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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 reader  in narratives, describe settings, characters and atmosphere  integrate dialogue in narratives to convey character and advance the action  select 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 paragraphs  use verb tenses consistently and correctly throughout their writing | revision of word class (verb, adverb, noun, adjective, conjunctions, pronoun, prepositions, determiners)  Main Clause  Subordinate clause  Subject  Object  Active voice  Passive voice  Synonym  Antonym  Modal verbs  Subjunctive form  Ambiguity  Direct speech / Reported speech  Past / present / future simple  Past / present / future perfect  Past / present / future progressive  Formal / 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:de  Personification of weather  Imagine 3  Outside (inside)  Some: others  ; list  3 bad – question  Tell: show 3; examples  PC / Irony  Metaphor |

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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 reader  in narratives, describe settings, characters and atmosphere  integrate dialogue in narratives to convey character and advance the action  select 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 paragraphs  use verb tenses consistently and correctly throughout their writing | revision of word class (verb, adverb, noun, adjective, conjunctions, pronoun, prepositions, determiners)  Main Clause  Subordinate clause  Synonym  Antonym  Modal verb  Relative pronoun  Relative clause  Parenthesis  Cohesion  Ambiguity  Formal  Informal | 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  community  communicate competition conscience conscious dictionary equipped curiosity definite harass foreign  controversy convenience  correspond criticise desperate determined disastrous embarrass environment  equipment  especially exaggerate  hindrance 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, then  Short sentence  Noun, whisper,  3ed  BOYS (+)  Ad, same ad  2A start  Metaphor |

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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 writing  use paragraphs to organise ideas  in narratives, describe settings and characters  in non-narrative writing, use simple devices to structure the writing and support the reader  use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.  use fronted adverbials (when, where, how)  use co-ordination and sub-ordination  make 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 Clause  Subordinate clause  Determiner  Pronoun  Possessive pronoun  Adverbial  Contracted form  Expanded 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 / -ed  If When Because (start)  Verb, person  The 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 writing  begin to use paragraphs to organise ideas  describe settings and characters  in non-fiction writing, use simple devices to structure the writing and support the reader  using expanded noun phrases to describe and specify  use co-ordination and sub-ordination (when, while, so, because etc)  use fronted adverbials for when  understand when to use the determiners a or an  tense is mostly consistent | | revision of word class (verb, adverb, noun, adjective, pronoun)  Preposition  Conjunction  Word family  Prefix  Main Clause  Subordinate clause  Direct speech  Consonant  Vowel  Inverted commas  Adverbial  Tense  Noun 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 build  eight caught centre century heart breath busy early  continue decide island minute difficult earth consider enough  perhaps 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:**  4A  Simile  Fronted 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 writing  begin to use paragraphs to organise ideas  describe settings and characters  in non-fiction writing, use simple devices to structure the writing and support the reader  using expanded noun phrases to describe and specify  use co-ordination and sub-ordination (when, while, so, because etc)  use fronted adverbials for when  understand when to use the articles a or an  tense is mostly consistent | write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing  use paragraphs to organise ideas  in narratives, describe settings and characters  in non-narrative writing, use simple devices to structure the writing and support the reader  use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.  use fronted adverbials (when, where, how)  use co-ordination and sub-ordination  make 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 reader  in narratives, describe settings, characters and atmosphere  integrate dialogue in narratives to convey character and advance the action  select 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 paragraphs  use 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 reader  in narratives, describe settings, characters and atmosphere  integrate dialogue in narratives to convey character and advance the action  select 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 paragraphs  use 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)  Narrative  Choice 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)  Preposition  Conjunction  Word family  Prefix  Main Clause  Subordinate clause  Direct speech  Consonant  Vowel  Inverted commas  Adverbial  Tense  Noun phrase | revision of word class (verb, adverb, noun, adjective, conjunctions, pronoun, prepositions)  Main Clause  Subordinate clause  Determiner  Pronoun  Possessive pronoun  Adverbial  Contracted form  Expanded form | revision of ALL word class  Main Clause  Subordinate clause  Synonym  Antonym  Modal verb  Relative pronoun  Relative clause  Parenthesis  Cohesion  Ambiguity  Formal  Informal | revision of ALL word class  Main Clause  Subordinate clause  Subject / Object  Active voice / Passive voice  Synonym / Antonym  Modal verbs  Subjunctive form  Ambiguity  Direct speech / Reported speech  Past / present / future simple  Past / present / future perfect  Past / present / future progressive  Formal / Informal |
| **Alan Peat sentences to be taught:**  4A  Simile  Fronted Adverbial (when) | **Alan Peat sentences to be taught:**  Fronted adverbial (where / how)  -ing / -ed  If When Because (start)  Verb, person  The more, the more | **Alan Peat sentences to be taught:**  If, if, if, then  Short sentence  Noun, whisper,  3ed  BOYS (+)  Ad, same ad  2A start | **Alan Peat sentences:**  De:de  Personification of weather  Imagine 3  Outside (inside)  Some: others  ; list  3 bad – question  Tell: show 3; examples  PC / 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 build  eight caught centre century heart breath busy early  continue decide island minute difficult earth consider enough  perhaps 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 exaggerate  hindrance 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 clearly  use present and past tense mostly correctly and consistently  use co-ordination (e.g. or / and / but)  use some subordination (e.g. when / if / that / because) to join clauses  using some expanded noun phrases to describe and specify | Noun  Noun phrase  Adjective  Adverb  Verb  Tense (past / present)  Statement  Question  Exclamation  Command  Compound  Suffix | 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 others  spell many common exception words  spelling 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 Christmas  Find most hold after plant could everybody mind both told fast path would even floor  Children every last bath sure because climb great past hour eye kind only break father move should  Behind 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:**  ABS  BOYS  2A  when  if  because |

