ENGLISH – WRITING

End of EYFS Expectations
Learning within English begins in the Early Years through the areas of 'Communication and Language', 'Physical Development' and 'Literacy'. Within 'Literacy', it is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Listening, Attention and Understanding – EARLY LEARNING GOAL Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking – EARLY LEARNING GOAL Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Physical Development – EARLY LEARNING GOAL Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills – EARLY LEARNING GOAL Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases - Use a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing.

Comprehension – EARLY LEARNING GOAL
Children at the expected level of development will:
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading – EARLY LEARNING GOAL
Children at the expected level of development will:
- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing – EARLY LEARNING GOAL
Children at the expected level of development will:
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Year 1 Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly. Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed. Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is	**Lower Key Stage 2** Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure. Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently. Pupils

important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading. At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling. Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Year 2

Pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell many of the words covered in year 1 correctly. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, establishing good handwriting habits from the beginning. It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word-reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class. In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and polysyllabic words. At

should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling. Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and rereading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels. Grammar should be taught explicitly: pupils should be taught the terminology and concepts and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters.

Upper Key Stage 2

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language. As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their

this stage, children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words. Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation. **Refer to progression in early reading and phonics document*	knowledge of morphology and etymology to spell correctly. Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear. Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading. **Refer to progression in early reading and phonics document*

TALK FOR WRITING COVERAGE

Talk for Writing, developed by Pie Corbett, supported by Julia Strong and the Talk for Writing team, is powerful because it is based on the principles of how people learn. The movement from **imitation** to **innovation** to **independent application** can be adapted to suit the needs of learners of any stage. The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

	AUTUMN		SPRING		SUMMER	
Year 1	The Very Hungry Caterpillar	The Snail and the Whale	Maisie's Wonderful Weather Book	Look Up!	The Lion Inside	The Pet Potato
Year 2	Fiction Lost and Found (journey story) Poetry The Sound Collector Non-fiction Continent Fact File (non-chronological report)	Fiction Supertato (defeat the villain) Poetry Birthdays acrostic poem Non-fiction Bread recipe (instructional writing)	Fiction Mr Wolfs Pancakes (quest story) Non-fiction A letter from Brazil (letter writing) Poetry African tales	Fiction Meerkat Mail (journey story) Non-fiction The School Trip (Diary entry)	Fiction The Owl who was Afraid of the Dark (quest story) Non-fiction Animals – non-chronological report	Fiction Room on the Broom (defeat the villain) Poetry Summer poem Non-fiction Letter to Year 1 – highlights of the year
Year 3	Entry/recap/baseline Fiction Jim and Beanstalk Poetry X1 week workshop	X1 week short burst writing Non-fiction Inform – Stone Age Mog news report – speaking & listening	Fiction Elf Road (portal) X1 week workshop X1 week short burst writing	Non-fiction Persuasive – formal letter writing	Fiction Storm – suspense writing Midnights Summer Dream – first person recount and speaking and listening	Non-fiction Explanation text – dragons
Year 4	Year 3 retrieval/short burst writing/baseline Fiction Time Slip Scarab	Fiction Staying out (Suspense) X1 week workshop	Fiction Zelda's Claw (descriptions) X1 week - workshop	Non-fiction The Rivers of Life (information text) X1 week - workshop	Sayers Croft recount Fowlers Yard (Suspense toolkit) X1 week - workshop	Fiction Macbeth Poetry X1 week - workshop

	(Portal story/description toolkit) X1 week - workshop	How to Trap a Fox (Explanation – non-fiction) Firework poetry				
Year 5	X1 week – entry week/recap/baseline Non-fiction Explanation – making fireworks Fiction Beowulf (settings)	Fiction The Caravan & a workshop week Persuasive Sprout Boy – Advert	Fiction The Mysterious Pendant Fiction Harry Potter & villains	Non-fiction Friend or Foe – discussion	Non-fiction Oranges in No Man's Land – diary extract X1 week workshop X1 week ISPACED	Fiction The Tempest (balanced argument, diary writing & comic strip) Atkins presenting project
Year 6	Fiction Letters From the Lighthouse – diary writing and persuasive formal letter writing Non-fiction How to survive an air raid (explanation)	Fiction The Gas Mask (portal story, focusing on characters & dialogue) Non-fiction A Christmas Carol (playscript & drama) Short burst writing/uplevelling sentences - The Magic picture	Fiction Warning story – Keep off the tracks! Non-fiction Mythological creatures – informational writing	Fiction Alma (suspense writing) Non-fiction 'Do primary school children need mobile phones?' (discussion text)	Non-fiction Evolution (explanation writing) Non-Fiction Autobiography	Fiction Superhero's

