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|  | Spellings [(Appendix 1)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) | | | | |  |  |
|  | Rec | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | **EYFS Statutory Framework**  Spell words by identifying the sound and then writing the sounds with letter or letters. Spell words and write simple phrases and sentences.  **Sounds Write Phonics Programme** –  Initial Code Units 1-11  Unit 1 – cvc – a, i, m, s, t  EVERYDAY WORDS - am, at, I, is, it, the  Unit 2 – n, o, p  EVERYDAY WORDS- in, a, said, to, too  Unit 3 – b, c, g, h  EVERYDAY WORDS - no, go, so, his, has, of  Unit 4 – d, e, f, v  EVERYDAY WORDS - for, give, into, you  Unit 5 – k, l, r, u, ck  EVERYDAY WORDS - are, going, do, my  Unit 6 – j, w, z  EVERYDAY WORDS- he, she, we, me, be, see  Unit 7 – x, y, ff, ll, ss, zz  EVERYDAY WORDS- all, went, was, yes, you  Unit 8 – No new code knowledge (vcc and cvcc)  EVERYDAY WORDS- come, some, again,  Unit 9 – No new code knowledge (ccvc)  EVERYDAY WORDS- like, look, play, day, away  Unit 10 – No new code knowledge (ccvcc, cvccc and cccvc)  EVERYDAY WORDS- they, this, who, what  Unit 11 – sh, ch, th, ck, wh, ng, qu, ph  EVERYDAY WORDS- there, their, these, where | **NC statements**  Words containing each of the 40+ phonemes taught  Common exception words (Everyday Words)  The days of the week  Name the letters of the alphabet in order  Using letter names to distinguish between alternative spellings of the same sound  Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  Using the prefix un–  Using –ing, –ed, –er and –est where no change is needed in the spelling of root words  Apply simple spelling rules and guidance from Appendix 1  Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.  **Sounds Write Phonics Programme** -  **Extended Code Units 1-26**  Unit 1 – Sound /ae/  <ai, ay, ea, a-e>  EVERYDAY WORDS- want, wanted, his, has  Unit 2 – Sound /ee/  <e, ea, ee, y>  EVERYDAY WORDS- one, every, everyone, Mr, Mrs  Unit 3 – Spelling <ea>  ea – e.g. break / bleak  Unit 4 – Sound /oe/  <o, oa, ow, oe, o-e>  EVERYDAY WORDS- your, so, there, oh, are  Unit 5 – Spelling <o>  o – e.g. Bob / host  Unit 6 – Sound /er/  <er, ir, or, ur>  EVERYDAY WORDS-here, where, come, again  Unit 7 – Sound /e/  <e, ea, ai>  EVERYDAY WORDS- some, by, today  Unit 8 -Sound /ow/  <ou, ow>  EVERYDAY WORDS- do, says, were  Unit 9 -Spelling <ow>  ow – e.g. arrow / brow  Unit 10 – Sound /oo/  love, have, once, ask  <oo, ew, ue, u-e, o, oe>  Unit 11 – Sound /ie/  <I, ie, y, i-e, igh>  EVERYDAY WORDS- friend, school, our, goodbye  Unit 12 – Sound /oo/  (as l**oo**k)  <oo, u, oul>  EVERYDAY WORDS- push, pull, full  Unit 13 – Spelling <oo>  oo – e.g. moon / look  Unit 14 – Sound /u/  <u, ou, o, ous>  EVERYDAY WORDS- would, could, should, couldn’t  Unit 15 – Spelling <ou>  ou – e.g. cloud / touch / soup  Unit 16 – Sound /s/  <s, ss, st, c, ce, se, sc>  EVERYDAY WORDS- because, people  Unit 17 – Spelling <s>  s – e.g. bricks / caves  Unit 18 – Sound /l/  <l, ll, al, el, il, le, ol>  EVERYDAY WORDS- house, child, children  Unit 19 – Sound /or/  <or, aw, a, ar, au, al, oor>  Unit 20 – Sound /air/  <air, are, ear, ere, eir, ayer, ayor>  Unit 21 – Sound /ue/  **include /ure/**  <ue, ew, u, u-e>  Unit 22 – Spelling <ew>  ew – e.g. jewel / chew  Unit 23 – Sound /oy/  <oi, oy>  Unit 24 – Sound /ar/  <ar, a, al, au, ear>  Unit 25 – Sound /o/  <o, a>  Unit 26-Spelling <a>  a – e.g. able / want / apron / any | **NC statements**  Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  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  Learning to spell common exception words (Everyday words)  Distinguishing between homophones and near-homophones  Learning the possessive apostrophe (singular)  Learning to spell more words with contracted forms  Add suffixes to spell longer words, including –ment, –ness,  –ful, –less, –ly,  Apply spelling rules and guidelines from Appendix 1  Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  **Sounds Write Phonics Programme** –  **Extended Code Units 27-50**  **Weekly Revisit year 1 unit sounds alongside new units.