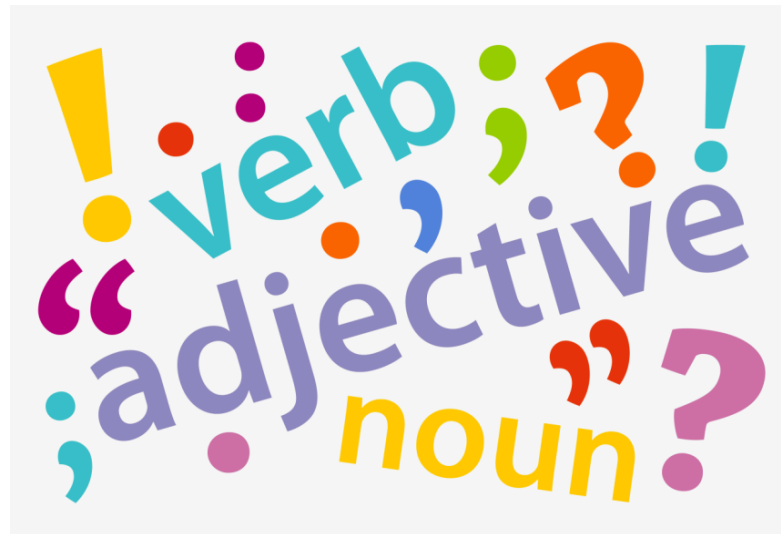




Co-op Academy
Penny Oaks

English Grammar and Spelling overview



Autumn Term 1

Year group	Nursery	Reception	1	2	3	4	5	6
Core Text	The Gingerbread Man	Chapatti Moon	King Leonard's Teddy by Phoebe Swan The Worst Princess by Anna Kemp	Emma Jane's Aeroplane Amelia Earhart	The First Drawing Stone Girl Bone Girl: The Story of Mary Anning	Oliver Twist	Hidden Figures	War Horse
Writing outcome	Name writing opportunities Self-portrait (creating lines and circles) Oral retelling of core text	Labels Greeting card inserts Oral retelling of core text	Letter Writing Adventure Story	Adventure story Letter	Persuasive Letter Biography	Persuasive letter Discussion	Newspaper Report Biography	Narrative Biography
Vocabulary	Baking, gingerbread, oven, old, man, woman, cat, dog, boy, girl, cow, horse, fox, pig, cockerel, sly, river, eaten	Chapatti, spices, chillis, garlic, onions, tomatoes, coriander, aubergine, cauliflower, potatoes and carrots, peas, spinach, yoghurt, coconut milk, stirred, simmered, sprinkled	Discard, repaired, treasured, magnificent, happily, broken, new, boarded, tripped, stuffing, reuse, belongings, fixed, rechargeable, decompose, recycle, Viscous, fearsome, disaster, awed, journeyed, rascal, appeared, fought, shocked, dashing, precious, spied, relief, sneaky	soar, passenger, propeller, journey, landmark, wombat, rooster, plucky, bustling, vibrant, destination, gliding, design, observe, persist, auditorium, delight, stunned, chuckle, soaked, spectacular, flawless, flock, amused, taunt, yearn, launch, improve, inventor	envision, emerge, scoff, vivid, immense, priceless, cherished, masterpiece, fragile, irreversible, decay, relics, immediately, essential, insist unearth, excavate, scour, clamber, treacherous, skeptical, remarkable, curious, dedicated, significant, pioneer, initially, eventually, overcome, furthermore	Feeble, Nuisance, Engraved, Nourishing, Hastily, Descended, Smothered, Clambered, Billowing, Mourning, Jeered, Jostling, Staggered, Longingly, Swaggering, Astonishment, Leering, Grim, Seized, Drawled, Sarcastic, Summoned, Contradict, Brandished, Hoisted, Clutched, Urged, Stealthy, Dismally, Helter- skelter.	Serve, laboratory Restroom, engineer, turbulence, orbit Design, agency, president, government, congress, nation Astronaut, trajectories, splashdown, Man Mankind, hyperfast, perserverance, calculate, segregation, NASA, aerospace, Trajectory, determine, method, achieve, challenge, predict, complex, accurate	placid, vehement, inseparable, inevitable, majestic, pompous, exhilarating, apprehensive, ominous, valiant, tumultuous, somber, consolation, arduous, compassionate, meticulous, trivial, relentless, treacherous, endure, emaciated, formidable, incomprehensible, desolate, subside, resolute, nostalgia, melancholy, remnant, fervent

