

Year Group	Transcription		Composition	
	Spelling	Handwriting	Composition: Structure and purpose	Vocabulary
Reception	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Writes recognisable letters, most of which are formed correctly.	Plan writing Participate in small groups, class and 1:1 discussions offering their own ideas using new vocabulary.	Vocabulary developed through tier 2 words, exposure to stories and teacher modelling.
	Spell words containing single sounds (Set 1)	Single letters are formed following Read, Write Inc handwriting phrases.		
	Spell words containing Set 1 special friends: sh, th, ch, qu, ng, nk		Read Aloud Read aloud simple sentences that they have written.	
	Spell words containing Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy			
		Hold pencil comfortably using tripod grip	RWI Green Words Writes simple dictated words containing taught sounds using Fred fingers.	Writing Opportunities <ul style="list-style-type: none"> • RWI • labelling • story retell • simple captions • simple sentences • simple story writing. • helicopter stories
			RWI Red Words. Writes some red 'tricky' words within a caption or sentence.	
			Read, Write Inc Hold a sentence Writes simple dictated captions and sentences containing taught sounds using Fred fingers.	
	RWI Green Words Spells simple dictated words containing taught sounds using Fred fingers.	Show accuracy and care when writing, drawing and copying.		Read Write Inc Terminology <ul style="list-style-type: none"> • pure sounds • stretchy sounds • bouncy sounds • red words, green words • speedy words • fred fingers • blend, segmenting • special friends • grapheme • split diagraph • nonsense words • fluency
RWI Red Words. Spells some red 'tricky' words.	Exposed to and made aware of capital letters near transition to Year 1.			
Read, Write Inc Hold a sentence Spells simple dictated captions and sentences containing taught sounds using Fred fingers.				

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Year 1	Spell words containing each of the 40 +phonemes taught so far.* Spell words containing RWI Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Spell words containing RWI Set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, ue, ie, au, e-e, kn, ck, wh, ph	Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.	Plan writing Compose sentences orally before writing; talk about where the sentence begins and end.	Sentence Structure Write sentences or sentence – like structures which can be clearly understood. Often use 'and' to join words and clauses. Sometimes includes adjectives for description.
	Spell most common exception words from the Year 1 spelling appendix. *	Capital letters formed correctly for some names of people, places and days of the week.	Drafting and Writing Sequence sentences to form short narratives based on real or fictional experiences. Attempt to write appropriately to the task.	Text Structure Sequence s sentences to form short narratives.
	Spell words using the suffixes –ing, -ed, -er, -est where no change is made to the root word.*	Some spaces are left between words, although inconsistent.	Proof Read Reread writing to check it makes sense.	Punctuation Sometimes use a capital letter and full stop to demarcate sentences. Sometimes use question marks or exclamation marks in the right place. Sometimes capital letters are used for the names of people and places, days of the week and for the pronoun 'I'.
	Spell words using the prefix un-	Most letters sit on the line correctly.	Discuss Discuss own writing with others; make simple changes where suggested	Terminology <ul style="list-style-type: none"> • letter, capital letter • word, singular, plural • sentence • punctuation, full stop, question mark, exclamation mark
	Understand the difference between singular and plural. Add suffixes –s and –es to words. *	Hold pencil comfortably and mostly correctly.	Read Aloud Read their writing clearly enough to be heard by others.	Read Write Inc Terminology <ul style="list-style-type: none"> • red words • green words • speedy words • fred fingers • segmenting • speed sounds • special friends • grapheme • split diagraph • nonsense words • fluency
	Spell the days of the week and simple compound words.	Understand which letters belong to which handwriting families and practise these following the schools handwriting approach.	Non Fiction Writing Opportunities <ul style="list-style-type: none"> • fact file • poster • non-chronological reports • letter 	
	Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound.		Fiction Writing Opportinites <ul style="list-style-type: none"> • simple descriptions • imaginative • short story • continue a story. • story retell. 	
	Write from memory, simple dictated sentences containing GCPs and words taught so far.*			