**  Unit 26-Spelling <a>  a – e.g. able / want / apron / any  Unit 27**-** Sound/ae/ more spellings  <ai, ay, ea, a-e, a, ei, eigh, ey>  EVERYDAY WORDS- again, great, steak, break  Unit 28 -Sound /d/  <d, dd, ed>  EVERYDAY WORDS- old, cold, told, gold, hold  Unit 29 -Sound /ee/ more spellings  <e, ee, ea, y, ey, ie, I, ei>  EVERYDAY WORDS- because, behind, beautiful, even  Unit 30 – Sound /i/  <i, ui, e, y>  EVERYDAY WORDS- pretty, Christmas, children, child, busy  Unit 31 – Spelling <y>  y – e.g. cry / tummy / lyric  EVERYDAY WORDS- child  Unit 32 -Sound /oe/ more spellings  <oe, o-e, ow, oa, o, ou, ough,>  EVERYDAY WORDS- most, only, whole, clothes  Unit 33 – Sound /n/  <n, nn, ne, gn, kn>  EVERYDAY WORDS- find, mind, kind, behind  Unit 34 -Sound /er/ more spellings  <ar, er, ir, or, ur, ear, our, re>  EVERYDAY WORDS- every, everybody, hour, father, sugar, sure  Unit 35 – Sound /v/  <v, vv, ve>  EVERYDAY WORDS- prove, improve, move  Unit 36 – Sound /oo/ (as m**oo**n)more spellings  <oo, ew, u, ough, u-e, ui, ou, oe>  EVERYDAY WORDS- class, grass, pass  Unit 37 – Sound /j/  <j, g, ge, dge, ch>  EVERYDAY WORDS- climb, wild, eye  Unit 38 – Sound /g/  <g, gg, gh, gu>  EVERYDAY WORDS- could, couldn’t, should, shouldn’t, would, wouldn’t  Unit 39 – Spellings g – e.g. age / agree  Unit 40 – Sound /f/  <f, ff, gh, ph>  EVERYDAY WORDS- fast, last, past  Unit 41 – Spelling gh – e.g. cough / aghast  Unit 42 – Sound/m/  <m, mm, mb, mn>  EVERYDAY WORDS- money, many, any Mr, Mrs  Unit 43 – Sound /or/ more spellings  <oar, ore, our, augh, ough, aur>  EVERYDAY WORDS- poor, door, floor  Unit 44 – Sound /h/  <h, wh>  EVERYDAY WORDS- who, half, plant  Unit 45 – Sound - /k/  <c, k, ck, ch, cc, que>  EVERYDAY WORDS- parents, bath, path  Unit 46 – Sound /r/  <r, rr, wr, rh>  EVERYDAY WORDS- after, water  Unit 47 – Sound /t/  <t, tt, bt, te>  EVERYDAY WORDS- people, both  Unit 48 – Sound /z/  <z, ze, zz, s, se, ss>  EVERYDAY WORDS- clothes, people  Unit 49 – Sound/eer/  <eer / ere / ear>  EVERYDAY WORDS- sure, sugar  Unit 50 – Sound schwa /a/ | **NC statements**  Spell further homophones  Spell words that are often misspelt (Appendix 1)  Use further prefixes and suffixes and understand how to add them  Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  Use the first 2 or 3 letters of a word to check its spelling in a dictionary  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  **Revision of Sounds Write Extended Code – Term 1**  **Twinkl Spelling Programme**  Words with the long /ei/ sound spelt with ei, ey, ai  Homophones and near homophones  Creating adverbs using the suffix -ly (no change to root word, root word ends in ‘y’ with more than one syllable, root word ends in ‘le’, root word ends in ‘ic’ or ‘al’, exceptions to the rules)  Statutory spelling Challenge words (YR3/4 word list)  Words with short /i/ sound  Adding suffixes beg with a vowel  Adding prefix – mis, dis, bi, re,  Words with a /k/ sound spelt ‘ch’  Words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’  Words with a /sh/ sound spelt with a ‘ch’  Words ending in -ary  Words with a short /u/ sound spelt with ‘o’  Word families based on common words, showing how words are related in form and meaning.  Words ending in the suffix -al  Words ending with an /zhuh/ sound spelt with ‘sure’  Words ending with a /chuh/sound spelt as ‘ture’  Words with 2 letters 1 sound revision (e.g. island, answer) | **NC statements**  Spell further homophones  Spell words that are often misspelt (Appendix 1)  Use further prefixes and suffixes and understand how to add them  Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  Use the first 2 or 3 letters of a word to check its spelling in a dictionary  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  **Twinkl Spelling Programme**  Words with /aw/ spelt augh and au  Adding the prefix in-, im-, il-  Homophones and near homophones  Words with /shun/ endings spelt with ‘sion’ (if root word ends in ‘se’, ‘de’ or’d’)  Words with a /shuhn/ sound spelt sion, ssion, tion, cian.  