<p>Grammar focus</p>	<p>Use one handed tools and equipment</p> <p>Create lines and circles pivoting from the shoulder and elbow</p>	<p>Use their core muscles strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes Give meaning to the marks they make as they draw, write, paint and type</p> <p>Begins to break the flow of speech into words to hear and say the initial sounds in words</p> <p>Use anticlockwise movement and retrace vertical lines</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient – <i>shows a preference for a dominant hand,</i></p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Use the joining word and</p> <p>Use simple past and present verbs mostly accurately</p> <p>Use capital letters and full stops to demarcate some sentences accurately</p> <p>Use capital letters for proper nouns</p> <p>Form many lower case and capital letters accurately</p> <p>Write with many letters accurate in shape and size, including capital letters and digits</p> <p>Use spacing between words</p> <p>Re-read writing to check that it makes sense</p>	<p>Write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>Demarcate some sentences with capital letters and full stops</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</p> <p>Spell some common exception words</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p>	<p>write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>know the difference between a statement, question, exclamation and command</p> <p>use present and past tense verb forms, mostly correctly and consistently</p> <p>use a range of co-ordinating and subordinating conjunctions</p> <p>use simple organisational devices (e.g. headings or subheadings) appropriately</p>	<p>use present/ tense verb forms mostly correctly</p> <p>write for both fictional and non-fictional purposes, with a growing awareness of the reader</p> <p>use a range of co-ordinating and subordinating conjunctions</p> <p>use fronted adverbials</p> <p>use present, past, progressive and perfect tense verb forms accurately</p> <p>(full stops, capital letters, question marks, exclamation marks,</p> <p>use commas after fronted adverbials and with a reported clause</p>	<p>Use adverbs to express time</p> <p>Use paragraphs to organise and structure</p> <p>Use the full range of punctuation taught at KS1, punctuation for dialogue and commas for fronted adverbials</p> <p>Use verb tenses mostly consistently and correctly throughout their writing</p> <p>Use commas for clarity mostly correctly</p> <p>Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, apostrophes for contraction and possession)</p>	<p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p> <p>In narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses</p> <p>spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p>
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		<i>learn how to hold a pencil correctly, correct letter formation (including directionality)</i>	Read aloud their writing to each other and the teacher	Use spacing between words Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses (introduction of conjunctions)	use adverbs to express time maintain Standard English forms, e.g. using <i>a/an</i> correctly spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3) Use the diagonal and horizontal strokes needed to join some letters make simple additions, revisions and proof-reading corrections to their own writing	maintain Standard English forms correctly, e.g. <i>I was (not I were), should have (not should of), ours (not ares),</i> spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4) produce legible joined handwriting make simple additions, revisions and proof-reading corrections to their own writing		maintain legibility in joined handwriting when writing at speed use the range of punctuation taught at key stage 2 mostly correctly
Spelling focus	Environmental sounds Instrumental sounds	ELS - phase 2 S,a,t,p,i,n,m,d,g,o,c, k,ck,e,u,r,ss,h,b,f,ff,l, ll Harder to read and spell words:	Assessment and Reviews Y1:1 Assessment and Reviews Y1:2 ay, ou, ie, ea oy, ir, ue, aw	Essential Letters and Sounds Phase 5 alternatives (Consolidation of alternatives) All alternatives of 's', 'ou', 'u', 'n', 'g', 'f',	ai sound spelt ei ai sound spelt ey ai sound spelt ai er sound spelt ear	Sion Ssion Tion Cian	-cious or -tious -cial or -tial -ant, -ance/-ancy, -ent, -ence/-ency	Spelling Rule 37 - Endings which sound like /spelt -cious or -tious Spelling Rule 38 - Endings which

		I The Put No Of Is Go To Into As His Pull	Assessment and Review Y1:3 wh, ph, ew, oe	'o', 'oo', 'h', 'w', 'ee', 'oa', 'ur', 't', 'or'	homophones and near homophones	Ought Statutory spellings	-able and -ible -ably and -ibly	sound like e.g. social, crucial... etc.) Spelling Rule 39 - 40 Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Spelling Rule 41 - 42 Words ending in -able and -ible Words ending in -ably and -ibly
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Autumn Term 2

Year group	Nursery	Reception	1	2	3	4	5	6
Core Text	The Gingerbread Man	Chapatti Moon	The King who Banned the Dark by Emily Haworth-Booth In the Castle by Anna Milbourne	I am Amelia Earhart	Iqbal and his Ingenious Idea A Christmas Carol	A Christmas in Time	The Wind in the Wall The Polar Express	War Game: Village Green to No Man's Land Where the poppies now grow A Christmas Truce by Hilary Robinson
Writing outcome	Name writing opportunities Initial sounds for animals in core text (oral and written) Oral retelling of core text	Lists Greeting card inserts Oral retelling of core text	Story Information text	Story (first person) Information text	Information text Setting Description	Narrative Poetry	Narrative Poetry	Newspaper report Poetry

Vocabulary	Baking, gingerbread, oven, old, man, woman, cat, dog, boy, girl, cow, horse, fox, pig, cockerel, sly, river, eaten	Chapatti, spices, chillis, garlic, onions, tomatoes, coriander, aubergine, cauliflower, potatoes and carrots, peas, spinach, yoghurt, coconut milk, stirred, simmered, sprinkled	Banned, unusual, afraid, decided, revolt, advisors, stealing, marched, banished, demanded, enormous, installed,glowed, artificial, dragged, distraction, hatched, sighed, dim, unguarded, shuddered, punishing. Ordered, rushed, heroic, enemies, clowned	solo, record, plank, grease, daring, determined, inspired, succeed, magazine, bounds, bold, furious, dare, frustrated, irritated, reflect, fuming, pounce, raging, displeased, instructor, splendid, glee, mutter, bleat, trundle, swerve, lark, mound	torrential, relentless, deafening, engulf, pummel, ingenious, hazardous, severe, toxic, endure, resourceful, beneficial, devise, eliminate, harness miser, snipe, bitter, solitary, dismal, startle, eerie, loom, glisten, enchanting, aroma, swirl, crisp, dazzling, jubilant	Glorious, Ancient, Disapprove, Mysterious, Rely, Cautiously, Poised, Vague, Inexplicable, Peculiar, Clutter, Detritus, Distinct, Bewildered, Fascinated, Brandishing, Stunned, Wondered, Various, Unabashed, Implausible, Clamouring, Surreptitiously, Hesitated, Lopsided, Bulky, Presumably, Reconciliation, Indignantly, Appraising.	Incarcerated, Predicament, Conscious of my plight, Stones and mortar, Possess, Passion, suddenly, curious, impatient, delight, venture, glorious, explore, Expect, believe, wander, mysterious, eager, journey, doubt, Lustre, Sash, Arose, Coursers, Clatter	tranquil, reminisce, devoted, oblivious, abruptly, desolate, bleak, frigid, hostile, deafening, respite, spontaneous, emerge, cautious, astonished, adversary, amiable, exchange, unison, fleeting, unavoidable, somber, endurance, devastation, vibrant, flourish, symbolic, commemorate, reconciliation, enduring
Grammar focus	Use one handed tools and equipment Create lines and circles pivoting from the shoulder and elbow (Use large muscle movements to wave flags and streamers, paint and make marks) Imitate adults' writing by making	Develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet Segment the sounds in words and blend them together	Write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional) Use the joining word and use simple past and present verbs mostly accurately Use capital letters and full stops to demarcate some sentences accurately	Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly Demarcate most sentences in their Writing with capital letters and full stops, and use question marks	write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing use a range of co-ordinating and subordinating conjunctions use simple organisational devices (e.g. headings or	write for both fictional and non-fictional purposes use expanded noun phrases to describe and add detail to settings and characters use co-ordinating and subordinating conjunctions Use prepositions to express place and time	Describe settings and characters including expanded noun phrases and adverbials Use prepositions to express time and place Use adverbs to add detail, qualification, and precision In narratives, describe settings, characters, and atmosphere	write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

