



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling and Phonics	<p>words containing the phonemes taught (Animaphonics)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>See Animaphonics documents for detailed progression</p>	<ul style="list-style-type: none"> -Spell words containing each of the 40+ phonemes -Spell some common exception words. -Spell the days of the week. -Name the letters of the alphabet in order. -Name the letters of the alphabet -Add prefixes and suffixes using the spelling rule for adding -s or -es -Add the prefix un- and suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words -Apply simple spelling rules learned through Animaphonics - write from memory simple sentences dictated by the teacher <p>See Animaphonics documents for detailed progression</p>	<ul style="list-style-type: none"> -Spell by segmenting words into phonemes and representing these in graphemes, spelling many correctly and making phonetically plausible attempts at others. -Spell using alternative versions of known phonemes -Spell many/most common exception words. -Spell some/most words with contracted forms. -Spell by learning the possessive apostrophe. -Spell by distinguishing between homophones and near homophones. -Add suffixes to spell some/most longer words. -Write from memory simple sentences dictated by the teacher. <p>See Animaphonics documents for detailed progression</p>	<ul style="list-style-type: none"> -Use the prefixes un-, dis-, mis-, re-, pre- -Add suffixes beginning with vowel letters to words of more than one syllable -Use the suffix -ly -Spell words with endings sounding like 'zh' and 'ch' -Spell words with endings which sound like 'zhun' -Spell homophones -Spell words that are often misspelt -Spell words with the 'k' sound spelt 'ch' - Spell words with the 'sh' sound spelt 'ch' -Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' -Spell words containing the 'i' sound spelt 'y' -Spell words containing the 'u' sound spelt 'ou' young, touch, double -Use the first two or three letters of a word to check its spelling in a dictionary -Write from memory simple sentences, dictated by the teacher. 	<ul style="list-style-type: none"> -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 -Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que -Spell homophones -Spell more complex words that are often misspelt for years 3 and 4 -Spell words with the 's' sounds spelt 'sc' - place the possessive apostrophe accurately in words with regular plurals -Use the first three or four letters of a word to check its spelling in a dictionary -Write sentences from memory, dictated by the teacher. 	<ul style="list-style-type: none"> -Spell word endings which sound like 'shush' spelt -cious or -tious -Spell word endings which sound like 'shil' spelt -cial or -tial -Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency -Spell words ending in -able and -ible also -ably and -ibly -Spell words containing the letter-string 'ough' -Spell some words with 'silent' letters -Use knowledge of morphology and etymology in spelling -Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary -Use a thesaurus 	<ul style="list-style-type: none"> -Add suffixes beginning with vowel letters to words ending in -fer -Use prefixes involving the use of a hyphen -Distinguish between homophones and other words which are often confused -Use dictionaries to check the spelling and meaning of words -Use knowledge of morphology and etymology in spelling -Use a thesaurus with confidence
Handwriting	<p>Children handle equipment and tools effectively, including pencils for writing.</p> <p>Children write in print.</p> <p>Children are taught letter formation according to the Animaphonics approach</p> <p>Write recognisable letters, most of which are correctly formed</p>	<ul style="list-style-type: none"> -Sit correctly at a table, holding a pencil comfortably and correctly. - 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' (i.e. letters that are formed in similar ways) and practise these. 	<ul style="list-style-type: none"> -Use the diagonal and horizontal strokes needed to join letters -Understand which letters, when adjacent to each other, are best left unjoined. -Use 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 letters. 	<ul style="list-style-type: none"> -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 handwriting; -that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<ul style="list-style-type: none"> -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 handwriting 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. 	<ul style="list-style-type: none"> -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. - Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> -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. - Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task

Composition	<p>Determiners: the, a, my, your, an, this, that, his, her, their, some, all</p> <p>Connectives; and, who, until but</p> <p>Prepositions: up, down, in, into, out, to, onto</p> <p>Adjectives: old, big, little bi, small quiet</p> <p>Repetition for rhythm: he walked and he walked, a lean cat, a mean cat</p> <p>Write simple phrases and sentences that can be ready by others.</p> <p>To orally rehearse what to write</p> <p>Read back what they have written</p>	<ul style="list-style-type: none"> -Write sentences, sequencing them to form short narratives. -Write sentences by re-reading what has been written to check that it makes sense. -Write sentences by composing them orally before writing them. -Discuss what has been written with the teacher or other pupils. -Read aloud own writing clearly enough to be heard by peers and the teacher. 	<ul style="list-style-type: none"> -Write sentences that are linked thematically (real and fictional). -Write about real events, recording these simply and clearly. -Write poetry to develop positive attitudes and stamina for writing. -Write for different purposes to develop positive attitudes and stamina for writing. -Write effectively and coherently for different purposes, drawing on reading to inform vocabulary/ grammar. -Consider what to write by planning/saying it out loud first. -Consider what to write by writing down ideas and/or key words, including new vocabulary. -Make simple additions, revisions, corrections to writing by evaluating with teacher and other pupils. -Make simple additions, revisions, corrections by rereading, checking verbs are consistent in time/form -Read aloud what has been written with clear intonation to make the meaning clear. 	