Words with ‘ough’ to make a long /o/, /oo/ or /or/ sound  Statutory spelling Challenge words (YR 3/4 word list)  Nouns ending in the suffix -ation  Adding the prefix sub- and super-  Plural possessive apostrophes with plural words  Words with the /s/ sound spelt ‘sc’  Words with the ‘soft c’ spelt with ‘ce’ or ‘ci’  Word families based on common words, showing how words are related in form and meaning  Adding the prefix inter-, anti-, auto-, ex, non-  Words ending in -ar/ -er  Adding the suffix -ous (no change to root word, no definitive root word, words ending in ‘y’ become ‘I’ and words ending in ‘our’ become ‘or’, words ending in ‘e’ drop the ‘e’ but not ‘ge’  Adverbials of frequency, possibility or manner | **NC statements**  Spell some words with ‘silent’ letters (2 letters, 1 sound – Sounds Write)  Continue to distinguish between homophones and other words which are often confused  Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  Use further prefixes and suffixes and understand the guidance for adding them  Use dictionaries to check the spelling and meaning of words  Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  **Twinkl Spelling Programme**  Words with endings that sound like /shuhs/spelt like -cious,  -tious,- ious  Words with the short vowel sound /i/ spelt y  Homophones and near homophones  Words with ‘silent letters’ (2 letters make 1 sound-Sounds Write)  Modal verbs  Words ending in 'ment’  Adverbs of possibility, frequency, time and place  Statutory spelling Challenge words (YR 5/6 word list)  Creating nouns using -ity, -ness,  -ship suffixes  Words with an /or/ sound spelt ‘or’, ‘au’  Convert nouns or adjectives into verbs using the suffix -ate, -ise,  -ify, -en  Words containing the letter string ‘ough’  Words with an /ear/ sound spelt ‘ere’  Unstressed vowels in polysyllabic words  Adding verbs prefixes de-, re-, over-  Convert nouns or verbs into adjectives using suffix -ive, -al | **NC statements**  Spell some words with ‘silent’ letters (2 letters, 1 sound – Sounds Write)  Continue to distinguish between homophones and other words which are often confused  Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  Use further prefixes and suffixes and understand the guidance for adding them  Use dictionaries to check the spelling and meaning of words  Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  **Twinkl Spelling Programme**  Ambitious synonyms: adjectives  Homophones and near homophones: nouns that end in -ce/cy and verbs that end in -se/-sy  Adjectives ending in -ent into nouns ending in -ence/ency  Hyphens: To join a prefix ending in a vowel to a root word beg with a vowel  Hyphens: To join compound adjectives to avoid ambiguity  Words ending in -able, -ably  Word families based on common words, showing how words are related in form and meaning  Creating diminutives using prefixes micro- or mini-  Adding suffixes beg with vowel letters to words ending in -fer  Words with a long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions)  Statutory spelling Challenge words (YR 5/6 word list)  Words with endings which sound like /shuhl/ after a vowel or consonant letter  Words with a ‘soft c’ spelt /ce/  Words that can be nouns and verbs  Words with a long /o/ sound spelt ‘ou’ or ‘ow’  Words ending in -ible, ibly  Synonyms and antonyms |

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| Writing: Composition | | | | |  |  |  |
|  | Rec | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Planning wiring | Write simple sentences which can be read by themselves and others | Say out loud what they are going to write about | Context for writing  Writing narratives about personal experiences and those of others (real and fictional)  Writing about real events  Writing poetry  Writing for different purposes  Plan writing  Plan or say out loud what they are going to write about.  Write ideas and/or key words including new vocabulary | Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discuss and record ideas. | | Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  Note and develop initial ideas, drawing on reading and research where necessary  In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. | |