<p>continuous lines of shapes and symbols (early writing) from left to right</p>			<p>use capital letters for proper nouns</p> <p>use question marks to demarcate some sentences</p> <p>use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible</p> <p>Add the regular plural noun suffixes -s or -es spell most Year 1 common exception words taught</p> <p>Form many lower case and capital letters accurately Write with many letters accurate in shape and size, including capital letters and digits Use spacing between words</p>	<p>correctly when required</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use present and past tense mostly correctly and consistently</p>	<p>subheadings) appropriately</p> <p>use present and past tense verb forms, mostly correctly and consistently</p> <p>begin to use paragraphs to structure writing</p> <p>describe settings and characters using expanded noun phrases</p> <p>use prepositions to express time and place</p> <p>spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3)</p> <p>use the diagonal</p>	<p>demarcate sentences with capital letters and full stops,</p> <p>spell common exception words(Year 1-2), spellings with contracted forms and Y1/2 spelling rules correctly spell some words correctly (Year 3-4)</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>use paragraphs or sections to organise and structure according to purpose and audience</p>	<p>Use preposition phrases to add detail, qualification and precision</p> <p>Use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase</p> <p>Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (inverted commas for speech and other speech punctuation)</p> <p>Begin to create atmosphere, and integrate dialogue to convey character and advance the action</p>	<p>use verb tenses consistently and correctly throughout their writing</p> <p>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>maintain legibility in joined handwriting when writing at speed</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly</p>
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			<p>Re-read writing to check that it makes sense</p> <p>Read aloud their writing to each other and the teacher</p>	<p>Use expanded noun phrases for description</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>and horizontal strokes needed to join some letters</p> <p>make simple additions, revisions and proof-reading corrections to their own writing</p>			
Spelling focus	<p>Environmental sounds</p> <p>Instrumental sounds</p> <p>Body percussion</p>	<p>Introduce phase 3 letter sounds: J,v,w,x,y,z,zz,qu,ch,s h,th,ng,nk,ai,ee,igh, oa</p> <p>Harder to read and spell words: He She Buses We Me Be Push Drank Pushing Was Her</p>	<p>au, ey, a-e, e-e i-e, o-e, u-e, c y, al, Review Y1:4 Review Y1:5 Assessment and Review Y1:6 Review Y1:7</p>	<p>The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words</p> <p>The sounds /r/ spelt 'wr' at the beginning of words</p> <p>The sound /s/ spelt 'c' before e, i and y</p> <p>The sound /j/ spelt with '-dge' and '-ge' at the end of words</p> <p>The sound /j/ often spelt with g before e, i and y.</p> <p>The sound /j/ always spelt with 'j' before a, o and u</p> <p>Common</p>	<p>Creating adverbs using the suffix -ly</p> <p>Common exception words</p>	<p>Aw, augh and au</p> <p>Prefix in Prefix im Prefix il and ir Homophones and near homophones Sion</p>	<p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter -string ough</p> <p>Words with 'silent' letters</p>	<p>Spelling Rule 43 - Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Spelling Rule 44 - Use of the hyphen</p> <p>Spelling Rule 45 - Words with the /i:/ sound spelt ei after c</p> <p>Spelling Rule 46 - Words containing the letter-string ough</p> <p>Spelling Rule 48 – 52 Homophones and other words that are often confused</p>

				Exception Words: door* floor* again* wild* children* climb*pare nts* most*only *both*				
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Spring Term 1

Year group	Nursery	Reception	1	2	3	4	5	6
Core Text	A: The Enormous Turnip B: The Little Red Hen	Jack and the Beanstalk	Dear Earth by Isabell Otter Somebody Swallowed Stanley	Seeds of Friendship	Once Upon a Snowstorm Emmanuel's Dream: The True Story of Emmanuel Ofose Yeboah	Plague – A Cross on the Door	The Really Useful Guide to Kings and Queens of England Henry VIII's Secret Diary	What a Waste
Writing outcome	Oral retelling of core text	Captions Lists Speech bubbles Oral retelling of core text	Diary Entry Information Text	Story-setting description Recount	Narrative Newspaper Report	Letter Narrative	Information text Recount (diary entry)	Information text Persuasive letter