<ul style="list-style-type: none"> -Plan writing by discussing writing experienced through reading and models. -Plan writing by discussing and recording ideas within a given structure. -Draft and write by composing and rehearse sentences orally. - 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 own writing -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 stops, question marks, exclamation marks, commas for lists, apostrophes and inverted commas for speech mostly correctly -Read 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 	<ul style="list-style-type: none"> -Plan writing by discussing writing experienced through reading and models. -Plan writing by discussing and recording ideas; -Draft and write by composing and rehearsing sentences orally (including dialogue), -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 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 -Proof-read for spelling and punctuation errors. -Confidently read 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 	<ul style="list-style-type: none"> -Plan writing by identifying the audience and purpose of the writing, using other similar writing as models. -plan writing by noting and developing initial ideas, drawing on reading where necessary - plan writing of narratives by considering how authors have developed characters and settings. -draft and write by selecting appropriate grammar and vocabulary. -draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. -draft and write by précising longer passages; draft and write by using devices to build cohesion within and across sentences and paragraphs; - draft and write by linking ideas across paragraphs using adverbials of time, place and number, or tense choices; - draft and write by using further organisational and presentational devices to structure text and to guide the reader. - evaluate and edit by assessing the effectiveness of own and others' writing. - evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - 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. - proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity; 	<ul style="list-style-type: none"> -Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own; -Plan writing by noting and developing initial ideas, drawing on reading and research where necessary; - plan writing of narratives through reasoned consideration of how authors have developed characters and settings. -Draft and write by selecting appropriate grammar and vocabulary. - understand 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 précising longer passages; - Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; - use 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. -Evaluate and edit by assessing the effectiveness of own and others' writing with reasoning; - evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -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. - proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.
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Grammar and Punctuation	<p>How words can combine to make sentences.</p> <p>Introduce capital letters, full stops and finger spaces</p>	<ul style="list-style-type: none"> -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. -Use suffixes that can be added to verbs where no change is needed in the spelling of root words. -Use regular plural noun suffixes -s or -es. -Use capital letters and full stops to demarcate sentences in some writing. -Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. -Understand how the prefix un- changes the meaning of verbs and adjectives. -Understand how words can combine to make sentences. -Join words and clauses using and. -Separate words with spaces. 	<ul style="list-style-type: none"> -Form nouns using suffixes such as -ness, -er, and by compounding; -Form adjectives using suffixes such as -ful, -less. -Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs. -Use coordination (or, and, but) and subordination (when, if, that, because) to join clauses. -Use expanded noun phrases for description and specification. -Understand how the grammatical patterns in a sentence indicate its function as a statement question, exclamation, or command. -Use present and past tense mostly correctly and consistently. -Use the progressive form of verbs in the present and past tense to mark actions in progress. -Use capital letters and full stops accurately. -Use question marks and exclamation marks appropriately. -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. 	<ul style="list-style-type: none"> -Form nouns using a range of prefixes super-, anti-, auto. - Use the forms a or an according to whether the next word begins with a consonant or a vowel. -Identify word families based on common root words -Express time, place and cause using co-ordinating and subordinating conjunctions when, before, after, while, so, because adverbs, then, next, soon, therefore, or prepositions 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. -Begin to use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> -Understands the grammatical difference between plural and possessive -s -Use standard English forms for verb inflections instead of local spoken forms. -Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. -Use fronted adverbials -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. - a comma after the reporting clause. - end punctuation within inverted commas. -Use apostrophes to mark plural possession. -Use commas after fronted adverbials. 	<ul style="list-style-type: none"> -Convert nouns or adjectives into verbs using suffixes -ate; -ise; -ify understand verb prefixes eg 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: perhaps, surely, or modal verbs: 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 eg: nearby, and number eg secondly, or tense choices eg he had seen her before -Use brackets, dashes or commas to indicate parenthesis -Use commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> -Understand the difference between vocabulary typical of informal speech and formal speech. -Understand how words are related by meaning as synonyms and antonyms. -Use the passive to affect the presentation of information in a sentence. -Understand the difference between structures typical of informal speech and formal speech and writing. -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/tables, to structure text -Use the semi-colon, colon and dash to mark the boundary between independent clauses. -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.
