

Year R					
Refer to EYFS statutory framework	Speaking	Writing	Fine motor skills Handwriting	Being imaginative	Handwriting – HV handwriting policy
Children with an expected level of development will:	<ul style="list-style-type: none"> • Offer own ideas • Use recently introduced vocabulary • Express ideas and feelings in full sentences including the use of past, present and future forms • Make use of conjunctions when modelled or supported by the teacher 	<ul style="list-style-type: none"> • Write recognisable letters (most of which are formed correctly) • Spell words by identifying the sounds in them and representing the sounds with letter or letters (e.g digraphs and trigraphs) • Write phrases that can be read by themselves and others • Write simple sentences that can be read by themselves and others 	<ul style="list-style-type: none"> • Hold a pencil effectively (tripod grip) in preparation for fluent writing • Begin to show accuracy and care when drawing 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and teachers • Perform songs, rhymes, poems and stories with others 	<ul style="list-style-type: none"> • Print all letters of the alphabet • Form most letters the correct way around • Begin to place some letters on a line

Year 1 Refer to NC appendices for more info	Transcription					
Speaking and listening	Composition	Spelling	Proof reading	Vocab, grammar and punctuation	Handwriting (refer to HV handwriting policy)	
Pupils should be taught to: <ul style="list-style-type: none"> Listen and respond appropriately to adults and peers Ask relevant questions to extend understanding and knowledge Use past and present tense appropriately Develop reasoning skills e.g using because 	Write sentences by: <ul style="list-style-type: none"> Saying aloud what they will write about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-reading to check what they've written makes sense Discuss what they have written with teacher or other pupils Read aloud their writing clearly enough to be heard by peers and teacher 	<ul style="list-style-type: none"> Spell words containing each of the 40 phonemes Spell Year 1 common exception words Spell days of the week (with a capital) Name the letters of the alphabet in order Use letter names to distinguish alternative spellings of the same sound Add suffixes -ed, ing, er, est where no changes are needed to the root word (e.g. helping, helped, helper) Add prefix -un (unkind, undoing, untie) Use spelling rule for add s or es for nouns Write from memory sentences dictated by a teacher 	<ul style="list-style-type: none"> Read back words they have attempted to spell Read to check their work makes sense Misspelt words identified and work edited accordingly 	<ul style="list-style-type: none"> Leave spaces between words Join words and clauses using and (The boy kicked a ball and it landed in the bucket) Punctuate sentences using capital letters and full stops, question mark or exclamation mark Capital letters for people, places and days of the week and personal pronoun I 	Pupils should be taught to: <ul style="list-style-type: none"> Sit correctly at the table holding a pencil comfortably and correctly Begin to form lower case letters in the correct direction - starting and finishing in the correct place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting families Use clear lead out lines or loops where needed – preparation for joining (HV handwriting policy) 	

Year 2 Refer to NC appendices for more info	Transcription				
Speaking and listening	Composition	Spelling	Proof reading	Vocab, grammar and punctuation	Handwriting (refer to HV handwriting policy)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and peers Ask relevant questions to extend understanding and knowledge Use past and present tense appropriately Articulate and justify answers and opinions 	<p>Develop writing stamina by:</p> <ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> Planning or saying out loud what they will write about Writing down ideas or key words Encapsulating what they want to say sentence by sentence 	<p>Spell by:</p> <ul style="list-style-type: none"> Segment spoken words in to phonemes and representing these by graphemes; spelling many correctly Learning new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling including a few common homophones Learning to spell common exceptions words (refer to Year 2 list) Learn to spell more words with contacted forms Learning the possessive apostrophe singular (e.g. <i>the girl's book</i>) Distinguish between homophones and near homophones Add suffixes to spell longer words including: ment, ness, ful, less and ly 	<p>Make simple additions and corrections to their own writing by:</p> <ul style="list-style-type: none"> Evaluating their writing with teachers another pupils Re-reading to check their writing makes sense Proof reading to check for errors in spelling, grammar and punctuation e.g ends of sentences punctuated correctly Read aloud what they have written with appropriate intonation 	<ul style="list-style-type: none"> Learn how to use both familiar and new punctuation correctly (e.g. full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted for and singular possessive) <p>Learn how to use:</p> <ul style="list-style-type: none"> Sentences with different forms: Statement, question, exclamation, command Expanded noun phrases to describe and specify (e.g. <i>the blue butterfly</i>) Use the present and past tense correctly including the progressive form (e.g. <i>is/was. He is reading. He was reading</i>) Use subordination using when, if, that, because Co-ordinating using and, or, but 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Form lower case letters of the correct size relative to each other 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