<p>Vocabulary</p>	<p>A: Planted, turnip, seeds, grew, bigger, huge, enormous, shouted, help, farmhouse, popped, pleased, invited farmer, field,</p> <p>B: Hen, farm, friends, lazy, sleepy, noisy, grains of wheat, barked, purred, quacked, planted, mill, flour, bake, baked, ate.</p>	<p>Market, magic beans, beanstalk, giant, castle, tiptoed, gold coins, rich, harp, dozing</p>	<p>Explorer, wondrous, imagination, roared, wonderful, covered, swirling, glide, stampede, thundering, gigantic, float, slide, prickly, dip, screeching, soaring, swooping, fragile.</p> <p>Swallowed, ordinary, rough, vast, hummed, spluttered, burst, pecked, beady, flapped, scruffy</p>	<p>frosted, patch, window box, waste land, supper, in charge, wonders, transform, interval, dress circle, foyer, balcony, finale, saxophone, cabin, mischief, skyscraper, dock, creep, browse, swine, preen, crowd, melody, explore, concert, applause, ovation, clearing</p>	<p>vicious, monstrous, bloodshot, menacing, ferocious, lumbered, prowled, cowered, quivered, scrambled, bellowed, stammered, sneered, snarled, thundered</p> <p>courageous, motivated, remarkable, extraordinary, inspiring, aspired, triumph, driven, accomplished, victorious, historic, crowded, flooded, gathered, empower</p>	<p>Glared, Superior, Hooted, Errand, Precautions, Pestilence, Uncommonly, Tremble, Hollow, Apothecary, Muffled, Poultrices, Hesitated, Heaved, Restrain, Sorrowful, Shroud, Fiercely, Persuaded, Muzzle, Pitiful, Contented, Surrounded, Reckoned, Jostling, Devoured, Yearned, Darted, Collided, Uncertain.</p>	<p>Complain, grumble, boast, demand, annoyed, exaggerate, scheme, argument, suspicious, impress, embarrassed, dramatic, compliment, ridiculous, confident,</p> <p>Reign, monarch, powerful, rule, throne, heir, inherit, loyal protect, celebrate, govern, important, tradition, historic, influence</p>	<p>sustainable, eradicate, equality, innovation, consumption, preserve, empower, thriving, essential, sanitation, conserve, accessible, promote, abundant, prosperity, vulnerable, degradation, implement, alliance, restore, infrastructure, vital, generate, injustice, impact, resilience, initiative, equitable, habitat, crucial</p>
<p>Grammar focus</p>	<p>Use a comfortable grip with good control when holding pens and pencils, e.g. the tripod grip</p> <p>Have a go at writing their own name (to eventually include the initial letter), or other names and words, using combinations of lines, circles, curves,</p>	<p>Use their developing phonic knowledge to write things such as labels and captions</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient – <i>shows a preference for a dominant hand, learn how to hold a pencil correctly,</i></p>	<p>Write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)</p> <p>use simple past and present verbs mostly accurately</p> <p>use capital letters and full stops to demarcate some sentences accurately</p> <p>use capital letters for proper nouns</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p>	<p>write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>maintain Standard English Forms, e.g. using <i>a/an</i> correctly</p> <p>describe settings and characters using expanded noun phrases</p>	<p>write for both fictional and non-fictional purposes, with a growing awareness of the reader</p> <p>use expanded noun phrases and adverbials to develop descriptions of settings and characters</p> <p>use a range of co-ordinating and subordinating conjunctions</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary)</p> <p>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, subheadings and bullet points)</p>	<p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p> <p>spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>use a range of devices to build cohesion (e.g.</p>

	or letter type shapes	<i>correct letter formation (including directionality)</i>	<p>Use question marks to demarcate some sentences</p> <p>use exclamation marks to demarcate some sentences</p> <p>use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible</p> <p>add the suffixes –ing, -ed</p> <p>Spell most Year 1 common exception words taught</p> <p>form many lower case and capital letters accurately</p> <p>write with many letters accurate in shape and size,</p>	<p>Use present and past tense mostly correctly and consistently</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>Use spacing between words that reflects the size of the letters</p> <p>Demarcate sentences with exclamation marks, question marks and commas in lists</p>	<p>begin to use inverted commas to punctuate speech</p> <p>use simple organisational devices (e.g. headings or sub-headings) appropriately</p> <p>use correct tense consistently, including the present perfect tense</p> <p>use prepositions to express time and place</p> <p>spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3)</p> <p>use the diagonal and horizontal</p>	<p>use a range of adverbs to add detail to writing</p> <p>use preposition phrases to expand noun phrases</p> <p>use fronted adverbials</p> <p>use present, past, progressive and perfect tense verb forms accurately</p> <p>use pronouns and nouns to aid cohesion and avoid repetition</p> <p>commas in lists, apostrophes for contraction and possession, inverted commas)</p> <p>use commas after fronted adverbials and with a reported clause</p> <p>spell most words correctly, adding prefixes and suffixes</p>	<p>Use relative clauses, sometimes omitting the relative pronoun</p> <p>Use some punctuation for parenthesis (brackets, commas and dashes)</p> <p>Use a wide range of clause structures, sometimes varying their position within a sentence</p> <p>Showing a growing awareness of making writing succinct by using all grammar and punctuation taught so far precisely to engage the reader (e.g. the use of first person in a diary)</p>	<p>conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>use verb tenses consistently and correctly throughout their writing</p> <p>Maintain legibility in joined handwriting when writing at speed</p> <p>use the range of punctuation taught at key stage 2 mostly correctly</p>
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			<p>including capital letters and digits use spacing between words</p> <p>re-read writing to check that it makes sense</p> <p>read aloud their writing to each other and the teacher</p>		<p>strokes needed to join some letters</p> <p>make simple additions, revisions and proof-reading corrections to their own writing</p>	<p>appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4)</p> <p>produce legible joined handwriting</p> <p>make simple additions, revisions and proof-reading corrections to their own writing</p> <p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>consistently use dialogue sparingly so that it effectively adds detail to the writing</p>	
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Spelling focus	<p>Rhythm and rhyme</p> <p>Voice sounds</p> <p>Oral sounds and oral blending: s,a,t,p,i,n</p>	<p>Remaining phase 3 sounds: Oo, ar, or, ur, oo, ow, oi, ear, air, ure, er, ow</p> <p>Harder to read and spell sounds: My You They All Are Dresses Down Was Ball Tall Brushes When What Said So Have Were Out Like Some Come There Little One Do Children Love</p>	<p>Review Y1:8 /ai/<a><ey><ea><ei> gh>/ar/<a> /ee/<e>/igh/<i>/igh <y> /oa/<o>/o/<a>/oo/ <u>/y/<+>/oo/<u> /k/<ch>/sh/<ch>/e/ <ea> /ur/<or>/ur/<ear>/ oo/<ou>/oa/<ou> /ee/<ie>/v/<ve> /iei<y> Review Y1:9 /air/<are><ere><ea> qr>/ch/<tch></p>	<p>The sound /l/ spelt with 'le' at the end of words</p> <p>The sound /l/ spelt with 'el' at the end of words</p> <p>The sound /l/ spelt with 'il' and 'al' at the end of words</p> <p>The sound /igh/ spelt with 'y' at the end of words</p> <p>Adding -ies to nouns and verbs ending in -y</p> <p>Contractions</p> <p>Common Exception Words: find* mind* behind* old* cold* gold* hold* told* every* everybody*</p>	<p>i sound spelt with a y</p> <p>adding suffixes er, ed, ing</p> <p>adding prefix mis</p> <p>adding prefix dis</p> <p>k sound spelt ch</p>	<p>Homophones and near homophones</p> <p>Homophones and near homophones Suffix ation Suffix ation</p> <p>Prefix sub</p> <p>Plural possessive</p>	<p>Homophones and other words that are often confused</p>	<p>Years 5 and 6 – a to av-</p> <p>Years 5 and 6 – aw- to cont</p> <p>years 5 and 6 - conv- to en</p> <p>years 5 and 6 – eq to f</p> <p>years 5 and 6 – g to le</p>
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Spring Term 2

