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| **Year 6** |
| **Writing composition** | **Grammar terms** | **Punctuation** | **Spelling rules** | **Statutory Spellings** |
| write effectively for a range of purposes and audiences, selecting language that shows good awareness of the readerin narratives, describe settings, characters and atmosphereintegrate dialogue in narratives to convey character and advance the actionselect vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately use a range of devices to build cohesion within and across paragraphsuse verb tenses consistently and correctly throughout their writing | revision of word class (verb, adverb, noun, adjective, conjunctions, pronoun, prepositions, determiners)Main ClauseSubordinate clauseSubjectObjectActive voicePassive voiceSynonymAntonymModal verbsSubjunctive formAmbiguityDirect speech / Reported speechPast / present / future simplePast / present / future perfectPast / present / future progressiveFormal / Informal  | use the range of punctuation taught at key stage 2 mostly correctly eg.* colons to introduce lists and semi colons within lists.
* punctuation for dialogue
* apostrophes for simple and plural possession
* use of comma after fronted adverbials
* brackets, dashes or commas to indicate parenthesis
* commas to clarify meaning
* hyphens to avoid ambiguity
* punctuation of bullet points to list information
* semi-colon, colon and dash to mark the boundary between independent clauses
 | * ‘ei’ following the letter ‘c’
* adding suffixes to words ending in -fer
* use of the hyphen
* words ending in -gue and -que
* ‘ch’ makes ‘k’ sound; ‘ch’ makes ‘sh’ sound
* revision of words ending in -sure and -ture
* revision of ‘ou’ spells ‘u’, as in trouble
* review the role and use of suffixes
* revision of shun/ endings (tion, sion, ssion, cian)
* review of -able/-ably and -ible/-ibly endings
* revise the use of the -ough letter string
* review of homophones
* ‘ei’, ‘eigh’ and ‘ey’; ‘ea’; ‘aigh’
* Etymology – words with the /s/

sound spelled ‘sc’(Follow Rising Stars Spelling)  | individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary recommend relevant restaurant signature sincere immediately soldier stomach sufficient suggest twelfth variety vegetable vehicle yacht neighbour nuisance appreciate accommodate opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise symbol system temperature thorough committee environment government communicate accommodate embarrass rhyme rhythm sacrifice secretary shoulder appreciate conscious competition definite convenience desperate disastrous especially equipment foreign familiar frequently government guarantee immediate |
| **Text types to cover:**Autobiography (Wonder)Formal Email (Wonder)Informal text conversation (Wonder) Short narratives (create atmosphere / integrate dialogue) (Blitz Boys)Comparison (Topic Book)Balanced Argument (WW2)Non-chron report (Frozen Kingdom)Polar regions comparison (Topic book)Informal Postcard (Topic book)Persuasive brochure Narrative (Mayan legend)Choice writing revisiting range of genres | **Alan Peat sentences to be taught:**De:dePersonification of weatherImagine 3Outside (inside)Some: others; list3 bad – questionTell: show 3; examplesPC / IronyMetaphor |

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| **Year 5** |
| **Writing composition** | **Grammar terms** | **Punctuation** | **Spelling rules** | **Statutory Spellings** |
| write effectively for a range of purposes and audiences, selecting language that shows good awareness of the readerin narratives, describe settings, characters and atmosphereintegrate dialogue in narratives to convey character and advance the actionselect vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately use a range of devices to build cohesion within and across paragraphsuse verb tenses consistently and correctly throughout their writing | revision of word class (verb, adverb, noun, adjective, conjunctions, pronoun, prepositions, determiners)Main ClauseSubordinate clauseSynonymAntonymModal verbRelative pronounRelative clauseParenthesisCohesionAmbiguityFormalInformal | use the range of punctuation taught at key stage 2 mostly correctly including: * punctuation for dialogue
* apostrophes for simple and plural possession
* use of comma after fronted adverbials
* brackets, dashes or commas to indicate parenthesis
* commas to clarify meaning (relative clause / subordination)
 | * words containing the letter string -ough
* homophones and near homophones
* words ending in -ious
* endings that sound like /shl/ and are spelled -cial or -tial
* words ending in -able and -ible / -ably and -ibly
* words with silent letters
* words ending in -ant and -ent
* words ending in -ance/-ancy or -ence/-ency
* converting nouns and adjectives into verbs
* the possessive apostrophe – plurals
* turning adjectives into adverbs