| Drafting writing |  | Composing a sentence orally before writing it  Sequencing sentences to form short narratives | Encapsulating what they want to say, sentence by sentence | Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  Organising paragraphs around a theme  In narratives, creating settings, characters and plot  In non-narrative material, using simple organisational devices (headings & subheadings) | | Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  Using a wide range of devices to build cohesion within and across paragraphs  Précis longer passages  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  Using further organisational and presentational devices to structure text and to guide the reader (bullet points, headings, underlining) | |
| Editing writing |  | Re-reading what they have written to check that it makes sense  Discuss what they have written with the teacher or other pupils | Make additions, revisions and corrections to their own writing by:   * Evaluating their writing with the teacher and other pupils * Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form   Proof read to check for errors in spelling, grammar and punctuation (with support) | Evaluate and edit:   * Assess the effectiveness of their own and others’ writing and suggesting improvements * Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences   Proof read for spelling and punctuation errors | | Evaluate and edit:   * Assess the effectiveness of their own and others’ writing * Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * Ensure the consistent and correct use of tense throughout a piece of writing * Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register   Proof read for spelling and punctuation errors | |
| Performing |  | Read their writing aloud clearly enough to be heard by their peers and the teacher. | Read aloud what they have written with appropriate intonation to make the meaning clear | 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. | | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | |

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| Writing: Punctuation and Grammar | | | | | | | |
|  | Rec | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Word level | Write simple sentences which can be read by themselves and others. | Regular plural noun suffixes (-s, -es)  Verb suffixes where root word is unchanged (-ing, -ed, -er)  ‘un’ prefix to change meaning of verbs and adjectives | Formation of nouns using suffixes such as -ness, -er and by creating compound words  Formation of adjectives using suffixes such as -ful and -less  Use of the suffixes -er, -est in adjectives  Use of the suffix -ly to turn adjectives into adverbs | Formation of nouns using a range of prefixes (-super, -anti)  Use of the forms a or an according to whether the next word begins with a consonant or a vowel.  Word families based on common words, showing how words are related in form and meaning. E.g. solve, solution | The difference between plural and possessive -s  Standard English forms of verbs inflections (we were/we was) | Converting nouns or adjectives into verbs using suffixes e.g. ate, ise  Verb prefixes dis-, de-, mis-, over-, re- | Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms |
| Sentence structure | Combine words to make sentences,  Joining words and sentences using ‘and’ | Subordination (using when, if, that, or because) and co- ordination (using or, and, or but)  Expanded noun phrases to describe and specify e.g. the blue butterfly  How the grammatical patterns in a sentence indicate its function as a: statement, question, exclamation, command | Express the time, place and cause using **conjunctions** (e.g. so, when, before, after, while because), **adverbs** (e.g. then, next, soon, therefore) or **prepositions** (e.g. before, after, during, in, between) | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  Fronted adverbials (e.g. Later that dat, I heard bad news) | Relative clauses beginning with who, which, where, why, whose, that  Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) | Use the passive voice to affect the presentation of information in a sentence  The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He’s your friend, isn’t he? Or the use of subjunctive forms such as ‘ I were’ or ‘Were they to come’ in some very formal writing and speech) |
