discuss and record ideas - compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organise paragraphs around a theme - in narratives, create settings, characters and plot - in non-narrative material, use simple organisational devices - assess the effectiveness of their own and others' writing and suggest improvements - propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proofread for spelling and punctuation errors - 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	- plan, draft, evaluate and edit as part of the writing cycle - identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - note and develop initial ideas, drawing on reading and research where necessary - in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed - select 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 - précis longer passages - use a wide range of devices to build cohesion within and across paragraphs - use further organisational and presentational devices to structure text and to guide the reader - assess the effectiveness of their own and others' writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensure the consistent and correct use of tense throughout a piece of writing - ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proofread for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear		
Vocabulary, grammar and punctuation	leave spaces between words	- leave spaces between words - join words and joining clauses using "and" - begin to punctuate sentences using: a capital letter and a full stop, question mark or exclamation mark - use a capital letter for: names of people, places, the days of the week, and the personal pronoun 'I' - learn prefixes and suffixes: un-, -s, -es, -ing, -ed, -er - use grammatical terminology in discussing their writing and reading: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	- learn 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) - use sentences with different forms: statement, question, exclamation, command - form nouns and adjectives using suffixes - form compound words - form adverbs from adjectives - use expanded noun phrases to describe and specify - use the present and past tenses correctly and consistently including the progressive form - use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - use some features of written Standard English - use and understand grammatical terminology in English, in discussing their writing and reading: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma	- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - use the present perfect form of verbs in contrast to the past tense - choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - use conjunctions, adverbs and prepositions to express time, place and cause - use fronted adverbials - use a range of prefixes, eg: anti-, auto-, super- - use a/an correctly - indicate grammatical and other features by: - use commas after fronted adverbials - indicate possession by using the possessive apostrophe with singular and plural nouns - use and punctuate direct speech - use and understand grammatical terminology accurately and appropriately in discussing their writing and reading : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas, determiner, pronoun, possessive pronoun, adverbial	- recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - use passive verbs to affect the presentation of information in a sentence - use the perfect form of verbs to mark relationships of time and cause - use expanded noun phrases to convey complicated information concisely - change nouns and adjectives to verbs using suffixes, eg: -ate, -ise, -ify - use verb prefixes, eg: dis-, de-, mis-, over-, re- - use modal verbs or adverbs to indicate degrees of possibility - use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - use layout devices for non-fiction texts (eg tables, sub-headings, diagrams) - build cohesion using conjunctions, adverbials, repetition and ellipsis - recognise and use passive and subjunctive forms - distinguish between and use formal and informal language - indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing; using hyphens to avoid ambiguity; using brackets, dashes or commas to indicate parenthesis; using semicolons, colons or dashes to mark boundaries between independent clauses; using a colon to introduce a list; and punctuating bullet points consistently - use and understand grammatical terminology accurately and appropriately in discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points		

Text types	mark making/names nursery rhymes/poetry lists/menus recounts/narratives captions/labels invitations	recounts letters/diaries narratives poetry instructions/menus non-chronological reports	recounts letters/diaries narratives poetry instructions/menus non-chronological reports	recounts letters/diaries narratives poetry instructions/ menus	persuasion explanation discussion non-chronological reports	recounts letters/diaries narratives poetry instructions/ menus	persuasion explanation discussion non-chronological reports
Topics	• OURSELVES • FESTIVALS • TOYS • FAVOURITE STORIES • TRANSPORT • ANIMALS • MINIBEASTS • WATER	• ANIMALS INCLUDING HUMANS • SEASONS • PLANTS • MATERIALS • MY FAMILY • RUBY BRIDGES & ROSA PARKS • DICK WHITTINGTON • TOYS • OUR LOCAL AREA • THE UK • THE SEASIDE	• ANIMALS INCLUDING HUMANS • MATERIALS • LIVING THINGS • PLANTS • LIVING THINGS & THEIR HABITATS • OFFSPRING • THE FIRE OF LONDON • MATTHEW HENSON • COMPARING QUEENS • FLORENCE NIGHTINGALE/MARY SEACOLE • PLANET EARTH • KENYA	• ROCKS, SOILS & FOSSILS • LIGHT & SHADOWS • FORCES, FRICTION & MAGNETS • MOVEMENT & NUTRITION FOR THE HUMAN BODY • FLOWERING PLANTS & PLANT GROWTH • FLOWERING PLANTS - LIFE CYCLE • STONE AGE TO IRON AGE • NOTTING HILL CARNIVAL • THE ROMANS • SETTLEMENTS & LAND USE • CLIMATE & CLIMATE ZONES • EUROPE	• CHANGES OF STATE • ELECTRICITY: CIRCUITS • HUMAN IMPACT ON THE ENVIRONMENT • DIGESTION & FOOD CHAINS • SOUND • CLASSIFICATION OF PLANTS & ANIMALS • BLACK INVENTORS & SCIENTISTS • ANCIENT GREECE • ANGLO SAXONS • VIKINGS • RIVERS AND RAINFORESTS • THE USA	• FORCES & MECHANISMS • PROPERTIES & USES OF MATERIALS • EARTH & SPACE • PLANT & ANIMAL LIFE CYCLES • SEPARATING MIXTURES & CHANGING MATERIALS • HUMAN GROWTH • THE ELIZABETHANS • THE BRISTOL BUS BOYCOTT • BRITISH MONARCHS • THE MAYA • ASIA – MOUNTAINS, VOLCANOES & EARTHQUAKES • BIOMES & VEGETATION	• ANIMALS INCLUDING HUMANS • LIGHT • LIVING THINGS & THEIR HABITATS • EVOLUTION & INHERITANCE • ELECTRICITY • BLACK SOLDIERS IN WW2 • WW2 IN LONDON • ANCIENT EGYPT • MAPPING THE WORLD • CLIMATE CHANGE • TRADE