(Follow Rising Stars Spelling)  | occur accompany according achieve aggressive forty ancient apparent occupy attached available average awkward bargain bruise category cemetery critic communitycommunicate competition conscience conscious dictionary equipped curiosity definite harass foreign controversy convenience correspond criticise desperate determined disastrous embarrass environment equipment especially exaggeratehindrance excellent existence explanation familiar amateur frequently government guarantee immediate knowledge experiment experience business possession disappear weight separate  |
| **Text types to cover:**Recount (Farm visit)Biography (Galileo)Formal letter (Egyptian artefacts)Newspaper report (Howard Carter)Narrative: (Change Narnia)(description / suspense / mystery)Playscript (Legend of Osiris)Non-chronological report (Planets / Insects)Balanced Arg / debate (mobile phones)Persuasive advert / letter (Insects)Informal letter (theme park) | **Alan Peat sentences to be taught:**If, if, if, thenShort sentenceNoun, whisper,3edBOYS (+)Ad, same ad2A startMetaphor |

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| **Year 4** |
| **Writing composition** | **Grammar terms** | **Punctuation** | **Spelling rules** | **Statutory Spellings** |
| write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writinguse paragraphs to organise ideas in narratives, describe settings and charactersin non-narrative writing, use simple devices to structure the writing and support the readeruse noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.use fronted adverbials (when, where, how)use co-ordination and sub-ordinationmake the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | revision of word class (verb, adverb, noun, adjective, conjunctions, pronoun, prepositions)Main ClauseSubordinate clauseDeterminerPronounPossessive pronounAdverbialContracted formExpanded form | mostly correct use of: * capital letters
* full stops
* questions marks
* exclamation marks
* commas for lists and apostrophes for contractions
* use inverted commas and other punctuation to indicate direct speech
* use apostrophes to mark singular and plural possession
* use commas after fronted adverbials
 | apply the following spelling rules in writing with growing consistency:* missing letters and possessive apostrophes
* prefixes: in-, im-, il-, ir-, -un, -dis, -mis, -re, sub-, inter-, super-, anti-, auto
* suffixes: –ation and –ous.
* -tion, - sion, -ssion, -cian, e.g. invention, tension, discussion, magician.
* the g sound spelt gue, e.g. tongue and rogue, and the k sound spelt que, e.g. antique and unique.
* k/ sound spelled ‘ch’

 /s/ sound spelled ‘c’* /sh/ sound spelled ‘ch’
* -*sure* and -*ture* endings
* Unstressed vowels
* homophones and near homophones accept, except, effect, affect, ball, bawl, berry, bury, not, knot, meddle, medal, missed, mist, rain, reign, rein, scene, seen, weather, whether, whose

(Follow Rising Stars Spelling)  | accident believe strange reign interest various possible grammar woman women promise therefore opposite ordinary perhaps pressure particular calendar popular position possess possession purpose potatoes different exercise regular complete remember sentence separate special thought weight straight favourite strength suppose surprise bicycle business medicine natural naughty peculiar occasion occasionally probably knowledge experiment experience question disappear important  |
| **Text types to cover:**Diary (Oli + Seawigs / Celts)Informal letter (Oli + Seawigs)Fantasy Narrative (Oli + Seawigs)Persuasive Argument (Orca debate)Narrative (Nemo)Third person narrative (Romulus + Remus)Biography (Julius Ceasar)Newspaper Report (Xmas Carol)Formal Letter | **Alan Peat sentences to be taught:**Fronted adverbial (where)-ing / -edIf When Because (start)Verb, personThe more, the more |