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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.** | Letter  Capital letter  Word  Singular  Plural sentence  Punctuation | 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 Are  Go Push A They  Some Were So Pull  Do Be One Was By  Full To Once Is  My House Today  Me Ask His Here  Our Of She Friend Has  There Said We School  I Where Says No  Put You Love |
| **Text types to cover:**  Setting and character descriptions  Informal letter  Recount  Poem  Fact file  Instructions  Narrative | **Alan Peat sentences to be taught:**  1A  And  Because  but |

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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.** | Letter  Word  Sentence  Finger spaces  Capital letters | Full stops  Capital 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 like  Some not then were go little as no saw make mum one them do me down dad  Big when it’s see looked very look don’t come will into back from children  Him 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 clearly  use present and past tense mostly correctly and consistently  use co-ordination (e.g. or / and / but)  use some subordination (e.g. when / if / that / because) to join clauses  using some expanded noun phrases to describe and specify |
| **Text types to cover:**  Setting and character descriptions  Informal letter  Recount  Poem  Fact file  Instructions  Narrative | **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** |
|  | Letter  Word  Sentence  Finger spaces  Capital letters | Letter  Capital letter  Word  Singular  Plural sentence  Punctuation | Noun  Noun phrase  Adjective  Adverb  Verb  Tense (past / present)  Statement  Question  Exclamation  Command  Compound  Suffix |
|  |  | **Alan Peat sentences to be taught:**  1A  And  Because  but | **Alan Peat sentences:**  ABS  BOYS  2A  when  if  because |
|  | Full stops  Capital 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 others  spell many common exception words  spelling 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 like  Some not then were go little as no saw make mum one them do me down dad  Big when it’s see looked very look don’t come will into back from children  Him 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 Are  Go Push A They  Some Were So Pull  Do Be One Was By  Full To Once Is  My House Today  Me Ask His Here  Our Of She Friend Has  There Said We School  I Where Says No  Put You Love | Door child cold pretty grass improve parents poor wild gold beautiful pass sugar Christmas  Find most hold after plant could everybody mind both told fast path would even floor  Children every last bath sure because climb great past hour eye kind only break father move should  Behind 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 the  put\* 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 want  any many again who whole where two school call different thought through friend work  once laugh because eye  busy beautiful pretty hour move improve parents shoe |
| New spelling words | New spelling words | New spelling words | New spelling words |
| Cat top bed ten sock  Fat sad hug rock  Can back run had sun  Fix fill jam leg bell dad mess bag wet duck  Cups pots ship bags dogs ring long nod buzz Mum zip fish chick | Rain wait see feet night right coat boat sheep road  Food cool look book dark park born for wood hard  Turn hurt down now join boil near hear town how  Chair fair letter hammer bigger rabbit hidden kitten rubber pair  Laptop lemon rocket chicken carpet market carpark bedroom pocket carrot  Feel deep food hard sort took down join coat moon  Bigger chair better buzzer bigger pattern seven comic butter rubbish  Sharp sheep tooth chart short thinker corner shorter shower march  River finger looking waiting singing zooming towel fantastic  Vanish mammoth visit poison coats cooks wishes boxes fishes fizzes | Went jump best fact just hand help lift soft pond  Munch milk smash dress smell swim chest shelf crack bring  Stamp twist blend crunch string strong sprint scrunch splat crisp  Forest printer blanket children second freshness finger river lunchbox  Jumping snapping helped cracked hunted melted softest strongest swimming trusted  Toast spark growl bright train sport green spoon brown start  Crown sleep street screen stair clear three spoilt fright sweet  Paint floats crowds spears splashes dresses perfect frighten balloon bright  Sleeping 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 children  Magnet popcorn cartoon rabbit spray toy proud say  Happy funny head bread wheel white toe shoulder carry whisper  Fly dry grow yellow huge magic phone photo why show  Bubble gentle total petal face mice give leave  Touch noise cheese won dance horse key monkey brother money  Fruit group happy secret fizzy visit follow groan amazing snowy  World world awful playful share square floor door poor dare  Catch itchy picture nature calf half father nasty beach fetch  Always small difficult animal swap watch bear tear wear squash  Learn early write wrong scent listen colour actor  School echo freeze squeeze ball salt again difficult gigantic difficult  Play tray made game sea treat secret fever sea comic  Lie cried time like both over home note shock strip  Blue true new flew use rule saw straw think stair  Bread thread bird girl sound out joy annoy shine spoiled  Mind child later baking show grow music unit thorn goal  Phone dolphin phone white field shriek magic gem wheel girl  Eight great know sign chumb crumb cheer steer grey break  Usual treasure bridge dodge crystal myth large change dodge charge  Station action mission mansion special social precious sneeze magician  Naughty before choice final climbing climbed large badge daughter adventure  Science where special magician sweeping searched colour again celebrate mystery |