Sp	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
elli	30 - 50 months			/cur o			
	40 - 60 months						
ng							
	Early learning Goals						
	To continue a rhyming	To know all	To segment spoken	To spell most common	To spell all common	To spell many of the	To spell all of the
	string.	letters of the	words into phonemes and	words correctly (High	words correctly (High	Yr5/6 statutory	Yr5/6 statutory
		alphabet and	to represent these with	frequency words from	frequency words from	spellings correctly.	spellings correctly.
	To hear and say the	the sounds	graphemes, spelling many	Foundation/Yr1 and	Foundation/Yr1 and	Line Continue and Cont	Line Continue
	initial sound inwords.	which they	of these words correctly	Yr2) Also Yr 1/2 words in National	Yr2) Also Yr 1/2 words in National	Use further prefixes and suffixes	Use further
	To comment the counds	most commonly	and making phonically-	Curriculum.	Curriculum.	correctly.	prefixes and suffixes correctly
	To segment the sounds	represent.	plausible attempts at	curriculum.	curriculum.	correctly.	and understand the
	in simple words and		others.	To spell most of the	To spell all of the	To spell some words	guidance for adding
	blend them together.	Spell most simple		Yr3/4 statutory	Yr3/4 statutory	with silent letters.	them.
	To link sounds to	three letter	To spell all Y1 and some of Y2	spelling words	spelling words	Eg. Knight, psalm,	
	letters, naming and	words correctly.	common exception words	correctly.	correctly.	solemn.	To spell most words
	sounding the letters of	To spell some	correctly.				with silent letters.
	the alphabet.	words in a		To spell some words	To spell most words	Continue to distinguish	Eg. Knight, psalm,
	me aphaber.	phonetically	To spell some words with	that are often	that are often	between homophones	solemn.
		plausible way,	contracted forms, e.g.	misspelt.	misspelt.	and other words which	
	To use their phonic	even if	can't, didn't, hasn't, couldn't,			are often confused.	Distinguish between
	knowledge to write words	sometimes	iťs, I′ll.	To use most prefixes	To use further		homophones and
	in ways which match their	incorrect.		and understand how to	prefixes and	Use dictionaries to	other words which
	spoken sounds.	Telesumetelu		add them.	understand how to add	check the spelling and	are often confused.
		To accurately spell most	To add suffixes to spell		them.	meanings of words.	
	To write some irregular	words	some words correctly in	To spell some	<b>—</b> 11 .		Use dictionaries to
	common words.	containing the	their writing, e.gment,	homophones.	To spell most	Use the first two or three letters of a	check the spelling
		40+ previously	-ness,-ful,-less,-ly.	Pace the possessive	homophones	word to check its	and meanings of words.
		taught		apostrophe accurately	Pace the possessive	spelling and meaning in	words.
		phonemes.		in words.	apostrophe accurately	a dictionary.	Use the first two or
		P	To recognise new ways	in words.	in words.	a alchonary.	three letters of a
			of spelling phonemes	Use the first two or		Use a thesaurus.	word to check its
		Tospellall Y1	for which one or more	three letters of a	Use the first two or		spelling and meaning
		common	spellings are already	word to check its	three letters of a		in a dictionary.
		exception	known and to learn some	spelling in a dictionary.	word to check its		
		words	words with each		spelling in a dictionary.		Confidently use a
		correctly.	spelling, including some common homophones				thesaurus.

spell a of t co To spell add co To prefi ed, -e	be able to all the days the week(e.g. bare/bear, blue/ blew, night/knight).To learn the possessive singular apostrophe (e.g. the girl's book).D use the ling rule to l -s or -esTo write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.				To use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically.
To use knowle phonet strate spell m	egies to nore ex unknown	<u>Greater Depth</u> To spell some complex homophones and near- homophones correctly. Eg. Here/hear, brake/break	<u>Greater Depth</u> To spell words that use the possessive apostrophe with plural words, including irregular plurals. Eg. Girls', boys', babies, children's, men's, mice's. To use their spelling knowledge to use a dictionary more efficiently.	<u>Greater Depth</u> To spell complex homophones and near- homophones correctly. Eg. who's/whose and stationary/stationery. To use knowledge of morphology and etymology in spelling.	<u>Greater Depth</u> Knows most spellings for words apart from rare or obscure ones.