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| **Year 3** |
| **Writing composition** | **Grammar terms** | **Punctuation** | **Spelling rules** | **Statutory Spellings** |
| write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writingbegin to use paragraphs to organise ideas describe settings and charactersin non-fiction writing, use simple devices to structure the writing and support the readerusing expanded noun phrases to describe and specifyuse co-ordination and sub-ordination (when, while, so, because etc)use fronted adverbials for whenunderstand when to use the determiners a or antense is mostly consistent | revision of word class (verb, adverb, noun, adjective, pronoun)PrepositionConjunctionWord familyPrefixMain ClauseSubordinate clauseDirect speechConsonantVowelInverted commasAdverbialTenseNoun phrase | mostly correct use of:* capital letters
* full stops
* questions marks
* exclamation marks
* commas for lists and apostrophes for contractions
* begin to use inverted commas to demarcate speech
 | apply the following spelling rules in writing with growing consistency:* review of Year 2 suffixes (-ed, -ing, -er, -est, -ness, -ment, -ful, -less,
* the /i/ sound spelled with a ‘y’
* the /u/ sound spelled ‘ou’
* the /ai/ sound spelled ‘ei’, ‘eigh’ or ‘ey’
* prefixes in-, il-, un-, dis-, mis-, re-, pre-, auto-, sub-, -auto, -inter, -super
* suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
* suffix -ly.
* suffixes -ally and -ation
* -sion and -tion endings
* words with endings sounding like ‘zh’ and ‘ch’ e.g. treasure, measure, picture, nature.
* words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, mail/male, main/mane, meet/meet, peace/piece, plain/plane.

(Follow Rising Stars Spelling)  | actual learn group heard arrive circle often buildeight caught centre century heart breath busy early continue decide island minute difficult earth consider enoughperhaps address guard material recent guide forward fruit though notice quarter length library famous describe mention answer appear actually extreme February certain height history imagine increase interest important  |
| **Text types to cover:**Non-Chronological report (Rivers)Recount (Ferry Meadows)Poem (Rivers)Character Description (Rama and Sita)Diary from character’s perspective (Hanuman)Explanation (Krishna’s symbols)Advert (Mountains)Newspaper Report (Ancient Indus Valley)Poem (Settlements)Interview (Agriculture – Farmers)Narrative (x2) - Myth (Perseus and the Gorgon)Informal letter (Volcanoes) | **Alan Peat sentences to be taught:**4ASimileFronted Adverbial (when) |
| **KS2 WRITING COMPOSITION AND TEXT TYPE PROGRESSION** |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writingbegin to use paragraphs to organise ideas describe settings and charactersin non-fiction writing, use simple devices to structure the writing and support the readerusing expanded noun phrases to describe and specifyuse co-ordination and sub-ordination (when, while, so, because etc)use fronted adverbials for whenunderstand when to use the articles a or antense is mostly consistent | write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writinguse paragraphs to organise ideas in narratives, describe settings and charactersin non-narrative writing, use simple devices to structure the writing and support the readeruse noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.use fronted adverbials (when, where, how)use co-ordination and sub-ordinationmake the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | write effectively for a range of purposes and audiences, selecting language that shows good awareness of the readerin narratives, describe settings, characters and atmosphereintegrate dialogue in narratives to convey character and advance the actionselect vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately use a range of devices to build cohesion within and across paragraphsuse verb tenses consistently and correctly throughout their writing | write effectively for a range of purposes and audiences, selecting language that shows good awareness of the readerin narratives, describe settings, characters and atmosphereintegrate dialogue in narratives to convey character and advance the actionselect vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately use a range of devices to build cohesion within and across paragraphsuse verb tenses consistently and correctly throughout their writing |
| **Text types to cover:**Non-Chronological report (Rivers)Recount (Ferry Meadows)Poem (Rivers)Character Description (Rama and Sita)Diary from character’s perspective (Hanuman)Explanation (Krishna’s symbols)Advert (Mountains)Newspaper Report (Ancient Indus Valley)Poem (Settlements)Interview (Agriculture – Farmers)Narrative (x2) - Myth (Perseus and the Gorgon)Informal letter (Volcanoes) | **Text types to cover:**Diary (Oli + Seawigs / Celts)Informal letter (Oli + Seawigs)Fantasy Narrative (Oli + Seawigs)Persuasive Argument (Orca debate)Narrative (Nemo)Third person narrative (Romulus + Remus)Biography (Julius Ceasar)Newspaper Report (Xmas Carol)Formal Letter | **Text types to cover:**Recount (Farm visit)Biography (Galileo)Formal letter (Egyptian artefacts)Newspaper report (Howard Carter)Narrative: (Change Narnia)(description / suspense / mystery)Playscript (Legend of Osiris)Non-chronological report (Planets / Insects)Balanced Arg / debate (mobile phones)Persuasive advert / letter (Insects)Informal letter (theme park) | **Text types to cover:**Autobiography (Wonder)Formal Email (Wonder)Informal text conversation (Wonder) Short narratives (create atmosphere / integrate dialogue) (Blitz Boys)Comparison (Topic Book)Balanced Argument (WW2)Non-chron report (Frozen Kingdom)Polar regions comparison (Topic book)Informal Postcard (Topic book)Persuasive brochure (Topic book) NarrativeChoice writing revisiting range of genres |