Terminology	<ul style="list-style-type: none"> Finger Spaces Letter Word Sentence Full stops Capital letter Noun Adjective Verb 	<ul style="list-style-type: none"> As EYFS plus: singular plural sentence punctuation full stop question mark exclamation mark adverb 	<ul style="list-style-type: none"> As Y1 plus noun phrase statement question exclamation command suffix tense apostrophe comma past and present tense. 	<ul style="list-style-type: none"> As Y2 plus: Preposition Conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks') 	<ul style="list-style-type: none"> As Y3 plus: Determiner Pronoun possessive pronoun adverbial Expanded noun phrase Synonyms modal verb co-ordinating conjunctions 	<ul style="list-style-type: none"> As Y4 plus: relative pronoun relative clause parenthesis bracket dash cohesion ambiguity subordinating clause past, present and future tense indefinite verbs co-ordinating and subordinating conjunctions 	<ul style="list-style-type: none"> As Y5 plus: Subject Object Active Passive Antonym Ellipsis Hyphen Colon semi-colon bullet points
Writing Genres	<ul style="list-style-type: none"> Story retelling Report Poetry Letter 	<ul style="list-style-type: none"> Narrative Recount Advert or persuasive text Report Letter Poetry 	<ul style="list-style-type: none"> Narrative Recount Diary Advert or persuasive Text Report Instructions Poem 	<ul style="list-style-type: none"> Narrative Recount Diary Advert or persuasive piece Letter Report Structured poem 	<ul style="list-style-type: none"> Narrative Recount Diary Advert or persuasive piece Leaflet Letter Report Structured poem 	<ul style="list-style-type: none"> Narrative Recount Autobiography Advert or persuasive piece Leaflet Letter Report Structured poem Play script 	<ul style="list-style-type: none"> Narrative Recount Autobiography Advert or persuasive piece Leaflet Letter Report Structured poem Play script

Writing specifics	<p>Simple alliteration Imperative verbs Questions Syllables Pronouns Rhyme</p>	<p>Simple onomatopoeia Simple alliteration Simple similes Imperative verbs Facts and opinions 5W and 1H Rhetorical questions Personal pronouns Syllables Rhyme</p>	<p>Onomatopoeia Alliteration Similes Imperative verbs Facts and opinions 5W and 1H Rhetorical questions Personal pronouns Rhyme</p>	<p>Onomatopoeia Alliteration Similes Setting Character Narrative structure Imperative verbs Facts and opinions 5W and 1H Headings/subheadings Rhetorical questions Personal pronouns Exaggerated language</p>	<p>Onomatopoeia Alliteration Similes Setting Character Narrative structure Imperative verbs Facts and opinions 5W and 1H Organisational devices Rhetorical questions List of 3 Repetition Exaggerated language Stanzas Alliteration Similes Rhyme</p>	<p>Personification Themes Similes Metaphors Alliteration Settings Narrative structure Imperative verbs Facts/opinions 5W and 1H Structural devices Rhetorical questions List of 3 Repetition Exaggerated language Stanzas Alliteration Similes Rhyme</p>	<p>Personification Themes Similes Metaphors Characterisation Alliteration Settings Narrative structure Whole text cohesion Layout devices 5W and 1H Structural devices Rhetorical questions List of 3 Repetition for effect Exaggerated language Stage directions Stanzas Alliteration Similes Rhyme</p>