Handwriting	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
5	30 - 50 months						
	40 - 60 months						
	Early learning Goals						
	To sometimes give meaning to marks as they draw	Towrite	To write lower case	To continue to	To use the	Tobeclear	Tobeclear
	and paint.	lower case	and capital letters	use the	diagonal and	about what	about what
		and capital	in the correct	diagonal and	horizontal strokes	standard of	standard of
	To realise tools can be used for a purpose.	letters in	direction, starting	horizontal	that are needed	handwriting is	handwriting is
	To draw lines and circles using gross motor	the correct	and finishing in the	strokes that	to join letters	appropriate	appropriate
	movements.	direction,	right place with a	are needed to join letters	and to	for a	for a particular
		starting and	good level of	join letters and to	understand which	particular task, e.g. guick	task, e.g.
	To use one-handed tools and equipment, e.g. makes	finishingin	consistency.	understand	letters, when	notes or a final	quick notes o
	snips in paper with child scissors.	theright		which letters,	adjacent to one	handwritten	a final
	To hold a pencil between thumb and two fingers, no	place.	To write capital	when	another, are best	version.	handwritten
	longer using whole-hand grasp.	Tosit	letters and digits	adjacent to	left unjoined.		version.
		correctly	of the correct size,	one another,		To write	
	To hold a pencil near point between first two	ata	orientation and	are best left	To increase the	legibly,	Writing is
	fingers and thumb, and uses it with good control.	table,	relationship to one	unjoined.	legibility,	fluently and	legible and
	To copy some letters, e.g. letters from their name.	holding a	another and to lower		consistency and	increase	flows in a
		pencil	case letters.	Writing is	quality of their	the speed	joined style
	To give meaning to marks they make as they draw,	comfortably	To form lower case	legible and	handwriting [e.g	of their	
	write and paint.	and correctly.	letters of the	shows	by ensuring that the	handwriting.	Font is varie
		To form	correct size, relative	accurate and	down strokes of		for emphasis
	To use some clearly identifiable letters to	digits 0-9.	to one another.	consistent letter	letters are parallel	Choose	eg. Print, italics,
	communicate meaning, representing some sounds	_		formation.	and equidistant;	wihich	capitalisation
	correctly and in sequence.		<b>—</b>	for marion.	that lines of writing	shape of a	cupitulisation
			To use spacing	Writing is	are spaced	letter to	
	To show a preference for a dominant hand.		between words that reflects the size of	sufficiently	sufficiently so that	use when	
			the letters.	spaced so	the ascenders and	given	
	To begin to use anticlockwise movement and		The lefters.	that	descenders of	choices and	
	retrace vertical lines.		Using diagonal and	ascenders	letters do not	decided	
	To begin to form recognisable letters.		horizontal strokes	and	touch].	whether of	
			using to join letters	descenders		not to join	
	To use a pencil and hold it effectively to form		and some of their	do not touch.	Usually	specific	
	recognisable letters, most of which are correctly		writing.		Joins handwriting.	letters.	
	formed.		-				

To show good control and co-ordination in large and small movements.					
To move confidently in a range of ways, safely negotiating space.					
To handle equipment and tools effectively, including pencils for writing.					
To write simple sentences which can be read by themselves and others.					
	<u>Greater Depth</u>	Greater	<u>Greater Depth</u>	<u>Greater Depth</u>	Greater
		<u>Depth</u>		Adapt their	<u>Depth</u>
	To use pre cursive and some joins.	Joins		Adapt their handwriting	Understanding
	una some jonis.	handwriting		for a range of	when they
		5		tasks and	should or
				purposes.	should not
					join their writing. Eg.
					For an email
					address,
					filling in a
					form.