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| **KS2 GRAMMAR AND PUNCTUATION PROGRESSION** |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| revision of word class (verb, adverb, noun, adjective, pronoun)PrepositionConjunctionWord familyPrefixMain ClauseSubordinate clauseDirect speechConsonantVowelInverted commasAdverbialTenseNoun phrase | revision of word class (verb, adverb, noun, adjective, conjunctions, pronoun, prepositions)Main ClauseSubordinate clauseDeterminerPronounPossessive pronounAdverbialContracted formExpanded form | revision of ALL word class Main ClauseSubordinate clauseSynonymAntonymModal verbRelative pronounRelative clauseParenthesisCohesionAmbiguityFormalInformal | revision of ALL word class Main ClauseSubordinate clauseSubject / ObjectActive voice / Passive voiceSynonym / AntonymModal verbsSubjunctive formAmbiguityDirect speech / Reported speechPast / present / future simplePast / present / future perfectPast / present / future progressiveFormal / Informal |
| **Alan Peat sentences to be taught:**4ASimileFronted Adverbial (when) | **Alan Peat sentences to be taught:**Fronted adverbial (where / how)-ing / -edIf When Because (start)Verb, personThe more, the more | **Alan Peat sentences to be taught:**If, if, if, thenShort sentenceNoun, whisper,3edBOYS (+)Ad, same ad2A start | **Alan Peat sentences:**De:dePersonification of weatherImagine 3Outside (inside)Some: others; list3 bad – questionTell: show 3; examplesPC / Irony |
| mostly correct use of:* capital letters
* full stops
* questions marks
* exclamation marks
* commas for lists and apostrophes for contractions
* begin to use inverted commas to demarcate speech
 | mostly correct use of: * capital letters
* full stops
* questions marks
* exclamation marks
* commas for lists and apostrophes for contractions
* inverted commas and other punctuation to indicate direct speech
* apostrophes to mark singular and plural possession
* commas after fronted adverbials
 | use the range of punctuation taught at key stage 2 mostly correctly including: * punctuation for dialogue
* apostrophes for simple and plural possession
* use of comma after fronted adverbials
* brackets, dashes or commas to indicate parenthesis
* commas to clarify meaning (relative clause / subordination)
 | use the range of punctuation taught at key stage 2 mostly correctly eg.* colons to introduce lists and semi colons within lists.
* punctuation for dialogue
* apostrophes for simple and plural possession
* use of comma after fronted adverbials
* brackets, dashes or commas to indicate parenthesis
* commas to clarify meaning
* hyphens to avoid ambiguity
* punctuation of bullet points to list information
* semi-colon, colon and dash to mark the boundary between independent clauses
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| **KS2 SPELLING PROGRESSION** |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| apply the following spelling rules in writing with growing consistency:* review of Year 2 suffixes (-ed, -ing, -er, -est, -ness, -ment, -ful, -less,
* the /i/ sound spelled with a ‘y’
* the /u/ sound spelled ‘ou’
* the /ai/ sound spelled ‘ei’, ‘eigh’ or ‘ey’
* prefixes in-, il-, un-, dis-, mis-, re-, pre-, auto-, sub-, -auto, -inter, -super
* suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
* suffix -ly.
* suffixes -ally and -ation
* -sion and -tion endings
* words with endings sounding like ‘zh’ and ‘ch’ e.g. treasure, measure, picture, nature.
* words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, mail/male, main/mane, meet/meet, peace/piece, plain/plane.