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Year 2	Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly.	All lower case letters and digits are consistently formed and of the correct size, orientation and relationship to one another and to lower case letters.	Plan writing Compose sentences orally. Gather and write down ideas and key words including new vocabulary.	Sentence Structure Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Use subordination (when, if, that, because) and co-ordination (or, and, but) to extend sentences. Use varied vocabulary to create detail and interest, including adjectives to make noun phrases; verbs and adverbs.
	Spell most common exception words from the Year 2 spelling appendix.*	Write capitals of the correct size, orientation and relationship to one another and to lower case letters.	Drafting and Writing Write appropriately for tasks maintaining form and purpose.	Text Structure Consistently choose the past and present tense appropriately. Experiment with the use of progressive form of verbs to mark actions.
	Accurately spell words with suffixes –ment, -ness, -ful, -less, -ly including those requiring a change to the root word.*	Spacing is appropriate to the size of letters.	Proof Read Re-read to check for errors in spelling, grammar and punctuation. Edit to make additions and corrections following schools editing code.	Punctuation Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks. Use commas accurately to separate items in a list.
	Spell and distinguish between most common homophones in Year 2 spelling appendix.*	Letters sit correctly on the line.	Discuss Evaluate their word choice, grammar and punctuation with others and edit following schools code.	Terminology <ul style="list-style-type: none"> • noun, noun phrase • statement, question, command, exclamation. • compound, suffix • adjective, adverb, verb. • Past and present tense • Apostrophe, comma
	Spell more words with contracted forms accurately e.g. it's, can't and didn't.*	Holds pencil correctly	Read Aloud Read writing with appropriate intonation to make the meaning clear.	Read Write Inc Terminology <ul style="list-style-type: none"> • red words • green words • speedy words • fred fingers • segmenting • speed sounds • special friends • grapheme • split diagraph • nonsense words • fluency
	Spell to mark singular possession.*	Start using some of the diagonal and horizontal strokes needed to join letters and know which letters are best left unjoined.	Develop a positive attitude towards and stamina for writing by writing: <ul style="list-style-type: none"> •narratives about personal experiences and those of others; real and fictional •about real events •poetry •for different purposes. 	
			Non Fiction Writing Opportunities <ul style="list-style-type: none"> • information texts • chronological reports • diary entry 	
	Write from memory, simple dictated sentences that include familiar words, GCPs and punctuation.*	Some letters may be joined correctly, according to the schools handwriting approach.	Fiction Writing Opportunities <ul style="list-style-type: none"> • narrative • setting description • character description • dialogue 	

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Year 3	Use the first two or three letters of a word to check its spelling in a dictionary.	Writing is legible.	Plan writing Begin to build a varied and rich vocabulary and increasing range of sentence structures.	Sentence Structure Write a range of sentence types which are usually grammatically accurate.
	Become aware of the use of a thesaurus		Discuss and record ideas.	Express time, place and cause using conjunctions e.g. when, before while so, adverbs e.g. then, next, soon or prepositions e.g. after, during, in.
	Spell some words correctly from the Year 3- 4 statutory word list.*	Letters are gaining consistency of size and formation. Capital letters are the correct size relative to lower case.	Drafting and Writing Compose and rehearse sentences orally, including dialogue.	Text Structure Introduction to paragraphs as a way to group related material. Consolidate knowledge of word classes: noun, adjective, verb, and adverb. Use of the present perfect form of verbs instead of the simple past.
			Write to suit purpose and show some features of the genre being taught.	
			Create chronological narratives; write in sequence, write simple beginning, middle, ending.	
			In narratives describe characters, settings and/or plots with some interesting details.	
			Use headings and subheadings to aid presentation.	
			With scaffold, organise sections broadly, within a theme.	
	Use further prefixes and suffixes from the Year 3-4 spelling appendix and understand how to use them. e.g. dis-, im-, in-, re-, anti-, super-, sub- -ation,-ly, -ture, -ous, -ion, -ian, -ly *	Writing is usually spaced sufficiently so that ascenders and descenders do not meet.	Proof Read Check for errors in spelling, grammar and punctuation. Edit to make additions and corrections following schools editing code.	Punctuation Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in a list Identify direct speech. Begin to use inverted commas to punctuate direct speech.
			Evaluate and Edit Evaluate own and others' writing, with direction to suggest improvements. Make changes to grammar and vocabulary to improve consistency following schools editing code, including the accurate use of pronouns in sentences.	Terminology <ul style="list-style-type: none"> • preposition, conjunction. • word family, prefix • clause, subordinate clause. • direct speech • consonant, consonant letter vowel, vowel letter. • Inverted commas
Read Aloud Read writing to a group or whole class, using intonation and controlling the tone and volume so that the meaning is clear. Fiction Writing Opportunities <ul style="list-style-type: none"> • story with consideration of reading audience • dialogue • expressive descriptions. 	Non Fiction Writing Opportunities <ul style="list-style-type: none"> • persuasive writing • letter to inform, persuade, complain • chronological report • diary • leaflet 			
		Spell a range of further common homophones and near homophones from Year 3-4 spelling appendix. *	Use diagonal and horizontal strokes needed to join letters according to the schools handwriting approach.	
Accurate and embedded use of apostrophe for singular nouns. Introduce plural possession.*	Understand which letters, when adjacent to one another, are best left unjoined.			
Write from memory, simple dictated sentences that include taught words and punctuation taught so far.*				