Composi	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
tion	30 - 50 months						
	40 - 60 months						
	Early learning Goals						
	To speak to retell a	Can think and then say	To write narratives	Terrer	To compose and	The second data and sec	Towrite
	simple past event in	what they are going to	about personal	To proofread their own and	rehearse	To consider, when	effectively for a
	correct order (e.g. went	write about.	experiences and	others' work to	sentences orally	planning narratives, how authors have	rangeof
	down slide, hurt finger).		those of others		(including		purposes and
		To put a sentence in	(real and fictional).	check for	dialogue),	developed characters	audiences,
	To use talk to connect	the correct order.		errors (with	progressively	and settings in what	selecting the
	ideas, explain what is		To be able to write	increasing	building a varied	pupils have read,	appropriate
	happening and anticipate	Can read their own	about real events,	accuracy) and	and	listened to or seen	form and drawing
	what might happen next,	writing, say what they	poetry and to know to	to make	rich	performed.	independently on
	recall and relive past	have written and	write for different	improvements.	vocabulary		what they have
	experiences.	check it makes sense.	purposes.		and an	To plan their writing	read as models
	To use talk in pretending			To begin to	increasing	by identifying the	for their
	that objects stand for	To use adjectives to		organise their	range of	audience for and	own writing
	something else in play,	describe.	To make simple	writing into	sentence	purpose of the	(including literary
	e.g. 'This box is my castle.'		additions, revisions	paragraphs	structures.	writing, selecting the	language,
	e.g. This box is my cushe.	To leave spaces	and corrections to	around a		appropriate form and	characterisation
	To engage in imaginative	between words.	their own writing by	theme.	To ensure the	using other similar	structure, etc.).
	role play based on own		evaluating their	mono.	consistent and	writing as models for	
	first-hand experiences.	Use the conjunction	writing with the		correct use of	their own.	
		and.	teacher and other	-	tense throughout	To describe settings,	To recognise ar use the terms
	To build stories around		pupils.	To compose and	all pieces of	characters and	
	toys, e.g. farm animals	Use a capital letter		rehearse	writing.	atmosphere with	subject, object,
	needing rescue froman	and full stop.	To plan what they	sentences		carefully- chosen	active, passive,
	armchair 'cliff'.		are going to write	orally (including	To consistently	vocabulary to enhance	synonym, antonym
	To capture experiences	Use capital letters	about, including	dialogue).	organise their	mood, clarify meaning	ellipsis, hyphen,
	and responses with a	correctly. Eg. Days of	writing down ideas		writing into	and create pace.	colon, semi-colon a bullet points
	range of media, such as	the week, names,	and/or key words and	Evaluate their	paragraphs	and create pace.	Duner points
	music, dance and paint	places.	new vocabulary.	own writing,	around a theme		To use the full ran
	and other materials or		new vocubulury.	suggesting	to add cohesion	To proofread work to	of punctuation
	words	Use simple sentence		improvements.	and to aid the	précis longer	taught at key stad
	words.	structures.	To encapsulate what	To domain street	reader.	passages by removing	2 correctly, includi
	To link statements and		they want to say,	To demonstrate		unnecessary	z correctly, includ

winny riogies:	51011		DLLIATEUERUIION				
sticks to a main theme	Can use phrases to	sentence by	an increasing	To proofread	repetition or	consistent and	
or intention.	indicate start and end	sentence.	understanding of	consistently and	irrelevant details.	accurate use of	
	of a text. Eg. Once		purpose and	amend their own		semi- colons, dashes,	
	upon time, From	Proof read their	audience by	and others'	To proofread for	colons, hyphens,	
To use talk to organise,	James.	work to check for	discussing	writing,	spelling and punctuation	brackets , commas	
sequence and clarify		errors in spellings,	writing similar	correcting errors	errors.	and, when necessary,	
thinking, ideas, feelings	Sequence their writing	grammar and	to that which	in grammar,		to use such	
and events.	so that it is in an	punctuation.	they are	punctuation and	To make changes to	punctuation precisely	
To introduce a storyline	appropriate order.	To read aloud what	planning to	spelling and	vocabulary, grammar	to enhance meaning	
or narrative into their		they have written,	write in order	adding nouns/	and punctuation to	and avoid ambiguity.	
play.	Use topic words	making the meaning	to understand	pronouns for	enhance effects and		
pidy.	correctly.	clear.	and learn from	cohesion	clarify meaning.	To use punctuation	
To write own name and		cieur.	its structure,	The base of the base	<b>T</b>	to divide clauses,	
other things such as	To know their text		vocabulary and	Tobeginto	To perform their	vary pace, create	
labels, captions.	types.	To use the present	grammar	read aloud	own compositions	atmosphere and sub	
		tense and the past		their own	confidently using	divide.	