(Follow Rising Stars Spelling) | apply the following spelling rules in writing with growing consistency:* missing letters and possessive apostrophes
* prefixes: in-, im-, il-, ir-, -un, -dis, -mis, -re, sub-, inter-, super-, anti-, auto
* suffixes: –ation and –ous.
* -tion, - sion, -ssion, -cian, e.g. invention, tension, discussion, magician.
* the g sound spelt gue, e.g. tongue and rogue, and the k sound spelt que, e.g. antique and unique.
* k/ sound spelled ‘ch’ /s/ sound spelled ‘c’
* /sh/ sound spelled ‘ch’
* -*sure* and -*ture* endings
* Unstressed vowels
* homophones and near homophones accept, except, effect, affect, ball, bawl, berry, bury, not, knot, meddle, medal, missed, mist, rain, reign, rein, scene, seen, weather, whether, whose

(Follow Rising Stars Spelling)  | * revision of previous year’s rules
* words containing the letter string -ough
* homophones and near homophones
* words ending in -ious
* endings that sound like /shl/ and are spelled -cial or -tial
* words ending in -able and -ible / -ably and -ibly
* words with silent letters
* words ending in -ant and -ent
* words ending in -ance/-ancy or -ence/-ency
* converting nouns and adjectives into verbs
* the possessive apostrophe – plurals
* turning adjectives into adverbs

(Follow Rising Stars Spelling)  | * revision of Y3-5 rules
* ‘ei’ following the letter ‘c’
* adding suffixes to words ending in -fer
* use of the hyphen
* words ending in -gue and -que
* ‘ch’ makes ‘k’ sound; ‘ch’ makes ‘sh’ sound
* revision of words ending in -sure and -ture
* revision of ‘ou’ spells ‘u’, as in trouble
* review the role and use of suffixes
* revision of shun/ endings (tion, sion, ssion, cian)
* review of -able/-ably and -ible/-ibly endings
* revise the use of the -ough letter string
* review of homophones
* ‘ei’, ‘eigh’ and ‘ey’; ‘ea’; ‘aigh’
* Etymology – words with the /s/

sound spelled ‘sc’(Follow Rising Stars Spelling)  |
| **KS2 STATUTORY SPELLINGS** |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| actual learn group heard arrive circle often buildeight caught centre century heart breath busy early continue decide island minute difficult earth consider enoughperhaps address guard material recent guide forward fruit though notice quarter length library famous describe mention answer appear actually extreme February certain height history imagine increase interest important  | accident believe strange reign interest various possible grammar woman women promise therefore opposite ordinary perhaps pressure particular calendar popular position possess possession purpose potatoes different exercise regular complete remember sentence separate special thought weight straight favourite strength suppose surprise bicycle business medicine natural naughty peculiar occasion occasionally probably knowledge experiment experience question disappear important  | occur accompany according achieve aggressive forty ancient apparent occupy attached available average awkward bargain bruise category cemetery critic community communicate competition conscience conscious dictionary equipped curiosity definite harass foreign controversy convenience correspond criticise desperate determined disastrous embarrass environment equipment especially exaggeratehindrance excellent existence explanation familiar amateur frequently government guarantee immediate knowledge experiment experience business possession disappear weight separate  | individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary recommend relevant restaurant signature sincere immediately soldier stomach sufficient suggest twelfth variety vegetable vehicle yacht neighbour nuisance appreciate accommodate opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise symbol system temperature thorough committee environment government communicate accommodate embarrass rhyme rhythm sacrifice secretary shoulder appreciate conscious competition definite convenience desperate disastrous especially equipment foreign familiar frequently government guarantee immediate |

