



## Spelling

Segment spoken words into individual phonemes and represent them with graphemes, spelling some correctly.

*I can break down spoken words into their sounds and spell some correctly.*

**Spell words containing each of the 40+ phonemes already taught.**

*I can spell words containing each of the letter sounds I have been taught.*

Spell some common exception words.

*I can spell some common exception words.*

Spell the days of the week.

*I can spell the days of the week.*

**Name the letters of the alphabet in order.**

*I can name the letters of the alphabet in order.*

Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.

*I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.*

Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.

*I know the plural rule and can use -s and -es in the right place.*

Add prefixes and suffixes using the prefix un-.

*I can add un- to the start of a word to make a different word.*

Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.

*I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest.*

Apply simple spelling rules and guidance, as listed in English Appendix 1.

*I can use simple spelling rules.*

**Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.**

*I can write the correct spellings in simple sentences I hear my teacher say.*

## Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly.

*I can sit correctly at a table, holding a pencil comfortably and correctly.*

**Form lower-case letters in the correct direction, starting and finishing in the right place.**

*I can write lower-case letters in the correct direction, starting and finishing in the right place.*

Form capital letters.

*I can write capital letters.*

Form digits 0-9.

*I can write numbers 0-9.*

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.

*I can see which letters belong to which handwriting 'families'.*

## Composition

Write sentences by saying out loud what they are going to write about.

*I can write sentences by saying out loud what I am going to write about.*

Write sentences by composing them orally before writing them.

*I can say my sentence out loud before I write it.*

**Write sentences, sequencing them to form short narratives.**

*I can join my sentences together to make a story.*

**Write sentences by re-reading what he/she has written to check that it makes sense.**

*I can read my sentence and check that it makes sense.*

Discuss what he/she has written with the teacher or other pupils.

*I can talk about my writing with my teacher or children in my class.*

Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.

*I can read my sentence out loud so that children in my class can hear and understand me.*

## Vocabulary, Grammar & Punctuation

Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including understanding the effects of these suffixes on the meaning of the noun.

*I can add -s or -es to words to make them plurals e.g. dog, dogs; wish, wishes.*

Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.

*I can add -ing, -ed, -est and -er to the end of a word to make a new word e.g. helping, helper.*

Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind, or undoing): untie the boat.

*I can show you how un- added to the beginning of a word can change its meaning.*

Understand how words can combine to make sentences.

*I can put words together to make sentences.*

Join words and clauses using and.

*I can use joining words like 'and'.*

Separate words with spaces.

*I can use spaces between words.*

**Use capital letters and full stops to demarcate sentences in some of his/her writing.**

*I can use capital letters and full stops.*

Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.

*I can use capital letters for names, places, the days of the week and the word 'I'.*

Understand the following terminology: Letter, capital letter. Word, singular, plural. Sentence. Punctuation, full stop, question mark, exclamation mark.

*I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.*





## Spelling

**Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.**  
*I can break down spoken words into their sounds and write them mostly correctly.*

**Spell by 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.**  
*I can learn new spellings by using words I already know how to spell.*

Spell many common exception words.  
*I can spell many common exception words.*

Spell most common exception words.  
*I can spell most common exception words.*

Spell some words with contracted forms.  
*I can spell some words which have been shortened.*

Spell most words with contracted forms.  
*I can spell most words which have been shortened.*

Spell by learning the possessive apostrophe (singular) e.g. the girl's book.  
*I can spell words which use an apostrophe to show possession e.g. the girl's book.*

Spell by distinguishing between homophones and near-homophones.  
*I can spell words that sound the same but are spelt differently e.g. buy, bye, by.*

Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.  
*I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words.*

Add suffixes to spell most longer words correctly, including -ment, -ness, -ful, -less, -ly.  
*I can add the endings -ment, -ness, -ful, -less, -ly to spell most longer words.*

Apply spelling rules and guidance, as listed in English Appendix 1.  
*I can use simple spelling rules.*

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  
*I can write the correct spellings and punctuation in simple sentences I hear my teacher say.*

## Handwriting

Form lower-case letters of the correct size relative to one another in some of his/her writing.  
*I can write lower-case letters that are all the same size in some of my writing.*

Form lower-case letters of the correct size relative to one another in most of his/her writing.  
*I can write lower-case letters that are all the same size in most of my writing.*

Use the diagonal and horizontal strokes needed to join letters in some of his/her writing.  
*I can use the diagonal and horizontal strokes I need to join letters in some of my writing.*