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Vocabulary/GPS	Letter Capital letter (start of sentence) Capital letter (names of people, places, I, days of the week) Punctuation Full stop Question mark Exclamation mark Singular/ plural Sentence Joining words Joining clauses Suffix Prefix (un)	Noun (naming word for a person, place or thing) Expanded noun phrase (a group of words that work together to give extra detail to the noun) Statement (sentence which states a fact) Question(sentence which asks for an answer) Exclamation (sentence which express a strong feeling of emotion) Question mark Exclamation mark Suffix (a group of letters added to the end of a word to create a new word with a different meaning) Full list of suffixes in Y2 spelling Compound words (join 2 words) Adjective (tells you more about the noun) Adverb (tells you more about the verb) Verb (a word or group of words which tell you what a person or thing is doing or being) Simple present tense(describes a current	Preposition – a word that indicates a place or direction Prepositional phrase – includes the object that the preposition is referring to and any words that link it to the preposition. The phrase begins with a preposition, a noun/pronoun and may include an adjective. It never contains a verb. Conjunction – joins 2 parts of a sentence together and helps show the connection between the 2 parts of the sentence. Present perfect verbs – verbs which show actions which are now completed. It has a strong connection to the present and includes the present tense 'have' 'has' and a past tense verb. Word family – root words and words that 'derive' from them Prefix – groups of letters added to the beginning of a word, changing its meaning. Clause – groups of words	Determiner – words that help to 'pin down' the exact number or definiteness of nouns Pronoun –a word that takes the place of a noun Possessive pronouns – words that demonstrate ownership Fronted adverbial – tells the reader when, where or how something is happening. It is placed in front of the sentence and must have a comma placed after it. Metaphor – you are saying that a person or an object IS something else Imperative – these are verbs and also commands. 1st person – if text is written using I, we, me 2nd person – you or yours 3rd person – he, she, it, they may be used when referring to a person, place or thing Common noun- a naming word for something Collective noun – describes groups of nouns Abstract nouns – things	Modal verbs – auxiliary (extra) verb which express necessity or possibility Relative pronoun – used to link a relative clause to another part of a sentence and has the job of introducing the relative clause Relative clause – a specific type of sub-ordinate clause which adapts, describes or modifies the noun Parenthesis – additional information in a sentence. If it is removed, the sentence still makes sense. Bracket ( ) – used for parenthesis Comma – used to clarify meaning Dash – a line used to separate a sentence where there is an interruption which disrupts the flow. Inverted commas used to indicate direct speech Cohesion – the way in which text is 'stuck together' using clear signals for the reader	Subject – the subject of a sentence is the person, place, thing or idea that is doing or being something. You can find the subject of a sentence if you can find the verb. Ask the question who or what is doing or being and the answer is the subject. Object is the thing or person that is involved in a action, but does not carry it out. Active voice is when the subject performs the action in the sentence. Passive voice is when the object performs the action in the sentence. Synonyms are words with the same or similar meanings. Antonyms are words with the opposite meanings. Ellipse (Ellipses) is a punctuation mark consisting of 3 dots. It is used to show words that have been omitted from a quotation or to create a pause for effect. It can also be used to show an unfinished thought or a

		event or state of being) Simple past tense (describes a past event or state of being) Past progressive tense (shows something has happened and is continuing) Present progressive (shows that something is happening and is continuous) Apostrophe (shows where letters have been missed out 'contractions' or to show singular possession) Comma (used between a list of 3 or more words to replace and except for the last instance)	that contain a subject and a verb Main clause – a clause that contains a subject and an object Direct speech – these are the exact words spoken and are shown using inverted commas Dialogue - speech Inverted commas – punctuation used to show (demarcate) direct speech. Ensure all rules of punctuating speech are taught. Consonant / vowel a e i o u All the rest are consonants. Sometimes y stands in as a vowel Paragraph – sections of text used to structure writing to make it clear and easy to read. Heading – the title of a piece of non-chronological writing Sub-heading – writing split into paragraphs and each paragraph is about a different aspect of the subject. Each of these paragraphs have a sub-heading to explain what they are about	you cannot touch Compound nouns – made up of more than one word Proper noun- name of person or place or organisation Onomatopoeia – words that mimic the sound of an object or action Rhetorical question – a question that you ask without expecting an answer. Expanded noun phrase – includes more than one determiner plus the noun it modifies giving extra detail. Inverted commas and other punctuation to indicate direct speech – comma after the reporting clause and at the end within " " Apostrophes to show plural possession	Ambiguity – sentences or words which are not clear about their intention or meaning Formal language is used in situations which are serious or with people we don't know very well Informal language is used more commonly and in situations which are relaxed and involve people we know well. Hyperbole – exaggeration which may be used for emphasis or humour Figurative language involves using words or ideas to suggest meaning and mental images including similes, metaphors, personification, hyperbole and onomatopoeia Modifiers – a word, phrase or clause which functions as an adjective or an adverb to describe a word or make its meaning more specific Abstract nouns are those that you cannot sense – an emotion or idea Concrete nouns are nouns that can be experienced through our sense	trail off in a sentence. Hyphens can be used: Between parts of a compound word Between a prefix and a root word where 2 vowels are the same When a word needs to be divided at the end of a line Between numbers and fractions Colons are used to provide a pause before introducing related information. This may be in the form of a list Semi-colons are used to connect independent/main clauses with related information. It replaces a conjunction Inverted commas to indicate direct speech where the speaker is identified between two sections of writing. Bullet points organise information into a list, with each bullet point starting on a new line. A printed dot is known as a bullet and the word or sentence following it is sometimes known as the point.