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| **Year 2** |
| **Writing composition** | **Grammar terms** | **Punctuation** | **Spelling rules** | **Statutory Spellings** |
| write simple, coherent narratives about personal experiences and those of others (real or fictional)write about real events, recording these simply and clearlyuse present and past tense mostly correctly and consistentlyuse co-ordination (e.g. or / and / but)use some subordination (e.g. when / if / that / because) to join clausesusing some expanded noun phrases to describe and specify | NounNoun phraseAdjectiveAdverbVerbTense (past / present)StatementQuestionExclamationCommandCompoundSuffix | demarcate most sentences in their writing correctly with:* capital letters
* full stops
* question marks
* exclamation marks
* apostrophes for contracted form
* commas between 2 adjectives in expanded noun phrase
 | segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at othersspell many common exception wordsspelling some words with contracted form (don’t, can’t etc)adding suffixes to spell some words correctly in their writing, e.g. –ment, -ness, -ful, -less, -ly\* | Door child cold pretty grass improve parents poor wild gold beautiful pass sugar ChristmasFind most hold after plant could everybody mind both told fast path would even floorChildren every last bath sure because climb great past hour eye kind only break father move shouldBehind old steak class prove who whole many busy water half Mr any clothes people again money Mrs |
| **Text types to cover:**Poetry (Seaside chant / Hand on the Bridge)Narrative (adventure / Fairy tales)(Winnie the Witch + Princess +the pea)Informal letters (The pirates next door)Recounts (Street Detectives local walk))Newspaper report (Claude in the City)Character description (Winnie at seaside)Setting Description (The Scented Garden)Instructions (DT – Towers, Tunnels and Turrets) | **Alan Peat sentences to be taught:**ABSBOYS2Awhenifbecause |

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| **Year 1** |
| **Writing composition** | **Grammar terms** | **Punctuation** | **Spelling rules** | **Statutory Spellings** |
| Write sentences that are sequenced to form a short narrative (real or fictional)Understand how words can combine to make sentences.Use joining words and joining clauses using **and.** | LetterCapital letterWordSingularPlural sentencePunctuation | demarcate some sentences in their writing correctly with:* capital letters
* full stops
* question marks
* exclamation marks
* commas in a list

Use a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’. | Spell words containing each of the 40+ phonemes already taught.Spell common exception words.Apply the following spelling rules in writing with growing consistency:* Add suffixes using the spelling rule for adding –s and –es
* Use the prefix un-
* Use the suffixes – ing, -ed, -er and –est where no change is needed in the spelling of root word, e.g. helping, helped, helper, eating, quicker, quickest.
 | The Your Come AreGo Push A TheySome Were So PullDo Be One Was ByFull To Once IsMy House TodayMe Ask His HereOur Of She Friend HasThere Said We SchoolI Where Says NoPut You Love |
| **Text types to cover:**Setting and character descriptionsInformal letterRecountPoemFact fileInstructionsNarrative | **Alan Peat sentences to be taught:**1AAndBecausebut |