Year group	Nursery	Reception	1	2	3	4	5	6
Core Text	A: The Odd Egg B: Gloria's Porridge	The Very Hungry Caterpillar	The Secret of the Black Rock by Joe Stanton How to save a Whale	Invisible	There's a Ran-Tang in my bedroom	The Great Fire of London	The Lost Words	Mary and the Riddle of the Sphinx
Writing outcome	Oral retelling of core text Lists Repeated refrain (written and oral)	Oral retelling of core text Lists Captions Diary	Adventure Story Instruction Writing	Diary entry Narrative	Persuasive Speech	Diary Newspaper report	Poetry Discussion text	Flashback story
Vocabulary	A: Egg, birds, laid, thought, beautiful, world, found, odd, hatch, creak, crack, tweet, cheep, twit, twoo, honk, duck, hen, owl, parrot, flamingo, crocodile. B: Porridge, sticky, stream, crept, delicious, explain, frowned, shook, donkey, nap, shaking, beehive, zoomed, panic, cackled,	Caterpillar, hungry, apple, pears, plums, strawberries, oranges, chocolate cake, ice cream cone, pickle, swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon, cocoon,	Secret, dangerous, sharp, safe, glimpse, mysterious, outsmart, appeared, loomed, wildly, unnoticed, desperately, echoed, surrounded, translucent, scrapes, attached, plotting, chugging Coastal, stranded, local, slip, sandy,	radar, bloomers, frilly, lurk, bedpost, invisible, fade away, notice, afford, take for granted, bills, barely, drift, mend, vibrant, difference, stretch, stunt, recorder, whine, nuzzle, grin, emperor, fierce, stairwell, ache, tannoy, descending, hum, stubby, plonk, clearing, to long for something, admiration	mischievous, inquisitive, restless, shaggy, matted, forage, peer, hurl, carelessly, petulantly, obliterate, devastate, decimate, encroach, eradicate, conserve, endanger, defenceless, vulnerable, crucial, implore, urge, advocate, boycott, ignorant, undoubtedly, consequently, catastrophic, swiftly, rapidly	Entwined, Rapidly, Haunted, Opposite, Essential, Regarded, Devastation, Combination, Unstoppable, Demolish, Unrecognisable, Eventually, Restored, Deliberate, Rummaged, Possessions, Congregated, Speculation, Distraught, Hauling, Surged, Steady, Frantically, Engulfed, Debris, Relentless, Unbearable, Fleeing, Smouldering, Constant.	Glimmer, whisper, drift, scatter, hover, soar, gather, vanish, emerge, glide, rustle, shimmer, delicate, ancient, hidden, gentle, silent, wild, curious, patient, observe, discover, protect, respect, fragile, vivid, peaceful, shadowy, sparkle, wander	mythical, reluctant, petrified, artefact, legendary, venture, enigmatic, decipher, colossal, formidable, perilous, labyrinth, descend, glimmer, illuminated, clamber, treacherous, cautious, menacing, confront, intricate, wisdom, luminous, quest, deceive, dauntless, banish, emerge, overcome,

	scattering, corn, meowing, braying, buzzing, clucking							
Grammar focus	<p>Write some or all of their name</p> <p>Form some letters accurately</p> <p>Use a comfortable grip with good control when holding pens and pencils, e.g. the tripod grip</p>	<p>Form lower case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Hold a pencil correctly in preparation for fluent writing using the tripod grip in almost all cases</p>	<p>write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)</p> <p>use simple past and present verbs mostly accurately</p> <p>use capital letters and full stops to demarcate some sentences accurately</p> <p>use capital letters for proper nouns</p> <p>use question marks to demarcate some sentences</p> <p>Use question marks to demarcate some sentences</p> <p>use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p>	<p>write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>use correct tense consistently, including the present perfect tense</p> <p>use adverbs to express time</p> <p>use a range of co-ordinating and subordinating conjunctions</p> <p>spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common</p>	<p>write for both fictional and non-fictional purposes, with a growing awareness of the reader</p> <p>use a range of co-ordinating and subordinating conjunctions</p> <p>use fronted adverbials</p> <p>use present, past, progressive and perfect tense verb forms accurately</p> <p>use pronouns and nouns to aid cohesion and avoid repetition</p> <p>use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas)</p>	<p>Use coordinating and subordinating conjunctions</p> <p>Maintain standard English form</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g., using modal verbs to suggest degrees of possibility)</p>	<p>spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p> <p>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to</p>