Use the diagonal and horizontal strokes needed to join letters in most of his/her writing.  
*I can use the diagonal and horizontal strokes I need to join letters in most of my writing.*

Understand which letters, when adjacent to one another, are best left unjoined.  
*I know which letters, when they are next 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.**  
*I can write capital letters and numbers that are the right way up, the correct size relative to each other and lower case letters.*

Use spacing between words that reflects the size of the letters.  
*I can use spacing between words that fits with the size of the letters.*

## Composition

Write narratives about personal experiences and those of others (real and fictional).  
*I can write about things I have done and things that others have done.*

Write about real events to develop positive attitudes toward and stamina for writing.  
*I can write a long piece of text about a real event in one go.*

Write poetry to develop positive attitudes toward and stamina for writing.  
*I can write poetry.*

**Write for different purposes to develop positive attitudes toward and stamina for writing.**  
*I can write for different purposes, writing long and short pieces of work.*

Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.  
*I can plan my writing by writing down my ideas or talking about them.*

Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.  
*I can plan my writing by writing down ideas and/or key words and new vocabulary.*

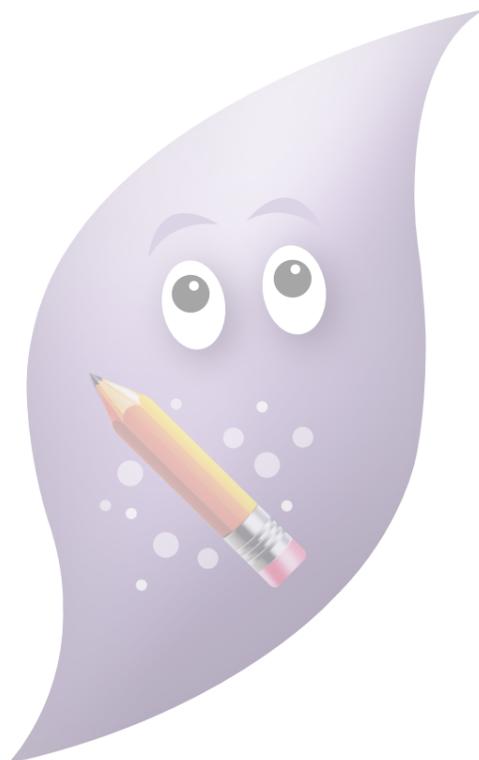
**Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.**  
*I can plan my writing by writing down my ideas or talking about them for each sentence.*

Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils.  
*I can change my writing and make corrections after I have spoken to a teacher or another child about it.*

Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.  
*I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.*

**Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly.**  
*I can proof-read my work and check for spelling, punctuation and grammar errors.*

Read aloud what he/she has written with appropriate intonation to make the meaning clear.  
*I can read my work aloud with confidence using the tone of my voice to make the meaning clear.*



## Vocabulary, Grammar & Punctuation

Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.  
*I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.*

Form adjectives using suffixes such as -ful, -less.  
*I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.*

**Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.**  
*I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.*

**Use subordination (using when, if, that, because) and co-ordination (using or, and, but).**  
*I can use these words in my writing: when, if, that, because, and, or, but.*

Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.  
*I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.*

Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.  
*I can tell if a sentence is a question, command, exclamation or statement.*

**Use present and past tense mostly correctly and consistently.**  
*I can use the correct tense in my writing.*

Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.  
*I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.*

**Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks.**  
*I can use capital letters and full stops to show where sentences start and end and sometimes use question marks and exclamation marks*

**Use commas to separate items in a list.**  
*I can use commas when I am writing a list.*

Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.  
*I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.*

Understand the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma.  
*I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma.*



## Spelling

Use the prefixes un-, dis-, mis-, re-, pre-.  
*I can use the prefixes un-, dis-, mis-, re-, pre-.*

Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.  
*I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.*

Use the suffix -ly.  
*I can use the suffix -ly.*

Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.  
*I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.*

Spell words with endings which sound like 'zhun' e.g. division, decision.  
*I can spell words with endings which sound like 'zhun' e.g. division, decision.*

Spell the homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.  
*I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.*

Spell words that are often misspelt with reference to English Appendix 1.  
*I can spell words that are often misspelt.*

Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of word e.g. myth, gym.  
*I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.*

Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.  
*I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.*

Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.  
*I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.*

Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.  
*I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.*

Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.  
*I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.*

Use the first two or three letters of a word to check its spelling in a dictionary.  
*I can 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, that include words and punctuation taught so far.**  
*I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.*

## Handwriting

Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.  
*I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.*

Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.  
*I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.*

## Composition

Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.  
*I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.*

Plan his/her writing by discussing and recording ideas within a given structure.  
*I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.*

Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentences structure from English Appendix 2.  
*I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.*

Draft and write by organising writing into paragraphs as a way of grouping related material.  
*I can use paragraphs to organise my writing so that blocks of text group related material.*

**Draft and write narratives, creating settings, characters and plot.**  
*I can draft and write descriptive work that creates settings, characters and plots.*

Draft and write non-narrative material, using headings and sub-headings to organise texts.  
*I can draft and write material such as instructions, using headings and sub-headings to organise my work.*

Evaluate and edit by assessing the effectiveness of his/her own writing.  
*I can re-read my work to improve it for my audience.*

Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.  
*I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.*

**Proof-read for spelling errors and for punctuation - including full stops, question marks, exclamation marks, commas for lists, apostrophes and inverted commas for speech mostly correctly.**  
*I can proof-read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed.*

Read his/her 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.  
*I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.*

## Vocabulary, Grammar & Punctuation

Form nouns using a range of prefixes e.g. super-, anti-, auto-.  
*I can create new words using a range of prefixes including super-, anti-, auto-.*

**Use 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.**  
*I can understand when to use 'a' or 'an' in front of a word.*

Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.  
*I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble.*

**Express time, place and cause using co-ordinating and subordinating 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.**  
*I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.*

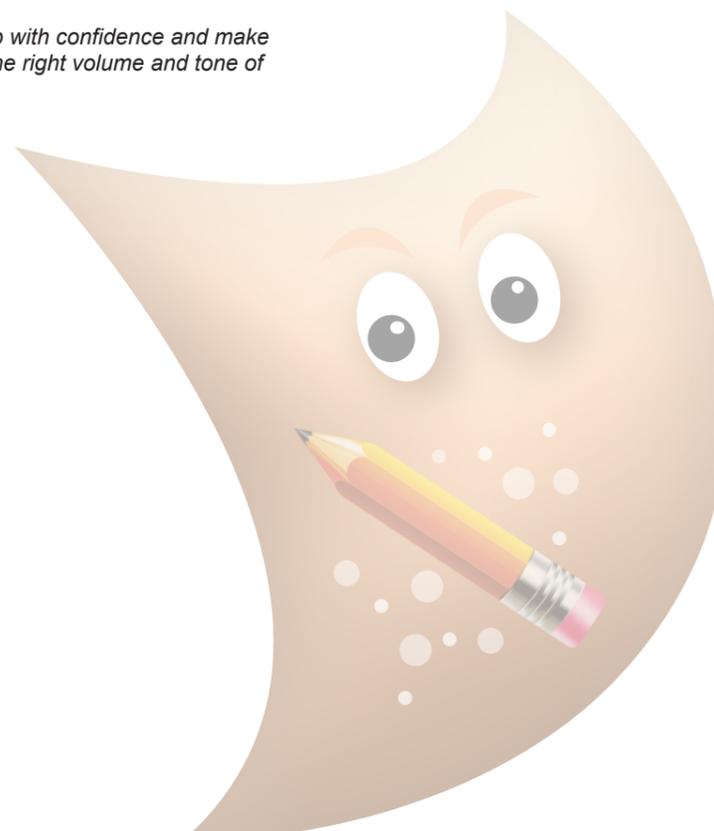
Begin to use paragraphs as a way to group related material.  
*I can use paragraphs.*

**Use headings and sub-headings to aid presentation.**  
*I can use headings and sub-headings.*

**Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.**  
*I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.*

**Begin to use inverted commas to punctuate direct speech.**  
*I can use speech marks correctly.*

Understand the following terminology: Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter, vowel, vowel letter. Inverted commas (or speech marks).  
*I can understand what the following words mean: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.*





## Spelling

Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.  
*I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.*

Understand and add the suffixes -ation, -ous.  
*I can understand and add the suffixes -ation, -ous.*

Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.  
*I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.*

Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.  
*I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.*

Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.  
*I can spell words which sound the same but have different meanings such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.*

Spell more complex words that are often misspelt for years 3 and 4 with reference to English Appendix 1.  
*I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.*

