

As taken from the National Curriculum	In summarised form
• spell words containing each of the 40+ phonemes taught	Spell words using the standard phonemes
• spell common exception words	Spell common exception words
• spell the days of the week	Spell the days of the week
• name the letters of the alphabet in order	Name the letters of the alphabet in order
• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	Understand spelling rules for adding 's'
• using –ing, –ed, –er and –est where no change is needed in the spelling of root words	Use suffixes -ing, -ed, -er and -est
• sit correctly at a table, holding a pencil comfortably and correctly	Sit and hold writing implement correctly
• begin to form lower-case letters in the correct direction, starting and finishing in the right place	Begin to form lower-case letters correctly
• form capital letters	Form capital letters
• form digits 0-9	Form digits 0-9
• composing a sentence orally before writing it	Compose a sentence orally before writing
• sequencing sentences to form short narratives	Sequence sentences to form short narratives
• read their writing aloud clearly enough to be heard by their peers and the teacher.	Read writing aloud audibly and clearly
• leaving spaces between words	Leave spaces between words
• joining words and joining clauses using "and"	Join words and clauses using 'and'

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<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 	Break words into phonemes for spelling
<ul style="list-style-type: none"> 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 	Know some spellings which use variations of standard phonemes
<ul style="list-style-type: none"> learning the possessive apostrophe (singular) 	Use the possessive apostrophe
<ul style="list-style-type: none"> learning to spell more words with contracted forms 	Spell some words with contracted forms
<ul style="list-style-type: none"> add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly 	Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly
<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another 	Form lower-case letters of the correct size relative to one another
<ul style="list-style-type: none"> write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 	Write capital letters of appropriate size
<ul style="list-style-type: none"> writing for different purposes 	Write for different purposes
<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear 	Read aloud using appropriate intonation
<ul style="list-style-type: none"> expanded noun phrases to describe and specify 	Use noun phrases
<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command 	Use four main types of sentence appropriately
<ul style="list-style-type: none"> the present and past tenses correctly and consistently including the progressive form 	Use present and past tense correctly
<ul style="list-style-type: none"> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	Use some coordinating and subordinating conjunctions
<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes... 	Use appropriate demarcation punctuation
	Use commas for lists

As taken from the National Curriculum	In summarised form
<ul style="list-style-type: none"> spell words that are often misspelt (Appendix 1) 	Spell words which are often misspelt from the Y3-4 list
<ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals 	Use the possessive apostrophe accurately with plurals
<ul style="list-style-type: none"> use the first 2 or 3 letters of a word to check its spelling in a dictionary 	Use a dictionary to check a spelling
<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	Use appropriate handwriting joins, including choosing unjoined letters
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	Adopt the features of existing texts to shape own writing
<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	Build sentences with varied vocabulary and structures
<ul style="list-style-type: none"> organising paragraphs around a theme 	Organise paragraphs around a theme
<ul style="list-style-type: none"> in narratives, creating settings, characters and plot 	Develop detail of characters, settings and plot in narratives
<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices (headings & subheadings) 	Use simple organisational devices in non-fiction
<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	Suggest improvements to grammar and vocabulary
<ul style="list-style-type: none"> proofread for spelling and punctuation errors 	Proofread own work for spelling and punctuation errors
<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	Read aloud using appropriate intonation, tone and volume
<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	Use a range of conjunctions to extend sentences with more than one clause
<ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	Choose nouns and pronouns for clarity and cohesion
<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause (and place) 	Use conjunctions, adverbs and prepositions to express time, cause & place
<ul style="list-style-type: none"> using fronted adverbials 	Use fronted adverbials
<ul style="list-style-type: none"> difference between plural and possessive -s 	Understand the difference between plural and possessive '-s'
<ul style="list-style-type: none"> Standard English verb inflections (I did vs I done) 	Recognise and use standard English verb inflections
<ul style="list-style-type: none"> extended noun phrases, including with prepositions 	Use extended noun phrases, including with prepositions
<ul style="list-style-type: none"> using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	Use and punctuate direct speech correctly

As taken from the National Curriculum	In summarised form
• spell some words with 'silent' letters	Spell some words with silent letters
• continue to distinguish between homophones and other words which are often confused	Recognise and use spellings for homophones and other often-confused words
• use dictionaries to check the spelling and meaning of words	Use a dictionary to check spelling and meaning
• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Identify the audience and purpose before writing, and adapt accordingly
• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Select appropriate grammar and vocabulary to change or enhance meaning
• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Develop setting, atmosphere and character, including through dialogue
• précising longer passages	Précis longer passages
• using a wide range of devices to build cohesion within and across paragraphs	Use a range of cohesive devices
• using further organisational and presentational devices to structure text and to guide the reader	Use advanced organisational and presentational devices
• ensuring the consistent and correct use of tense throughout a piece of writing	Use the correct tense consistently throughout a piece of writing
• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Ensure correct subject and verb agreement
• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Perform compositions using appropriate intonation, volume and movement
• use a thesaurus	Use a thesaurus
• using expanded noun phrases to convey complicated information concisely	Use expanded noun phrases to convey complicated information concisely
• using modal verbs or adverbs to indicate degrees of possibility	Use modal verbs or adverbs to indicate degrees of possibility
• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Use relative clauses
• converting nouns or adjectives into verbs	Convert nouns or adjectives into verbs
• devices to build cohesion, including adverbials of time, place and number	Use adverbials of time, place and number for cohesion

<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 	Recognise vocabulary and structures that are appropriate for formal use
<ul style="list-style-type: none"> • using passive verbs to affect the presentation of information in a sentence 	Use passive verbs to affect the presentation of information
<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause 	Use the perfect form of verbs to mark relationships of time and cause
<ul style="list-style-type: none"> • differences in informal and formal language 	Recognise difference in informal and formal language
<ul style="list-style-type: none"> • further cohesive devices such as grammatical connections and adverbials 	Use grammatical connections and adverbials for cohesion
<ul style="list-style-type: none"> • use of ellipsis 	Use ellipsis
<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing 	Use commas to clarify meaning or avoid ambiguity
<ul style="list-style-type: none"> • using brackets, dashes or commas to indicate parenthesis 	Use brackets, dashes and commas to indicate parenthesis
<ul style="list-style-type: none"> • using hyphens to avoid ambiguity 	Use hyphens to avoid ambiguity
<ul style="list-style-type: none"> • using semicolons, colons or dashes to mark boundaries between independent clauses 	Use semi-colons, colons and dashes between independent clauses
<ul style="list-style-type: none"> • using a colon to introduce a list 	Use a colon to introduce a list
<ul style="list-style-type: none"> • punctuating bullet points consistently 	Punctuate bullet points consistently