			<p>which match their spoken sounds – many being spelt correctly and others being phonetically plausible</p> <p>add the suffixes –add the suffixes -er -est to spell many words correctly</p> <p>Spell most Year 1 common exception words taught</p> <p>form many lower case and capital letters accurately</p> <p>write with many letters accurate in shape and size, including capital letters and digits use spacing between words</p> <p>re-read writing to check that it makes sense</p> <p>read aloud their writing to each</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>Use spacing between words that reflects the size of the letters</p> <p>Start making simple additions, revisions and proof-reading corrections to their own writing</p> <p>Use apostrophes for singular possession</p>	<p>exception words correctly (KS1 and Y3)</p> <p>use the diagonal and horizontal strokes needed to join some letters</p> <p>make simple additions, revisions and proof-reading corrections to their own writing</p>	<p>spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4)</p> <p>produce legible joined handwriting</p> <p>make simple additions, revisions and proof-reading corrections to their own writing</p>	<p>affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>maintain legibility in joined handwriting when writing at speed</p> <p>use the range of punctuation taught at key stage 2 mostly correctly</p> <p>maintain legibility in joined handwriting when writing at speed</p> <p>use the range of punctuation taught at key stage 2 mostly correctly</p>
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			other and the teacher					
Spelling focus	Rhythm and rhyme Voice sounds Alliteration Oral sounds and oral blending: M, d, g, o, c, k,	Review all phase 2 and 3 sounds Review all harder to read and spell words	/u/<o> Review Y1:10 /j/<g><ge><dge>/s/<st> /s/<ce><se>/n/<gn><kn>/r/<wr> /m/<mb> /z/<se><ze>/ear/<e er><ere>/sh/<ti> Review Y1:11 /ar/<al>/or/<augh> /sh/<ss><ti><ci>/zh/<si>	Adding -ed, -er and -est to a word ending in -y with a consonant before it Adding -ing to a word ending in -y with a consonant before it Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel The sound /or/ spelt 'a' before l or ll The possessive apostrophe words Common	Homophones and near homophones Adding prefix bi and re g sound spelt gue and k sound spelt que sh sound spelt ch Common exception words	Sc Ce Ci Word families based on common words Statutory spellings	Year 5 and 6 words a to av Year 5 and 6 words aw to cont Year 5 and 6 words conv to en Year 5 and 6 words eq to f Year 5 and 6 words g to le	years 5 and 6 – li- to pe years 5 and 6 – ph- to res years 5 and 6 - rh- to suf years 5 and 6 - sug- to y Random selection of 12 words taken from years 5 and 6 word list

				Exception Words: fast* fast* father* class* grass* pass* plant* path* bath* people*				
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Summer Term 1

Year group	Nursery	Reception	1	2	3	4	5	6
Core Text	A: Dear Zoo B: Whatever Next	Oh Dear! Look What I Got	August Lost his Smile by Catherine Rayner	Storm Whale	Cinderella of the Nile	Escape from Pompeii	The Last Wild	Viking Voyagers Odd and the Frost Giants
Writing outcome	Oral retelling of core text Letter writing	Oral retelling of core text Rhyming strings Letter writing	Story	Story Instructions	Alternative Fairytale	Flashback Information text	Character description Setting description	Myth Information text
Vocabulary	A: Wrote, send, pet, very heavy, elephant, giraffe, too tall, lion, too fierce, camel, too grumpy, snake, too scary, monkey, too naughty, frog, too jumpy,	Carrot, parrot, goat, snake, chair, bear, pup, hissed, butted, startled, squawked	Huge, cluster, shiny, found, chirped, searched, crests, swirled, frost, deepest, splished, splashed, paraded, padded, shifting, danced, raced, bounced, realised, happiness, pleased, hopped,	shore, rage, distance, manage, supper, rock pool, longing, washed up, drawing in, washed up, isolated, vast, harsh, venture, stranded, tend, reluctant, cottage, brim, vacation, competition, tide, bay, towering, loss	captivating, gracious, humble, compassionate, optimistic, intricate, opulent, lavish, ornate, regal, commanded, taunted, mocked, firmly, dignified, snide, devious, spiteful, petty, arrogant,	Escape, Flee, Glimmered, Taverns, Hagglng, Looming, Harbour, Forum, Repaired, Tremors, Creaked, Wander, Quivered, Awning, Bolted, Scattered, Frantic,	Threat, vanish, survive, danger, rescue, courage, search, hide, protect, dangerous, journey, discover, mysterious, hidden, ancient, fragile, brave, alert, escape, observe, thrive, fragile, resilient, desperate, capture,	peculiar, solitary, frigid, sculpt, companion, weary, majestic, infuriating, immense, transformation, realm, banish, eternal, bleak, formidable, colossal, arrogant, impenetrable,