Spell words with the 's' sound spelt 'sc' e.g. science, scene.  
*I can spell words with the 's' sound spelt 'sc' e.g. science, scene.*

Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.  
*I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.*

Use the first three or four letters of a word to check its spelling in a dictionary.  
*I can use the first three or four letters of a word to check its spelling in a dictionary.*

Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.  
*I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far.*

## Handwriting

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.  
*I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.*

Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.  
*I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.*

## Composition

Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.  
*I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar.*

Plan his/her writing by discussing and recording ideas.  
*I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece, and I can redraft this work a number of times.*

Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and range of sentence structures with reference to English Appendix 2.  
*I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.*

**Draft and write by organising paragraphs around a theme.**  
*I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.*

**Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.**  
*I can draft and rewrite work, that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.*

Draft and write non-narrative material, using simple organisational devices.  
*I can organise my non-narrative writing so that it has headings and sub-headings.*

Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.  
*I can assess my work, and that of others, and suggest improvements.*

Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.  
*I can edit my work by changing the grammar to improve the way my work reads.*

**Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.**  
*I can proof-read my writing for spelling and use of punctuation.*

Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.  
*I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.*

## Vocabulary, Grammar & Punctuation

Understand the grammatical difference between the plural and the possessive -s.  
 I can explain the difference between the plural and the possessive -s.

**Use 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.**  
*I can use the correct form of the verb inflection e.g. we were instead of we was.*

Use 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'.  
*I can make my writing interesting by using adjectives and other descriptive methods.*

**Use fronted adverbials e.g. Later that day, I heard the bad news.**  
*I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.*

Use paragraphs to organise ideas around a theme.  
*I can use paragraphs to organise ideas around a theme.*

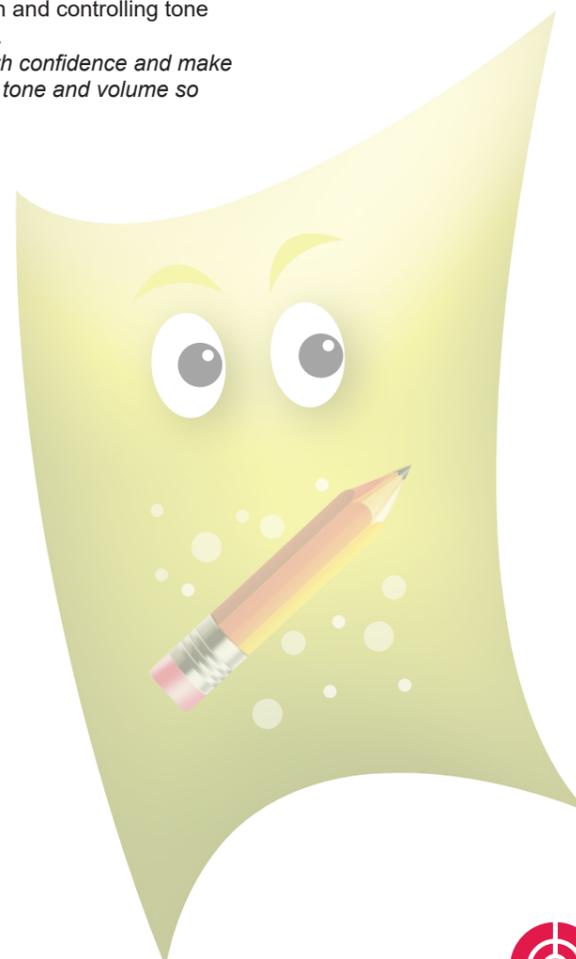
**Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.**  
*I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.*

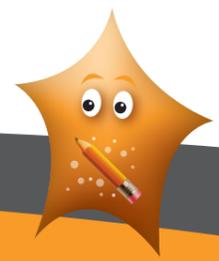
**Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause; end punctuation within inverted commas.**  
*I can use inverted commas and other punctuation to indicate direct speech.*

Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.  
*I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.*

Use commas after fronted adverbials.  
*I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.*

Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.  
*I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial.*





## Spelling

Spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.

*I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.*

Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.

*I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.*

Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.

*I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.*

Spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.

*I can spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.*

Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.

*I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.*

Spell some words with 'silent' letters e.g. knight, psalm, solemn.

*I can spell some words with 'silent' letters e.g. knight, psalm, solemn.*

Spell some of the year 5 and 6 words correctly with reference to English Appendix 1.