		<ul style="list-style-type: none"> Apply spelling rules and guidance as listed in NC English appendix 1 Write from memory simple sentences dictated by the teacher. 		<ul style="list-style-type: none"> Use some features of standard English (verb tenses) 	
Year 3/4 Refer to NC appendices for more info		Transcription			
Speaking and listening	Composition	Spelling	Proof reading	Vocab, grammar and punctuation	Handwriting (refer to HV handwriting policy)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating/responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of standard English 	<p>Pupils should plan their writing by:</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar (modelled texts) Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue building a varied and rich vocabulary and an increasing range of sentence structures). Organising paragraphs around a theme 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (NC English appendix 1) Spell further homophones Spell words that are often mis spelt <i>e.g business</i> (NC English appendix 1 common exception words) Place the possessive apostrophe accurately in words with regular plurals (for example girls' or boys') and in words with irregular plurals (children's) Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences Proof read for spelling and punctuation errors Read aloud their own 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using present perfect form of verbs in contrast to the past tense (e.g She has lived in the town all her life or we had missed the bus). Choosing nouns or pronouns appropriately and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials (<u>Later that day</u>, I heard the bad news). Noun phrases that have modifying adjectives or a prepositional phrase 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Using the diagonal and horizontal strokes 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 e.g ensuring downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders do not touch.



<ul style="list-style-type: none">• Use standard forms of verb inflections (e.g we were instead of we was)	<ul style="list-style-type: none">• In narratives creating settings, characters and plot• In non-narrative material, using organisational devices such as headings and sub headings	<p>that include words and punctuation taught so far</p>	<p>writing to a group or the whole class using appropriate intonation (controlling the one and volume so the meaning is clear.</p>	<p>(e.g The strict maths teacher with curly hair or the ugly Troll that lived under the bridge).</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none">• Indicating possession by the use of possessive apostrophes with plural nouns• Using and punctuating direct speech <p>Further grammar terminology to teach:</p> <ul style="list-style-type: none">• Possessive pronoun• Determiner• Inverted commas (speech marks)• Main clause/subordinate clause• Consonant and vowel	
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Year 5/6 Refer to NC appendices for more info		Transcription			
Speaking and listening	Composition	Spelling	Proof reading	Vocab, grammar and punctuation	Handwriting (refer to HV handwriting policy)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Participate in discussions, performances, presentations, role plays, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different view points, attending to and building on the contributions of others Select and use appropriate registers for effective communication (e.g tone or 	<p>Plan writing by:</p> <ul style="list-style-type: none"> Identifying the audience for and purpose of writing and using similar writing as models for their own Noting and developing initial ideas, drawing on research where necessary In writing narratives, considering how authors have developed characters and settings <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<p>(See English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand guidance for adding them Spell some words with silent letters (for example: knight, psalm, solemn) 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 Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word 	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop their understanding of the concepts set out in English appendix 2 by: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information within a sentence. Use the perfect for of verbs to mark relations for time and clause (have/has) <i>E.g "I have gone fishing since I was a child."</i> <i>"We were relieved that Tootles had used washable paint."</i> Using expanded nouns phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility (could would should, may etc) Using relative clauses beginning worth who, which, where, when, whose, that) <p>Indicate grammatical and other features by:</p>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> 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



<p>grammatical correctness)</p> <ul style="list-style-type: none">• Know the differences between vocabulary typical of informal and formal speech• Use the subjunctive form of verbs to show levels of formality (e.g. <i>If I were you...If he were rich</i>).	<ul style="list-style-type: none">• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action• Using a wide range of devices to build cohesion within and across paragraphs.• Using further organisational and presentational devices to structure text and to guide the reader (for example: headings, bullet points, underlining)	<p>to check spelling, meaning, or both in a dictionary</p> <ul style="list-style-type: none">• Use a thesaurus	<p>speech and writing</p> <ul style="list-style-type: none">• Proof read for spelling and punctuation errors	<ul style="list-style-type: none">• Using commas to clarify meaning or avoid ambiguity• Using hyphens to avoid ambiguity• Using brackets, dashes or commas to indicate parenthesis• Using semi-colons, colons or dashes to mark boundaries between independent clauses• Using colons to introduce lists• Punctuating bullet point consistently• Learning the grammar for years 5 and 6 in English appendix 2 <p>Further grammar terminology to teach:</p> <ul style="list-style-type: none">• Subject, object• Active passive• Synonym, antonym• Ellipsis• Hyphen• Colon• Semi colon• Bullet points• Parenthesis• Adverbials• Subjunctive form (e.g. <i>If I were...or Were they to come...</i>)	
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