	<p>puppy, perfect</p> <p>B: Rocket, owl, moon, Mrs, first, draining board, kitchen, pair of space boots, packed, journey, chimney, picnic, smart, roared, passengers, landed, dripped, helmet, home, gasped, visit</p>		<p>skipped, smiling, jumped.</p>	<p>grief, pod, eerie, surface, low pitched, wail</p>	<p>elegant, exquisite, delectable, abundant, decadent, exonerate, vindicate, blameless, faultless, culpable</p>	<p>Moorings, Sensed, Pumice, Muffled, Nervous, Drift, Flushed, Trembling, Horrified, Collapse, Suffocate, Remains, Excavate.</p>	<p>alert, brilliant, unexpected, adventure</p>	<p>desolate, reluctant, persistent, endure, treacherous, fragile, cunning, deceive, negotiate, outwit, magnificent, triumph</p>
Grammar focus	<p>Include mark-making and early writing in their play</p> <p>Write some or all of their name</p> <p>Form some letters accurately</p> <p>Use a comfortable grip with good control when holding pens and pencils, e.g. the tripod grip</p>	<p>Write short sentences with words with known sound-letter correspondences – they also are beginning to understand what finger spaces, capital letters and a full stop are, and how they are used</p> <p>Re-read what they have written to check if it makes sense</p> <p>Hold a pencil correctly in preparation for fluent writing using the tripod grip in almost all cases</p>	<p>write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)</p> <p>use the joining word and</p> <p>use simple past and present verbs mostly accurately</p> <p>use capital letters and full stops to demarcate some sentences accurately</p> <p>use capital letters for proper nouns use question marks</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p> <p>Use present and past tense mostly correctly and consistently</p>	<p>write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>maintain Standard English forms, e.g. using <i>a/an</i> correctly</p> <p>use a range of co-ordinating and subordinating conjunctions</p> <p>begin to use inverted commas to punctuate speech</p> <p>spell most words correctly, adding</p>	<p>write for both fictional and non-fictional purposes, with a growing awareness of the reader</p> <p>use a range of co-ordinating and subordinating conjunctions</p> <p>use fronted adverbials</p> <p>use present, past, progressive and perfect tense verb forms accurately</p> <p>use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks,</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms of dialogues in narrative)</p> <p>Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) across paragraphs</p>	<p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p> <p>spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>maintain legibility in joined handwriting when writing at speed</p>

		<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>to demarcate some sentences</p> <p>use question marks to demarcate some sentences</p> <p>use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible</p> <p>Add the regular plural noun suffixes -s or -es</p> <p>Spell most Year 1 common exception words taught</p> <p>Form many lower case and capital letters accurately</p> <p>write with many letters accurate in shape and size, including capital letters and digits</p>	<p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>Use spacing between words that reflects the size of the letters</p> <p>Start making simple additions, revisions and proof-reading corrections to their own writing</p> <p>Demarcate sentences with exclamation marks, commas in lists, apostrophes for contraction and apostrophes for singular possession</p>	<p>prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3)</p> <p>use the diagonal and horizontal strokes needed to join some letters</p> <p>make simple additions, revisions and proof-reading corrections to their own writing</p>	<p>exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas)</p> <p>spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4)</p> <p>produce legible joined handwriting</p> <p>make simple additions, revisions and proof-reading corrections to their own writing</p> <p>use a range of precise vocabulary (nouns, verbs and adjectives)</p>	<p>use the range of punctuation taught at key stage 2</p> <p>mostly correctly spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p>
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			<p>use spacing between words</p> <p>re-read writing to check that it makes sense</p> <p>Read aloud their writing to each other and the teacher</p>					
Spelling focus	<p>Oral sounds and oral blending: E,u,r, h, b, f, l</p> <p>Begin to to recognise graphemes</p>	<p>Phase 4: Short and long vowels with adjacent consonants: Cvcc, ccvc, ccvcc, cccvc, cccvcc</p> <p>Words ending with suffixes: Ing, ed, ed (t), ed (d), er, est</p> <p>Compound words</p>	<p>Review Y1:12</p> <p>Review Y1:13</p> <p>Review Y1:14</p> <p>Review Y1:15</p> <p>Review Y1:16</p> <p>Review Y1:17</p>	<p>The sound /u/ spelt with 'o'</p> <p>The sound /ee/ spelt with '-ey'</p> <p>The /o/ sound spelt with 'a' after w and qu</p> <p>The stressed/er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w</p> <p>The sound /zh/ spelt 's'</p> <p>Common Exception Words</p> <p>even*</p> <p>break*</p> <p>steak*</p> <p>great*</p> <p>move*</p> <p>prove*</p>	<p>Words ending in -ary</p> <p>u sound spelt with o</p> <p>u sound spelt with ou</p> <p>Word families based on common words</p>	<p>Prefix inter</p> <p>Prefix anti</p> <p>Prefix auto</p> <p>Prefix ex</p> <p>Prefix non</p> <p>Ending in ar er</p>	<p>Year5 and 6 words li to pe</p> <p>Year 5 and 6 words ph to res</p> <p>Year 5 and 6 words rh to suf</p> <p>Year 5 and 6 words sug to y</p>	<p>Year 5 – 6 spellings (all)</p>

				improve* sure* sugar* eye*				
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Summer Term 2

