	Y1	Y2	Y3	Y4
Phonic & Whole word 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	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 distinguishing between homophones and near-homophones	Spell words that are often misspelt • Words with /ei/ sound spelt ei, eigh or ey. [vein, weigh, eight, they, neighbour, they, obey] • The /^/ sound spelt ou [young, touch, double, trouble, country] • words with the /sh/ sound spelt ch. [chef, chalet, machine, brochure] • word with the /k/ sound spelt ch [scheme, chorus, chemist, echo] • words ending in /g/ sound spelt gue [league, tongue]	Spell words that are often misspelt • the /I/ sound spelt y elsewhere than at the end of words [myth, gym, Egypt, pyramid, mystery] • word with the /k/ sound spelt ch [scheme, chorus, chemist, echo] • words ending in /k/ sound spelt que [antique, unique] • words with the /s/ sound spelt sc [science, scene, fascinate] • word endings [sure, ture,

| Other word building spelling | 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 rootwords

apply simple spelling rules and guidance from Appendix 1 | 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 | Add suffixes beginning with vowel letters to words of more than one syllable. [getting, forgotten, beginning, beginner, prefer, preferred]

• suffixes– [ation, ly, ous]

• prefixes (with change and no change to root word)

• homophones

• possessive apostrophe plurals [girls', boys', babies']

• use the first 2 or 3 letters of a word to check its spelling in a dictionary | • Add suffixes beginning with vowel letters to words of more than one syllable. [getting, forgotten, beginning, beginner, prefer, preferred]

• suffixes– [ation, ly, ous]

• prefixes (with change and no change to root word)

• homophones and near-homophones

• possessive apostrophe plurals [girls', boys', babies']

• use the first 2 or 3 letters of a word to check its spelling in a dictionary |

Transcription	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words 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.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. N/A	
Handwriting	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 form digits 0-9 understand which letters belong to which handwriting 'families' and to practise these	Form lower-case letters of the correct size relative to one another and 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 un-joined 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 un-joined.	• increase the legibility, consistency and quality of their handwriting

Contexts for Writing	N/A	Writing narratives about personal experiences and those of others (real and fictional) writing about relevant events writing poetry writing for different purposes	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Planning Writing	planning or saying out loud what they are going to write about	planning or saying out loud what they are going to write about	Discuss writing similar to that which they are planning to write. • discuss and record ideas	• Discuss writing similar to that which they are planning to write. • Learn from its structure, vocabulary and grammar. • discuss and record ideas
Drafting Writing	sequencing sentences to form short narratives re-reading what they have written to check that it makes sense	writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence	compose and rehearse sentences orally, progressively build a varied and rich vocabulary and an increasing range of sentence structures • Introduction to paragraphs as a way to group related material • in narrative, creating settings, characters and plot • in non-narrative material, using simple organisational devices to aid presentation [for example, heading and sub-headings]	• Compose and rehearse sentences orally (including dialogue), progressively build a varied and rich vocabulary and a range of sentence structures. • organise paragraphs around a theme • in narrative, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, heading and subheadings]

Editing Writing	discuss what they have written with the teacher or other pupils	evaluating their writing with the teacher and other pupils 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 proofreading to check for errors in spelling, grammar and punctuation	assess the effectiveness of their own and others' writing • propose changes to grammar and vocabulary, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors	• assess the effectiveness of their own and others' writing and suggest 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
Performing Writing	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.	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling

Vocabulary	leaving spaces between words joining words and joining clauses using "and"	expanded noun phrases to describe and specify	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place)
Grammar				

Word	regular plural noun suffixes (-s, -es)	•Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	**WORD**	**WORD**
	verb suffixes where root word is unchanged (-ing, -ed, -er)		• Formation of nouns using a range of prefixes [e.g. super–, anti–, auto–]	• The grammatical difference between plural and possessive –s
	un- prefix to change meaning of adjectives/adverbs		• Use of the forms **a** or **an** according to whether the next word begins with a consonant or a vowel [e.g., a rock, an open box]	• Standard English forms for verb inflections instead of local spoken forms [e.g., we were instead of we was, or I did instead of I done]
	to combine words to make sentences, including using and		• Word families based on common **words**, showing how words are related in form and meaning [e.g., solve, solution, solver, dissolve, insoluble]	
Sentence	separation of words with spaces	sentences with different forms: statement, question, exclamation, command	**SENTENCE**	**SENTENCE**
	sentence demarcation (. ! ?)		• Express time, place and cause using **conjunctions** [e.g., when, before, after, while, so, because], **adverbs** [e.g., then, next, soon, therefore], or **prepositions** [e.g., before, after, during, in, because of]	• 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]
	capital letters for names and pronoun 'I')	the present and past tenses correctly and consistently including the progressive form		• Fronted adverbials [e.g., Later that day, I heard the bad news.]
		subordination (using when, if, that, or because) and co- ordination (using or, and, or but)		
		some features of written Standard English		

		suffixes to form new words (- ful, - er, - ness)		
		sentence demarcation		
		commas in lists		
		apostrophes for omission & singular possession		
Text	• Sequence sentences to form short narratives.	Correct choice and consistent use of present tense and past tense throughout writing. • Use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting] • Demonstrate some features of written Standard English	TEXT • introduction to paragraphs as a way to group related materials • Heading and sub-headings to aid presentation • Use of the **present perfect** form of **verbs** instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	TEXT • Use of paragraphs to organise ideas around a theme. • appropriate choice of pronoun or noun within and across sentences to aid cohesion

| Punctuation | beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' | learning how to use both familiar and new punctuation

correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) | Introduction to inverted commas to punctuate direct speech | • Use of inverted commas and other punctuation to indicate direct speech [e.g., a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]

• use commas after fronted adverbials

• indicate possession by using the possessive apostrophe with plural nouns [e.g., the girl's name, the girls' names] |
|---|---|---|---|---|

Grammatical Terminology	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe and comma.	adverb - preposition, conjunction - word family, prefix - clause, subordinate clause - direct speech - consonant, consonant letter, vowel, vowel letter - inverted commas (or 'speech marks')	- determiner - pronoun, possessive
<mark>Al terminology from previous years must be revisited and applied alongside new terminology taught</mark>				
Alan Peat sentences types	All the Ws sentences 2A sentence List sentences	All Year 1 plus: BOYS sentences What + ! sentences Verb next verb sentences	All of Year 1 and 2 PLUS: • Verb, person sentences • If, if , if, then sentences • Double adverb ending sentences • Paired Conjunctions sentences • Adverb from adjective sentences • Description, which + simile sentences • As___, ___ly sentences	All of Years 1,2,3 PLUS: • 2 adjective pairs sentences • 3_ed sentences • Emotion word, comma sentences • Personification of weather sentences/ This is that sentences • First word, last sentences • Then & Now sentences • Position & Place, Subject