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| **EYFS** |
| **Writing composition** | **Grammar terms** | **Punctuation** | **Spelling rules** | **Statutory Spellings** |
| Ascribes meaning to marks.Recognises and writes their own name.Add captions and labels to drawings / work.Using phonetic knowledge to segment and blend words.Beginning to write sentences that are sequenced to form a short narrative (real or fictional)Beginning to understand how words can combine to make sentences.Beginning to use joining words and joining clauses using **and.** | LetterWordSentenceFinger spacesCapital letters | Full stopsCapital letter | Spell words containing each of the 40+ phonemes already taught.Spell common exception words. | The and a to said in he I of it was you they on she is for at his but that  with all an so we can are up had my her what there out this have went be likeSome not then were go little as no saw make mum one them do me down dadBig when it’s see looked very look don’t come will into back from childrenHim Mr off asked get just now came oh about got their people your put could House old too by day made time I’m if help Mrs called here |
| **Text types to cover:**Instructions (3 Bears / Billy Goats Gruff)Recount (Farm visit)Narrative (3 Little Pigs)Labels (Transport / Farm)Letters / cards (Xmas / Eid) |

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| **KS1 WRITING COMPOSITION AND TEXT TYPE PROGRESSION** |
| **EYFS** | **Year 1** | **Year 2** |
| Ascribes meaning to marks.Recognises and writes their own name.Add captions and labels to drawings / work.Using phonetic knowledge to segment and blend words.Beginning to write sentences that are sequenced to form a short narrative (real or fictional)Beginning to understand how words can combine to make sentences.Beginning to use joining words and joining clauses using **and.** | Write sentences that are sequenced to form a short narrative (real or fictional)Understand how words can combine to make sentences.Use joining words and joining clauses using **and.** | write simple, coherent narratives about personal experiences and those of others (real or fictional)write about real events, recording these simply and clearlyuse present and past tense mostly correctly and consistentlyuse co-ordination (e.g. or / and / but)use some subordination (e.g. when / if / that / because) to join clausesusing some expanded noun phrases to describe and specify |
| **Text types to cover:**Setting and character descriptionsInformal letterRecountPoemFact fileInstructionsNarrative | **Text types to cover:**Poetry (Seaside chant / Hand on the Bridge)Narrative (adventure / Fairy tales)(Winnie the Witch + Princess +the pea)Informal letters (The pirates next door)Recounts (Street Detectives local walk))Newspaper report (Claude in the City)Character description (Winnie at seaside)Setting Description (The Scented Garden)Instructions (DT – Towers, Tunnels and Turrets) |

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| **KS1 GRAMMAR AND PUNCTUATION PROGRESSION** |
| **Nursery** | **EYFS** | **Year 1** | **Year 2** |
|  | LetterWordSentenceFinger spacesCapital letters | LetterCapital letterWordSingularPlural sentencePunctuation | NounNoun phraseAdjectiveAdverbVerbTense (past / present)StatementQuestionExclamationCommandCompoundSuffix |
|  |  | **Alan Peat sentences to be taught:**1AAndBecausebut | **Alan Peat sentences:**ABSBOYS2Awhenifbecause |
|  | Full stopsCapital letter | demarcate some sentences in their writing correctly with:* capital letters
* full stops
* question marks
* exclamation marks
* commas in a list

Use a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’. | demarcate most sentences in their writing correctly with:* capital letters
* full stops
* question marks
* exclamation marks
* apostrophes for contracted form
* commas between 2 adjectives in expanded noun phrase
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| **KS1 SPELLING PROGRESSION** |
| **Nursery** | **EYFS** | **Year 1** | **Year 2** |
| **Need to Add** | Spell words containing each of the 40+ phonemes already taught.Spell common exception words. | Spell words containing each of the 40+ phonemes already taught.Spell common exception words.Apply the following spelling rules in writing with growing consistency:* Add suffixes using the spelling rule for adding –s and –es
* Use the prefix un-
* Use the suffixes – ing, -ed, -er and –est where no change is needed in the spelling of root word, e.g. helping, helped, helper, eating, quicker, quickest.
 | segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at othersspell many common exception wordsspelling some words with contracted form (don’t, can’t etc)adding suffixes to spell some words correctly in their writing, e.g. –ment, -ness, -ful, -less, -ly\* |
| **KS1 STATUTORY SPELLINGS** |
| **Nursery** | **EYFS** | **Year 1** | **Year 2** |
| **Need to Add** | The and a to said in he I of it was you they on she is for at his but that  with all an so we can are up had my her what there out this have went be likeSome not then were go little as no saw make mum one them do me down dadBig when it’s see looked very look don’t come will into back from childrenHim Mr off asked get just now came oh about got their people your put could House old too by day made time I’m if help Mrs called here | The Your Come AreGo Push A TheySome Were So PullDo Be One Was ByFull To Once IsMy House TodayMe Ask His HereOur Of She Friend HasThere Said We SchoolI Where Says NoPut You Love | Door child cold pretty grass improve parents poor wild gold beautiful pass sugar ChristmasFind most hold after plant could everybody mind both told fast path would even floorChildren every last bath sure because climb great past hour eye kind only break father move shouldBehind old steak class prove who whole many busy water half Mr any clothes people again money Mrs |