					Fact v opinion – something true verses a personal idea or thought	Personification is giving an object human characteristics; Emotions, sensations, speech and physical movements. Stressed and unstressed syllables: A syllable is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed. The subjunctive mood is used to convey a mood and is often used in formal writing. The verb form 'was' is often replaced by 'were' The superlative is the utmost degree of something. The best or the most. The progressive form of a verb that shows continuous action. • It can be used in the past, present and future tenses. The perfect form of a verb shows actions that are completed. Present perfect – actions which are now completed. Past perfect – actions which were completed by a particular point in the

						past.
Conjunctions	❖ and	❖ Or ❖ But ❖ And ❖ Because ❖ When ❖ If ❖ That ❖ As ❖ Until **(co-ordinating and subordinating)**	❖ Although ❖ After ❖ Before ❖ Unless ❖ However ❖ Without warning ❖ Therefore ❖ Whenever ❖ While	❖ Meanwhile ❖ Finally ❖ In conclusion ❖ In addition ❖ Additionally	A subordinating conjunction introduces/creates a subordinate clause that is dependent on a main clause to qualify it. Co- ordinating conjunctions join two main clauses. The main co-ordinating conjunctions are : and, but, or	A subordinating conjunction introduces/creates a subordinate clause that is dependent on a main clause to qualify it. Co- ordinating conjunctions join two main clauses. The main co-ordinating conjunctions are : and, but, or
Composition	Leave spaces between words Write sentences by: Saying out loud what they are going to write Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check it makes sense	Use spacing between words that reflects the size of the letters. Develop stamina for and positive attitudes towards writing by: Writing narratives (real and fiction) Writing poetry Writing for different purposes Plan what they are going to write about	Discuss writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar Draft and write by orally rehearsing; organising paragraphs around a theme; creating settings, characters and plots in narratives; using simple organisational devices in non-narrative. Evaluate and edit; proof read for spelling and	Discuss writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar Draft and write by orally rehearsing; organising paragraphs around a theme; creating settings, characters and plots in narratives; using simple organisational devices in non-narrative. Evaluate and edit; proof read for spelling and	Pupils should be taught to plan their writing identifying the purpose and audience Select the appropriate form Draft and write by selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Use cohesive devices Evaluate and edit by proposing changes to vocabulary, punctuation and grammar Ensure consistent use of	Pupils should be taught to plan their writing identifying the purpose and audience Select the appropriate form Draft and write by selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Use cohesive devices Evaluate and edit by proposing changes to vocabulary, punctuation and grammar

	Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	Write down ideas, key words and new vocab Make simple edits by ensuring writing makes sense and checking for errors in spelling, punctuation and grammar	punctuation errors; read aloud their own writing.	punctuation errors; read aloud their own writing.	tense Ensure subject and verb agreement	Ensure consistent use of tense Ensure subject and verb agreement
Handwriting	Pupils will use non-cursive handwriting and link letter formation to the sounds they are learning each week.	Pupils will follow the cursive script displayed in every classroom. Pupils will be taught how to join their handwriting.	Pupils will continue to use the school script to form cursive, joined handwriting.	Pupils will continue to use the school script to form cursive, joined handwriting. All pupils will be given a handwriting pen in Spring term	Pupils will continue to use the school handwriting style, ensuring legibility, fluency and increased speed Pupils will continue to use the correct writing implement for the task	Pupils will continue to use the school handwriting style, ensuring legibility, fluency and increased speed Pupils will continue to use the correct writing implement for the task
Spelling	Words containing each of the 40+ phonemes taught Common exception 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	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	Spell further homophones Spell words that are often misspelt 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	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	Spell some words with 'silent' letters 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	Spell some words with 'silent' letters 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