*I can spell some more complex words correctly including words that are often misspelt.*

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.

*I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.*

Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.

*I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.*

Use a thesaurus.

*I can use a thesaurus.*

## Handwriting

Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.

*I can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.*

Write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.

*I can write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.*

## Composition

**Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.**

*I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.*

Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.

*I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.*

Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.

*I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.*

Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2.

*I can draft and write by selecting the correct grammar in my writing. I can use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work.*

**Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character.**

*I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.*

Draft and write by précising longer passages.

*I can draft and write by summarising longer passages.*

Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly.

*I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.*

Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.

*I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.*

**Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.**

*I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.*

Use different verb forms mostly accurately with consideration for audience and purpose.

*I can use different verb forms with consideration for the audience and purpose.*

Evaluate and edit by assessing the effectiveness of his/her own and others' writing.

*I can give feedback on and improve my own writing and my classmates' writing.*

Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2.

*I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.*

**Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.**

*I can mark and edit work to have the correct tense throughout.*

Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.

*I can mark and edit work to have the correct subject and verb agreement.*

Proof-read for spelling errors linked to spelling statements for Year 5.

*I can read work looking for spelling errors and correct them using a dictionary.*

**Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.**

*I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.*

Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

*I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.*

## Vocabulary, Grammar & Punctuation

**Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.**

*I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.*

Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.

*I can understand verb prefixes e.g. dis-, de-, mis-, over- and re-.*

Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.

*I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun.*

Use a wide range of clause structures, sometimes varying their position within the sentence.

*I can use a wide range of different sentence structures.*

**Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.**

*I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.*

**Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.**

*I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.*

Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.

*I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.*

Use brackets, dashes or commas to indicate parenthesis.

*I can use brackets and can also use dashes or commas for the same purpose.*

**Use commas to clarify meaning or avoid ambiguity.**

*I can use commas to make my writing clear to the reader.*

Understand the following terminology: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity.





## Spelling

Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.

*I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.*

Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.

*I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.*

Distinguish between homophones and other words which are often confused with reference to English Appendix 1.

*I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.*

**Use dictionaries to check the spelling and meaning of words.**

*I can use dictionaries to check the spelling and meaning of words.*

Spell most of the year 5 and 6 words correctly with reference to English Appendix 1.

*I can spell most words correctly including words that are often misspelt.*

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1.

*I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.*

Use a thesaurus with confidence.

*I can use a thesaurus with confidence.*

## Handwriting

Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

*I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.*

Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

*I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.*

## Composition

**Plan his/her writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own.**

*I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.*

Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.

*I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.*

Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.

*I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.*

Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning.

*I can use grammar and vocabulary which is suited to the purpose of my writing.*

**Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.**

*I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.*

Draft and write by accurately précising longer passages.

*I can draft and write by accurately précising longer passages.*

Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.

*I can use different techniques to make my writing flow and link paragraphs.*

**Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.**

*I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.*

Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.

*I can give reasoned feedback on mine and others' work to improve it.*

Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with reference to English Appendix 2.

*I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.*

**Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.**

*I can mark and edit work to have the correct tense throughout.*

Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

*I can mark and edit work to have the correct subject and verb agreement.*

**Proof-read for spelling errors linked to spelling statements for Year 6.**

*I can read work looking for spelling errors and correct them using a dictionary.*

Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.

*I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.*

Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

*I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.*

## Vocabulary, Grammar & Punctuation

**Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter.**

*I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.*

Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.

*I can understand how words are related by meaning as synonyms and antonyms.*

**Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).**

*I can use the passive to affect the presentation of information in a sentence.*

Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.

*I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.*

Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.

*I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.*

**Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.**

*I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.*

Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.

*I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.*

**Use the colon to introduce a list and use of semi-colons within lists.**

*I can use the colon to introduce a list and use semi-colons within lists.*

**Use bullet points to list information.**

*I can use bullet points to list information.*

Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.

*I can use hyphens for clarity e.g. man eating shark or man-eating shark.*

Understand the following terminology: Subject, object. Active, passive. Synonym, antonym. Ellipsis, hyphen, colon, semi-colon, bullet points.

*I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.*

Use the perfect form of verbs to mark relationships of time and cause.

*I can use the perfect form of verbs to mark relationships of time and cause.*

Use expanded noun phrases to convey complicated information concisely.

*I can use expanded noun phrases to explain complicated information simply.*

Use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses.

*I can use the full range of punctuation I have been taught, including colons and semi-colons to mark the boundary between independent clauses.*

