



| Components of Knowledge |              |   |  |   |  |   |
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|                         | 30-50 months | Reception   | Year 1   | Year 2  | Year 3/4   | Year 5/6  |
| Spelling                |              | <p>Hear and say the initial sounds in words</p> <p>Segment the sounds in simple words and blend them together</p> <p>Link sounds to the letters, naming and sounding the letters of the alphabet</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p><i>Use their phonic knowledge to write words in ways which match their spoken sounds.</i></p> <p><i>Write some irregular common words</i></p> <p><i>Some words are spelt correctly and others are phonetically plausible</i></p> | <p>Spell:</p> <ul style="list-style-type: none"> <li>-Word containing each of the 40+ phonemes already taught</li> <li>-Common Exception words</li> <li>-Days of the week</li> </ul> <p>Adding prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>-Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> </ul> <p>Using the prefix -un</p> <p>Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>Apply simple spelling rules and guidance, as listed in <a href="#">English appendix 1</a></p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words</p> | <p>Spell by:</p> <ul style="list-style-type: none"> <li>-Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>-Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>-Learning to spell common exception words</li> <li>-Learning to spell more words with contracted forms</li> <li>-Learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>-Distinguishing between homophones and near-homophones</li> </ul> <p>Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</p> <p>Apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></p> | <p>Use further prefixes and suffixes and understand how to add them - see <a href="#">English appendix 1</a></p> <p>Spell further homophones</p> <p>Spell words that are often misspelt - see <a href="#">English appendix 1</a></p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> | <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">English appendix 1</a></p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p> |



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|  |  |   | taught so far   | Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far  |   |   |
| Hand-writing                           | <p>Draws lines and circles using gross motor movements</p> <p>Can copy some letters e.g. letters in their name</p> | <p>Children show good control and co-ordination in small movements</p> <p>Give meaning to marks they make as they draw, write and paint</p> <p>Handle equipment and tools effectively, including pencils for writing.</p> | <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letter</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</p> | <p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</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 spacing between words that reflects the size of the letters</p> | <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p> | <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>-Choosing the writing implement that is best suited for a task</li> </ul>   |
| Composition<br>-Plan their writing by: |  | <p>They represent their own ideas, thoughts and feelings through stories</p> <p>Continues a rhyming string</p>  | <p>Write sentences by:</p> <ul style="list-style-type: none"> <li>-Saying out loud what they are going to write about</li> <li>-Composing a sentence orally by rehearsing it</li> </ul>   |   | <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p>  | <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> |



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| <p>Composition</p> <p>-Draft and write by</p> |  | <p>Write simple sentences in meaningful context</p> | <p>Sequencing sentences to form short narratives</p>   | <p><i>Writing narratives about personal experiences and those of others (real and fictional)</i></p> <p><i>Writing about real events</i></p> <p><i>Writing poetry</i></p> <p><i>Writing for different purposes</i></p>  | <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a></p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating characters, setting and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings and subheadings]</p> | <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> |
| <p>Evaluating and editing</p>                 |  |   | <p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> | <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>-Evaluating their writing with the teacher and other pupils</p> <p>-Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p><i>Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</i></p> | <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proofread for spelling and punctuation errors</p>  | <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>   |



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| <p>Reading their writing out loud</p> | <p>Sometimes gives meaning to marks as they draw and paint</p> <p>Ascribes meanings to marks that they see in different places</p> | <p>Write simple sentences which can be read by themselves and others</p> | <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher</p>  | <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>   | <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>   | <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>   |
| <p>Punctuation</p>                    |  |  | <p>Leaving spaces between words</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> | <p>Learning how to use both familiar and new punctuation correctly - see <a href="#">English appendix 2</a>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> | <p><i>Begin to use commas after fronted adverbial (Y3)/Using commas after fronted adverbials (Y4)</i></p> <p>Indicating possession by using the possessive apostrophe with plural nouns</p> <p><i>Bein to punctuate direct speech including using inverted commas (Y3) /Use and punctuate direct speech (Y4)</i></p> | <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using hyphens to avoid ambiguity</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list</p> <p>Punctuating bullet points consistently</p> |
| <p>Vocabulary and Grammar</p>         | <p>Shows understanding of some prepositions such as 'under', 'on top' and 'behind'</p>   |  | <p>Joining words and clauses using 'and'</p>  | <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>- sentences with different forms: statement, question, exclamation, command</li> <li>- expanded noun phrases to describe and specify [for example, the blue butterfly]</li> </ul>                              | <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Using the present perfect form of verbs in contrast to the past tense</p>  | <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>   |



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|                         |  |  |  | <ul style="list-style-type: none"> <li>- the present and past tenses correctly and consistently, including the progressive form</li> <li>- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>- the grammar for year 2 in <a href="#">English appendix 2</a></li> <li>- some features of written Standard English</li> </ul> | <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Using fronted adverbials</p> <p>Learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2 - _Vocabulary_grammar_and_punctuation.pdf )</p> | <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a></p> |
| Grammatical terminology |  |  | letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark | noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma  | preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')   | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity  |
|                         |  |  |  |   | determiner pronoun, possessive pronoun adverbial  | subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points  |