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Year 4	Use a dictionary to find and check the spelling of a word. Begin to use a thesaurus.	Writing is legible.	Plan writing Build a varied and rich vocabulary and increasing range of sentence structures. Discuss and develop initial ideas in order to plan and draft before writing.	Sentence Structure Write a range of sentence types which are grammatically accurate. Use a variety of connectives to join words and sensed. Use time connectives. Use expanded noun phrases and adverbial phrases to extend sentences.		
	Spell the majority of words from the Year 3-4 statutory word list.*		All letters and digits are consistently formed and of the correct size and orientation and relationship to one another.	Drafting and Writing Write to suit purpose and with a growing awareness of audience, using some appropriate features. Organise writing into sections or paragraphs, including fiction and non-fiction. Describe characters, settings and plots with some interesting details. Appropriately use a range of presentational devices including the use of a title and subheadings. Use dialogue, although balance between dialogue and narrative may be uneven.	Text Structure Use paragraphs to organise ideas around theme. Vary sentence openers, changing the pronoun or with a fronted adverbial to aid cohesion and avoid repetition Usually use the past or present tense and 1 st /3 rd person consistently.	
				Add suffixes which begin with a vowel and add suffixes –sion, -ous, -cian and –ly, -sure.* Spell words with prefixes e.g. mis-, auto-, -inter-, un-, mis-, il-, dis-, -ir, sub-, super-*	Writing is spaced sufficiently so that ascenders and descenders do not meet.	Proof Read With more independence check for errors in spelling, grammar and punctuation. Edit to make additions and corrections following schools editing code.
		Terminology <ul style="list-style-type: none"> determiner. pronoun, possessive pronoun. adverbial 				
		Spell most homophones in the year 3-4 spelling appendix e.g. accept, except; scene, seen.*		Appropriate letters are joined according to the schools handwriting approach.	Evaluate and Edit Evaluate own and others' writing; proof read, edit and revise following schools editing code.	Non Fiction Writing Opportunities <ul style="list-style-type: none"> persuasive writing letter to inform, persuade, complain chronological report diary leaflet
	Use apostrophes to mark singular and plural possessions; include irregular plurals.*	Read Aloud Read writing to a group or whole class ensuring that the meaning is clear. Fiction Writing Opportunities <ul style="list-style-type: none"> story with consideration of reading audience dialogue expressive descriptions. 				
	Write from memory, simple dictated sentences which include familiar GCPs, common exception words and punctuation. *	Understand which letters, when adjacent to one another, are best left unjoined.				