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| Little Wandle spelling list |
| Phase 2 | Phase 3 | Phase 4 | Phase 5 |
| Tricky words | Tricky words | Tricky words | Tricky words |
| is I theput\* pull\* full\* as and has his her go no to into she push\* he of we me be | was you they my by all are sure pure | said so have like some come love do were here little says there when what one out today | their people oh your Mr Mrs Ms ask\* could would should our house mouse water wantany many again who whole where two school call different thought through friend workonce laugh because eyebusy beautiful pretty hour move improve parents shoe |
| New spelling words | New spelling words | New spelling words | New spelling words |
| Cat top bed ten sockFat sad hug rockCan back run had sunFix fill jam leg bell dad mess bag wet duckCups pots ship bags dogs ring long nod buzz Mum zip fish chick | Rain wait see feet night right coat boat sheep roadFood cool look book dark park born for wood hard Turn hurt down now join boil near hear town howChair fair letter hammer bigger rabbit hidden kitten rubber pairLaptop lemon rocket chicken carpet market carpark bedroom pocket carrotFeel deep food hard sort took down join coat moonBigger chair better buzzer bigger pattern seven comic butter rubbish Sharp sheep tooth chart short thinker corner shorter shower marchRiver finger looking waiting singing zooming towel fantasticVanish mammoth visit poison coats cooks wishes boxes fishes fizzes | Went jump best fact just hand help lift soft pondMunch milk smash dress smell swim chest shelf crack bringStamp twist blend crunch string strong sprint scrunch splat crispForest printer blanket children second freshness finger river lunchboxJumping snapping helped cracked hunted melted softest strongest swimming trustedToast spark growl bright train sport green spoon brown startCrown sleep street screen stair clear three spoilt fright sweetPaint floats crowds spears splashes dresses perfect frighten balloon brightSleeping painting splashed croaked floated painted cleared groaned soarked started Brighter sweeter smartest clearest appear three street free spoons crown | Day play cloud sound boy joy read treat found childrenMagnet popcorn cartoon rabbit spray toy proud sayHappy funny head bread wheel white toe shoulder carry whisperFly dry grow yellow huge magic phone photo why showBubble gentle total petal face mice give leave Touch noise cheese won dance horse key monkey brother moneyFruit group happy secret fizzy visit follow groan amazing snowyWorld world awful playful share square floor door poor dareCatch itchy picture nature calf half father nasty beach fetch Always small difficult animal swap watch bear tear wear squashLearn early write wrong scent listen colour actor School echo freeze squeeze ball salt again difficult gigantic difficultPlay tray made game sea treat secret fever sea comicLie cried time like both over home note shock stripBlue true new flew use rule saw straw think stairBread thread bird girl sound out joy annoy shine spoiledMind child later baking show grow music unit thorn goalPhone dolphin phone white field shriek magic gem wheel girlEight great know sign chumb crumb cheer steer grey breakUsual treasure bridge dodge crystal myth large change dodge chargeStation action mission mansion special social precious sneeze magician Naughty before choice final climbing climbed large badge daughter adventureScience where special magician sweeping searched colour again celebrate mystery |