To attempt to write		tensemostly	Make ambitious	writing, to	appropriate		
short sentences in		correctly and	word choices.	a group or	intonation, volume	Terretoria	
meaningful contexts.		consistently.		the whole	and movement so that	To use a wide range	
To play cooperatively as		,	Writing	class, using	meaning is clear.	of devices to build	
part of a group to		To using some co-	consistently in	appropriate	To consistently link	cohesion within and	
develop and act out a		ordination	the correct	intonation and to	ideas across	across paragraphs-	
narrative.		conjunctions	tense, making the	control the tone	paragraphs.	flashbacks,	
harranve.		(or/and/but).	correct verb	and volume so	paragraphis.	character actions,	
To develop their		(or / und/ bur ).	choices.	that the meaning	To ensure the consistent	motivations.	
own narratives and		To use some		is clear	and correct use of tense	To use further	
explanations by		subordinating	To use	To unite o nome	throughout all pieces of	organisational and	
connecting ideas or		conjunction	subordinate	To write a range of narratives	writing.	presentational	
events.		(when/if/	clauses,	that are well-		devices to	
		that/because).	extending the	structured and	To use brackets, dashes	structure text and	
To write simple			range of	well-paced.	or commas to indicate	to guide the reader	
sentences which can		To use expanded noun	sentences with	wen-pacea.	parenthesis.	(e.g. headings,	
be read by		phrases to describe	more than one	To use a full range	I	bullet points,	
themselves		and specify (e.g. the	clause by using a	of organisational	To use a range of more	underlining).	
and others. Some words		blue butterfly).	wider range of	devices in non-	sophisticated	<u></u>	
are spelt correctly and			conjunctions,	narrative material	connectives		
others are phonetically		To use the full range	including when,	e.g subheadings,	(nevertheless, despite	To indicate degrees	
plausible.		of punctuation	if, because, after,	captions.	etc)	of possibility using	
		taught at key stage 1	while, also and as well.	cupitons.	•	adverbs and modal	

			020		
To use vocabulary	mostly correctly		_	To use a range of	verbs.
focused on objects	including	То	To create	adverbs and modal	
and people that are		recognise and	detailed	verbs to indicate	To use the passive
of	<ul> <li>capital</li> </ul>	use the terms	settings,	degrees of possibility,	voice to change
• 1	letters, full	preposition,	characters	e.g. surely, perhaps,	focus.
particular importance	stops,	conjunction,	and plot in	should, might, etc.	
to them.	question	word family,	narratives to	snould, might, etc.	To ensure the
To build up vocabulary	marks and	· · ·	engage the	<b>—</b>	consistent and
that reflects the	exclamatio	prefix, clause,	reader and to	To group things	correct use of
breadth of their	n marks;	subordinate	add	appropriately before	tense throughout
experiences.		clause, direct	atmosphere.	and after a verb.	
experiences.	<ul> <li>commas to</li> </ul>	speech,			all pieces
	separate	consonant,	To produce work	To be able to balance	Of writing, including
To extend vocabulary,	lists;	consonant letter,	that is	narrative and dialogue in	the correct subject
especially by grouping and		vowel, vowel	imaginative and	a story.	and verb agreement
naming, exploring the	<ul> <li>apostroph</li> </ul>	letter and	with a clear		when using singular
meaning and	estomark	inverted commas		Can use a wide range of	and purd
sounds of new words.	singular	(or speech	structure.	punctuation to create	
	possession	marks).		effect accurately	Transfoldered
To use language to	and		To use a range of	(dashes and ellipsis)	To read aloud
imagine and recreate	contraction	To sometimes	adventurous and		their own
roles and experiences	S.	use complex	interesting	To use punctuation to	writing, to a
in play situations.	To form	sentences.	vocabulary which	divide clauses, vary	group or the
	sentences with		they can use	pace, create	whole
	different	To use	accurately and	atmosphere, sub divide)	class, using
To express themselves	forms:	pronouns to	consistently.		appropriate
effectively, showing		avoid		To use commas,	intonation and to
awareness of listeners'	statement,	repetition.	To use a wide	apostrophes, bullets,	control the tone and
needs.	question,		range of	inverted commas,	volume so that the
	exclamation, command.	Use a or an	linking	brackets, colons and	meaning is clear.