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Year 5	Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary.	Writing is legible and becoming increasingly fluently. Quality may not be maintained at speed.	Plan writing Write to suit purpose and with a growing awareness of audience using appropriate features. May include humour or suspense.	Sentence Structure Write a range of sentence structures which are grammatically accurate. Understand relative clauses which begin with relative pronouns.
	Use a thesaurus to aid writing.		Develop initial ideas, drawing on reading and research where necessary to plan and draft before writing.	Indicate degrees of possibility using adverbs or model verbs. Choose vocabulary and grammar to suit formal an informal writing, with guidance.
	Spell the majority of words from the Year 3-4 statutory word list and some from the Year 5-6 list.*	Correct choice is made about whether or not to join specific letters or print them.	Drafting and Writing Write to suit purpose and with a growing awareness of audience, using some appropriate features.	Text Structure Use devises to build cohesion with a paragraph e.g. then, after that, firstly.
	Spell some words with silent letters correctly.*		Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. Paragraphs are longer.	Link ideas across paragraphs using adverbials of time, place, number and tense choice.
			Describe settings, characters and atmosphere with growing precision.	Use vocabulary which becoming more precise.
			Use dialogue to indicate character and event.	Usually maintain correct tense.
			Use a range of presentational devices, including use of title, subheadings and bullet points.	Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.
	Use further prefixes and suffixes; including those in the year 3-4 appendix, and understand the guidance for adding them. -ent, -ence, -ant, -ance, -ancy, -ably, -ibly, -cial, -tial, -cious, -tious.*	Choose the correct writing implement that is best suited for the task.	Proof Read Proof read for spelling and punctuation errors following schools editing code.	Punctuation Demarcate sentences correctly. Use comma for pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.
	Spell some homophones from the Year 5-6 spelling appendix.*	Appropriate letters are joined according to the schools handwriting approach.	Evaluate and Edit Evaluate the effectiveness of their own and others' writing to enhance meaning; proof read, edit and revise following schools editing code. Ensure the correct use of tense throughout a piece of writing.	Terminology <ul style="list-style-type: none"> relative clause. Parenthesis, bracket, dash, hyphen. cohesion, ambiguity modal verb, relative pronoun.
Write from memory, dictated sentences which include words from the key stage 2 curriculum.*		Perform Perform their own composition; using appropriate intonation, volume and movement so that meaning is clear. Fiction Writing Opportunities <ul style="list-style-type: none"> emotive writing description to engage an audience story with length. 	Non Fiction Writing Opportunities <ul style="list-style-type: none"> debate persuasive writing biography autobiography 	

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Year 6	Confidently use dictionaries to check the spelling and meaning of words.	Writing is legible and fluent. Quality may not be maintained at speed.	Plan writing Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.	Sentence Structure Write a range of sentence structures (simple and complex) including relative clauses
			Discuss and develop ideas; routinely use the drafting process before and during writing.	Use modal verbs to indicate degrees of possibility.
				Select vocabulary and grammar to suit formal and informal writing appropriately.
				Understand and use passive voice to affect the presentation of information in a sentence.
	Spell the majority of words from the Year 5-6 list.*	Correct choice is made about whether or not to join specific letters or print them.	Drafting and Writing Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.	Text Structure Layout devices, such as headings, sub-headings, columns, bullets or tables to structure text.
	Spell words with silent letters correctly.		Describe settings, characters and atmosphere with some precision.	Link ideas across paragraphs using a wider range of cohesive devices: repetition or word or phrase. Grammatical connections and ellipsis.
			Integrate dialogue to convey character and advance the action.	
			Summaries longer passages when required.	Use a dictionary and thesaurus to define words and expand vocabulary.
			Use a range of presentational devices, including use of bullet points, tables and column, to guide the reader.	
	Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the Year5-6 spelling appendix. -ible, -able,		Choose the correct writing implement that is best suited for the task.	Proof Read Proof read for spelling and punctuation errors following schools editing code.
Spell some challenging homophones and other words that are often confused from the Year 5-6 spelling appendix.*	Appropriate letters are joined according to the schools handwriting approach.	Evaluate and Edit Assess the effectiveness of their own and others' writing to enhance meaning; proof read, edit and revise following schools editing code.	Terminology <ul style="list-style-type: none"> • subject, object • active, passive • synonyms, antonym • ellipsis, hyphen, colon, semi-colon, bullet points. 	
Write from memory, dictated sentences which include words from the key stage 2 curriculum.*		Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure the correct use of tense throughout a piece of writing.		Non Fiction Writing Opportunities <ul style="list-style-type: none"> • debate • persuasive writing • biography • autobiography
		Perform Perform their own composition; using appropriate intonation, volume and movement so that meaning is clear.		Fiction Writing Opportunities <ul style="list-style-type: none"> • emotive writing • description to engage an audience • story with length.

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