| Text structures | Sequencing sentences to form short narratives | Correct choice and consistent use of the present tense and past tense throughout writing.  Use of progressive form of verbs in the present and past tense to mark actions in progress. | Introduction to paragraphs as a way to group related material  Headings and subheadings to aid presentation  Use of the present perfect form of verbs instead of simple past (e.g. He has gone out to play contrasted to He went out to play) | Use paragraphs to organise ideas around a theme  Appropriate choice of pronoun and noun within and across sentences to aid cohesion and to avoid repetition | Devices to build cohesion within a paragraph (e.g. then, after that, this, first)  Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby), numbers (e.g. secondly) and tense choice (e.g. he had seen her before) | Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word of phase grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis  Layout devices such as headings, sub-headings, columns, bullet points, tables to structure text |
| Punctuation | Separation of words with spaces  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Capital letter for names and the personal pronoun I | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Commas to separate items in a list | Introduction to inverted commas to punctuate direct speech | Use of inverted commas and other punctuation to indicate direct speech.  Apostrophes to mark plural possession  Use of commas after fronted adverbials. | Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. | Use of semi-colon, colon and dash to mark the boundary between independent clauses  Use of the colon to introduce a list and use of the semi-colon within lists.  Punctuation of bullet points to list information  How hyphens can be used to avoid ambiguity |
|  | Terminology (vocabulary) | | | | | | |
|  | * grapheme * phoneme * digraph * trigraph * letter * word * sentence | * capital letter * singular * plural * sentence * punctuation mark * full stop * question mark * exclamation mark | * noun * noun phrase * conjunction * statement * question * exclamation * command * compound * suffix * adjective, adverb, verb * tense (past and present) * apostrophe * comma | * preposition * subordinate conjunction * coordinating conjunction * word family * prefix * clause * subordinate clause * direct speech * inverted commas * consonant * vowel | * determiner * pronoun * possessive pronoun * adverbial | * modal verb * relative pronoun * relative clause * parenthesis, bracket, dash * cohesion * ambiguity | * subject * object * active * passive * synonym * antonym * ellipsis * hyphen * colon * semi-colon * bullet points |

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| Handwriting | | | | |  |  |  |
|  | Rec | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | Children handle equipment and tools effectively, including pencils for writing.  Children write in print  Write recognisable letters, most of which are correctly formed | Sit correctly at a table, holding a pencil comfortably and correctly  Begin to form lower-case letters in the correct direction, starting and finishing in the right place  Form capital letters  Understand which letters belong to which handwriting ‘families’ and to practise these | Form lower-case letters of the correct size relative to one another  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  Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.  Use spacing between words that reflects the size of the letters. | 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.  Increase the legibility, consistency and quality of their handwriting | | Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  Choosing the writing implement that is best suited for a task | |