	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. Appendix 1: The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k Division of words into syllables -tch	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. Appendix 1: The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Adding suffixes beginning with vowel letters to words of more than one syllable. *To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Adding suffixes beginning with vowel letters to words of more than one syllable. *To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with a / shuhn/ sound spelt with	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 * To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like / shuhs/ spelt with –tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought,	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 * To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). To spell words with

	The /v/ sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word Adding –er and –est to adjectives where no change is needed to the root word Vowel diagraphs & trigraphs Words ending –y (/i:/ or /ɪ/) New consonant spellings ph and wh Using k for the /k/ sound Adding the prefix –un	The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le at the end of words The /l/ or /əl/ sound spelt –el at the end of words The /l/ or /əl/ sound spelt –al at the end of words Words ending –il The /aɪ/ sound spelt –y at the end of words Adding –es to nouns and verbs ending in –y Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single	To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure). To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting	'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent). To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions	rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough). To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). To spell complex homophones and near-homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or	endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential). To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in –fer (e.g. referring, referred, referral, preferring, preferred,

	Compound words Common exception words	consonant letter after a single vowel letter The /ɔ:/ sound spelt a before l and ll The /ʌ/ sound spelt o The /i:/ sound spelt –ey The /ɒ/ sound spelt a after w and qu The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w The /ʒ/ sound spelt s The suffixes –ment, –ness, –ful , –less and –ly Contractions The possessive apostrophe (singular nouns) Words ending in –tion Homophones and near-homophones Common exception words	offering). To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning). To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary. To spell many of the Y3 and Y4 statutory spelling words correctly. *(See also Y3/Y4 word list grouped by area)* actual / eight learn / caught group / centre heard / century arrive / heart circle / breath often / consider	to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous). To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To use their spelling knowledge to use a dictionary more efficiently. To spell all of the Y3 and Y4 statutory spelling words correctly. *(See also Y3/Y4 word list grouped by area)* accident / woman believe / women strange / promise reign / therefore interest / opposite various / ordinary possible / perhaps grammar / pressure particular / different calendar / exercise popular / regular	both of these in a dictionary. To spell many of the Y5 and Y6 statutory spelling words correctly. *(See also Y5/Y6 word list grouped by area)* occur / attached accompany / available according / awkward achieve / bargain aggressive / bruise forty / category ancient / cemetery occupy / critic communicate / community competition / controversy conscience / convenience dictionary / criticise equipped / correspond curiosity / desperate definite / determined harass / disastrous	transferring, transferred, reference, referee, preference, transference). To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise). To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. To spell all of the Y5 and Y6 statutory spelling words

			build	enough	position	complete	foreign	embarrass	correctly. *(See also Y5/Y6 word list grouped by area)*		
			continue	perhaps	possess	remember	equipment	environment	individual	recommend	
			decide	address	possession	sentence	especially	guarantee	interfere	relevant	
			island	guard	purpose	separate	exaggerate	immediate	interrupt	restaurant	
			minute	material	potatoes	weight	hindrance	knowledge	language	signature	
			difficult	recent	special	thought	excellent	experiment	leisure	sincere	
			earth	guide	straight	peculiar	existence	experience	lightning	immediately	
			consider	forward	favourite	occasion	explanation	business	marvellous	soldier	
			enough	fruit	strength	occasionally	familiar	possession	mischievous	stomach	
			though	actually	suppose	probably	amateur	disappear	muscle	sufficient	
			notice	extreme	surprise	knowledge	frequently	weight	necessary	suggest	
			quarter	February	bicycle	experiment	government	separate	vegetable	twelfth	
			length	certain	business	experience			vehicle	variety	
			library	height	medicine	question			yacht	symbol	
			famous	history	natural	disappear			neighbour	system	
			describe	imagine	naughty	important			nuisance	temperature	
			mention	increase					appreciate	thorough	
			answer	interest					accommodate	committee	
			appear	important					opportunity	environment	
									parliament	government	

						persuade	communicate
						physical	accommodate
						prejudice	embarrass
						privilege	rhyme
						profession	rhythm
						programme	sacrifice
						pronunciation	secretary
						queue	shoulder
						recognise	frequently
						appreciate	government
						conscious	guarantee
						competition	immediate
						definite	especially
						convenience	equipment
						desperate	foreign
						disastrous	familiar