To begin to understand	command.	appropriately.	words/phrase	semicolons accurately.	
'why' and 'how'	To recognise and use	appropriately.	s between	senticolons accurately.	To use a range of
questions.	the terms noun, noun	Work has a	sentences	To support interest by	techniques to interact
questions.	phrase, statement,	clear opening	and	To create interest by	with and interest the
To guestion why things	question,	and closing and		using a range of native	audience- dialogue,
happen and gives	exclamation,		paragraphs to	techniques.	quotation, suspense
explanations and asks	command,	can write for a	build		etc
questions, e.g. who,	compound, suffix,	range of text	Cohesion, including	To use different	010
what, when, how.	adjective, adverb, verb, present tense,	types.	time adverbials	techniques to end	To establish
what, when, now.	past tense,		(e.g. later), place	writing.	writers/narrators
To use a range of	apostrophe and	In narratives	adverbials (e.g.		
					voice.

			0000	cuciunion	
tenses in speech (e.g.	comma.	can create a	nearby) and	To be able to adapt	
play, playing, will play,		setting,	number (e.g.	their writing to meet	To maintain a
played).	Link ideas to create 'flow' in their writing.	character and	secondly).	the needs of the	convincing viewpoint
	now in meir writing.	plot.		reader.	throughout a piece
To answer 'how' and	To know their text		To use relative		of writing.
'why' questions about	types accurately.	In non-	clauses beginning	To organise work in	
their experiences and	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	narrative use	with a relative	paragraphs.	To use at least 2
in response to stories		subheadings	pronoun with		stylistic features to
or events.		and headings	confidence.	To produce well	create effect in
To use past, present and		and other		structured, lively and	writing e.g.
future forms accurately		simple	To use commas	organised writing.	alliteration,
when talking about events		organisation	after fronted		onomatopia,
that have happened or are		devices,	adverbials.	To choose from a range	figurative language,
to happen in the future.				of known words to	dialect, metaphor,
		In their writing	To indicate	select some vocabulary	simile, passive voice.
To begin to use more		their ideas are	possession by	which is particularly	
complex sentences to link		appropriate.	using the	precise.	To know how to use
thoughts when speaking			possessive		clauses to make
(e.g. using 'and' and		Writing is lively	apostrophe with	To use literacy features	writing appropriate
'because').		and interesting	plural nouns.	to create effect-	and interesting for
		and has a good		alliteration,	the audience.
To show an understanding		sense of pace.	To use and	onomatopoeia,	
of prepositions such as			punctuate direct	figurative language,	To use a range of
'under', 'on top', 'behind'		Can read aloud	speech.	dialect, metaphor,	sophisticated
by carrying out an action		their writing,		simile.	connectives to show
or selecting correct		taking into	To use a wide		time, cause and
picture.		consideration	range of	To begin to establish a	sequence.
		their tone and	punctuation	writers voice.	
		volume.	accurately e.g		To use creative and
			full stops, capital	To accurately select	varied sentence
		Sentences are	letters,	features from the	structure.
		logically	exclamation	correct genre of writing	
		sequenced.	marks, question	for the audience and	To group things
			marks, commas,	purpose.	deliberately for
		Some words are	apostrophes.		effect, before and
		carefully		To use commas	after a verb and
		selected for	To choose nouns	consistently to clarify	describe the impact
		effect or	or pronouns	meaning or to avoid	of their choices.
		occasion.	appropriately for	ambiguity.	