Year group	Nursery	Reception	1	2	3	4	5	6
Core Text	Nursery Rhymes	Mr Gumpy's Outing	Tad by Benji Davies	Little Turtle and the sea:	Herakles	My story: Roman invasion	The Story of Harvey Milk and the Rainbow Flag	Boy 87
Writing outcome	Oral retelling of core text Rhyming strings	Oral retelling of core text Invention based on core text	Recount. Narrative	Narrative Letter	Myth	Instructions Poetry	Instructions radio advert	Narrative
Vocabulary	Nursery rhymes Rhyming words Action rhymes	River, squabble, outing, kicked, trampled, flapped, bleated, mucked about, teased, chased, hopped, tipped, calf	Wide, wiggle, nasty, murky, decided, shallow, webbed, cheered, curl, hiding, blinking, coiled, fewer, great, glide, twisted, bright Drove, interesting, excited, carefully,	expansive, murky, shimmering, marine, sodden, flipper, rumble, forage, current, lashing, slip, rise, spray, toss, hitch, sway, content, outgrow, dazzling, complete, sights, emerge, raggedy, sail, hauling, quay, wading, carving, driftwood, crammed, frolic	legendary, valiant, honourable, persistent, strategic, fierce, deadly, ravenous, swoop, flock, abruptly, hurriedly, promptly, fleetingly, simultaneously, ruthless, malicious, cunning, deceitful, intimidating, ambush, lurk, lunge, grapple, vanquish, relentlessly, boldly, heroically, skillfully, vigilantly	Concealed, Invade, Barbarian, Glint, Determined, Execute, Defiant, Territory, Contempt, Conquered, Cunning, Endure, Ambled, Miserable, Intrigued, Plunge, Immediate, Combine, Suspect, Rueful, Particular, Prevent, Gesture, Skirmishes, Previous, Reprieved, Remained, Commotion, Decimation, Mutiny.	Equality, community, symbol, inspire, dream, acceptance, volunteer, march, history, legacy, celebrate, courage, voice, justice, rights, persevere, freedom, hope, respect, identity, visible, celebration, accept, peaceful, support, movement, change, celebrate	oppressive, surveillance, naive, injustice, confined, brutal, bleak, scarce, meager, solidarity, ingenuity, perilous, fugitive, arid, grueling, relentless, endurance, treacherous, desperation, sanctuary, smuggle, hostile, optimistic, resilience, companion, vast, cautious, navigate, anguish, vital

<p>Grammar focus</p>	<p>Include mark-making and early writing in their play</p> <p>Write some or all of their name</p> <p>Form some letters accurately</p> <p>Show a preference for a dominant hand</p> <p>Use a comfortable grip with good control when holding pens and pencils, e.g. the tripod grip</p>	<p>Write simple phrases and sentences that can be read by others</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Physical Development – Children can hold paper in position and use their preferred hand for writing, using a correct grip.</p>	<p>write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)</p> <p>use the joining word and</p> <p>use simple past and present verbs mostly accurately</p> <p>use capital letters and full stops to demarcate some sentences accurately</p> <p>use capital letters for proper nouns</p> <p>Use exclamation marks to demarcate some sentences</p> <p>use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others</p>	<p>Add suffixes to spell most words correctly in their writing</p> <p>Use the diagonal and horizontal strokes needed to join some letters (e.g. –ment, –ness, –ful, less, –ly)*</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p> <p>Use present and past tense mostly correctly and consistently</p>	<p>write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>describe settings and characters using expanded noun phrases</p> <p>use adverbs to express time</p> <p>use prepositions to express place and time</p> <p>spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3)</p> <p>use the diagonal</p>	<p>use a range of adverbs to add detail to writing</p> <p>use fronted adverbials</p> <p>use present, past, progressive and perfect tense verb forms accurately</p> <p>use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas)</p> <p>Maintain Standard English forms correctly, e.g. <i>I was (not I were), should have (not should of), ours (not ares),</i></p> <p>spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g., direct address in instructions and persuasive writing)</p> <p>Show a growing awareness of making writing succinct by using all grammar and punctuation taught so far precisely to engage the reader (e.g., direct address in instructions and persuasive writing)</p>	<p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p> <p>spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>use verb tenses consistently and correctly throughout their writing</p> <p>maintain legibility in joined handwriting when writing at speed</p> <p>use the range of punctuation taught at key stage 2 mostly correctly</p> <p>spell correctly most words from the</p>
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			<p>being phonetically plausible</p> <p>add the suffixes –ing, -ed, -er -est to spell many words correctly</p> <p>Spell most Year 1 common exception words taught</p> <p>Form many lower case and capital letters accurately</p> <p>write with many letters accurate in shape and size, including capital letters and digits Use spacing between words</p> <p>re-read writing to check that it makes sense</p> <p>read aloud their writing to each other and the teacher</p>	<p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>Use spacing between words that reflects the size of the letters Start making simple additions, revisions and proof-reading corrections to their own writing</p> <p>Demarcate sentences with exclamation marks, commas in lists, apostrophes for contraction and apostrophes for singular possession</p>	<p>and horizontal strokes needed to join some letters</p> <p>make simple additions, revisions and proof-reading corrections to their own writing</p>	<p>form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4)</p> <p>produce legible joined handwriting</p> <p>make simple additions, revisions and proof-reading corrections to their own writing</p>	<p>year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p>
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Spelling focus	<p>Oral sounds and oral blending: J, v, w, x, y, z, qu</p> <p>Begin to to recognise graphemes</p>	<p>Phase 5: Ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e, c (s)</p> <p>Harder to read and spell words: Oh Their Little People Mr Mrs Your Ask Should Would Could Asked Want Very Ace, nice</p>	<p>/s/<sc>, /n/<ne>, /g/<gn><gu> /u/<ou>, /f/ <gn>, /o/<ou>, /u/<oo> /oo/<o>, /h/<wh>, /w/ <u>, /ee/<ei> /ee/<i>, /oa/<ough>, /ur/ <our>, /ur/<re> Review Y1:18 /t/<te>, /or/ <ar>, /or/ <oar><oor></p>	<p>The suffixes –ment, -ness and -ful</p> <p>The suffixes –less and –ly</p> <p>Words ending in -tion</p> <p>Common Exception Words</p> <p>any* many* clothes* water* pretty* Christmas* beautiful* busy* poor* kind*</p> <p>Homophones and near homophones Months of the year/ time</p>	<p>Adding the suffix –al</p> <p>zhuh sound spelt ture</p> <p>chuch sound spelt ture</p> <p>silent letters revision</p>	<p>Suffix ous</p> <p>Adverbials of frequency and possibility</p> <p>Adverbials of manner</p>	<p>Revision of various spelling rules</p> <p>Revision of various Y3/4 words</p> <p>Revision of Y5/6 words</p> <p>Revision of common exceptions</p>	<p>Year 5 – 6 spellings (all)</p>
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