Image: Construction of the source of the							
Image: Sense.     Imag							
Image: Sense.     Greater Depth     To use a range of and word order to sustain interest.     To use a opstophes to mark singular possession.     Using fronted adverbials.     To use a range of more     To use a range of possibility using adverbs.     To intermingle a variety of serfence exclamations.     To intermingle a variety of serfence exclamations.     To use a fronter sustain interest.     To use a fronter possibility using adverbs.     To use a oppropriate form of verbs in contrast to the post tense.     To use a oppropriate formal and informal styles with confidence.     Write with confidence and independent of shored writing.       Viries with confidence.     To choose fron a range of known works to select some vocobulary     To conse fron a range of known works to select.     To conse from a range of known works to select.     To conse from a range of known     To conse from a range of known					cohesion and to		
Image: Construction of the co					avoid repetition.		
Image: Construction of the co							
Image: Construction of the co					To adopt an		
Image: Construction of the second of the							
Image: Construction of the paragraph or more sense.         Greater Depth         To use and und order to sustain interest.         To intermingle a dater bepth         To use and und order to sustain interest.         To intermingle a dater bepth         To use and und order to sustain interest.         To use and unant on und order to sustain interest.         To use and und order to sustain interest.							
Greater Depth       To use a range of sustain interest.       Greater Depth       To use a page of sustain interest.       To indicate degreas       To indicate degreas       To use a full enges       Gereater Depth       To use a page of sustain interest.       To indicate degreas       To use a full enges       Gereater Depth       To use a full enges       Gereater Depth       To use a full enge       Gereater Depth       To use a full enge       Gereater Depth       To use a full enge       Gereater Depth       To use a gere of sustain interest.       To change focus using the passive voice.       To use a full enge       Gereater Depth       To use a full enge							
To start using ? and !To use commas in a list. To use apstrophes to mark paragraph or more independently that makes sense.To use commas in a list. To use apstrophes to mark singular possession. Sometimes uses punctuation, sentence length or humour to make writing interesting.Using fronted adverbials.To use a range of more sophisticated connectives (despite etc)To usry sentence length and word order to sustain interest.To intermingle a variety of sentence sephisticated connectives (despite etc)To usry sentence length and word order to sustain interest.To intermingle a variety of sentence sephisticated connectives (despite etc)To usry sentence length and word order to sustain interest.To intermingle a variety of sentence sephisticated connectives their writing.To use a range of more sentenceTo usry sentence length and word order to sustain interest.To independently exclamations.Can re-read and ed it their work to check it makes sense.Can re-read and edit their work to check it makes sense.Sometimes uses punctuation, sentence length on humour to make writing interesting.To use the present perfect form of verbs in contrast to the past tense.To use appropriate form of verbs in adverbs.To use appropriate of mol and informal independent of styles and genres.To use perfect form al not make genres.To use appropriate res.To use appropriate res.To use appropriate res.To use perfect form al not make genres.To use appropriate res.To use appropriate res.To use appropriate res.To		Greater Depth	Greater Depth	Greater Depth		Greater Donth	Greater Depth
and !adverbials.more sophisticated connectives (newrtheless, more 		Greater Depth	Breater Depth	Greater Depth	Greater Depth	Breater Depth	Greater Depth
and !adverbials.more sophisticated connectives (newrtheless, more 		To start using 2	To use common in a list	Lining fronted	To use a new of	To vome contonno longth	To interminale o
Image: ConstructionTo use apostrophes to mark singular possession.sophisticated connectives (nevertheles, text types in their writingsustain interest. opasibility using adverbs.types- statements, questions, commands exclamations.Can re-read and edit their work to check it makes sense.To use apostrophes to mark singular possession.Begin to independently use features of text types in their writing.To use the present perfect form of verbs in interest and humour form of verbs in included but not alwoys fully developed.To use apostrophes to mark superiment water of despite etc)To use the present perfect form of verbs in the passive voice.To use a full range of punctuation.Can re-read and edit their work to check it makes sense.Can re-read and edit their work to check it makesNo independently use arage of styles and form styles?To use apopropriate formal and informal styles with confidence.Writes with confidence.To use pertinent and précises details as appropriate to the text.To choose from a range of known words to select some vocabulary which is particularlyTo consciously vary the level of formality depending on purpose and audience.To consciously vary the level of formality depending on purpose and audience.			to use commas in a list.		-		
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