

English - Writing

Knowledge and Skills Progression

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling - Phonics (see Spelling guidance at the end of document)	<u>40-60 months</u> To segment sounds in simple words and blend them together. To link sounds to letters, naming and sounding the letters of the alphabet. <u>ELG</u> To use phonic knowledge to write words in ways which match their spoken sounds.	To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant and vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance* (see end of doc)	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight). To apply further Y2 spelling rules and guidance* (see end of doc)	To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein) To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words. To spell words with a /k/ sound spelt with 'ch' (e.g. chorus) To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league) To spell words with a /sh/ sound spelt with 'ch' (e.g. chef) To spell words with a short /u/ sound spelt with 'ou' (e.g. young) To spell words ending with the /zher/ sound spelt with 'sure' (e.g. treasure) To spell words ending with the /cher/ sounds spelt with 'ture' (e.g. creature)	To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', (e.g. division) To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', (e.g. expression) To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, (e.g. Invention) To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', (e.g. musician) To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science)	To spell words with endings that sound like/ shuhs/ spelt with -cious (e.g. vicious) To spell words with endings that sound like/ shuhs/ spelt with -tious or -ious (e.g. ambitious) To spell words with 'silent' letters (e.g. doubt) To spell words containing the letter string 'ough' (e.g. ought)	To spell words ending in -able and -ably (e.g. adorable/ adorably) To spell words ending in -ible and -ibly (e.g. possible/possibly) To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive) To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official) To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial)

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Spelling – Common Exception Word	<u>ELG</u> To write some irregular common words.	To spell all Y1 common exception words correctly (see end of doc) To spell the days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.
Spelling – Prefixes and Suffixes (see Spelling guidance at the end of document)		To use –s and –es to form regular plurals correctly. To use the prefix –un accurately. To successfully add the suffixes –ing, -ed, -er and –est to root words where no change is needed to the root word.	To add suffixes to spell most words correctly in their writing. E.g. –ment, -full, -less, -ly, -ness	To correctly spell most words with the prefixes: dis-, mis-, bi-, re-, de- correctly. To spell words with added suffixes beginning with a vowel (-er, -ed, -ing) To spell most words with the suffix –ly.	To correctly spell most words with the prefixes: in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- To form nouns with the suffix –ation. To spell words with the suffix –ous.	To convert nouns or adjectives into verbs using the suffixes –ate, -ise, –ify and –en. (E.g. activate, criticise, glorify, blacken)	To use their knowledge of adjectives ending in –ant to spell nouns ending in –ance and –ancy. (observant, observance) To use their knowledge of adjectives ending in –ent to spell nouns ending in –ence and –ency (decent, decency) To spell words by adding suffixes beginning with vowel letters to words ending in –fer. (referral, referred)

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Spelling – Further Patterns and Homophones (see Spelling guidance at the end of document)		<p>To spell single compound words (e.g. dustbin, football)</p> <p>To read words that they have spelt.</p> <p>To segment spoken words to choose the correct grapheme.</p>	<p>To spell words with contracted forms (e.g. can't, didn't)</p> <p>To learn the possessive singular apostrophe.</p> <p>To write, from memory, sentences dictated from the teacher.</p> <p>To self- correct misspellings of words that pupils have been taught to spell.</p>	<p>To spell more complex homophones and near-homophones including hear/here.</p> <p>To use the first two or three letters of a word to check a spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words including irregular plurals (e.g. girls' babies')</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near homophones, including who's/whose.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in –ce/-cy and verbs that end in –se/-sy (e.g. practise/practice)</p> <p>To spell words that contain hyphens (e.g. co-ordinate)</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some of these words need to be learnt specifically.</p>

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Handwriting	<p><u>30-50 months</u> To sometimes give meaning to marks as they draw and paint. To realise tools can be used for a purpose. To draw lines and circles. To hold a pencil between thumb and two fingers no longer using their whole hand grasp. To copy some letters. (e.g. letters from their name)</p> <p><u>40-60 months</u> To give meaning to marks they make. To use some clearly identifiable letters to communicate meaning. To show a preference for a dominant hand. To begin to use anticlockwise movement. To begin to form some recognisable letters. To use and hold a pencil effectively.</p> <p><u>ELG</u> To show good control and co-ordination in large and small movements. To move confidently in a range of ways. To handle equipment and tools effectively. To write simple sentences which can be read by themselves and others.</p>	<p>To write lower case and capital letters in the correct direction and finishing in the right place. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another. To form lower case letters of the correct size, relative to one another. To use spacing between words. To begin to use diagonal and horizontal strokes needed to join letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed. To continue to use diagonal and horizontal strokes needed to join letters and to understand which letters are best left unjoined.</p>	<p>To increase the legibility, consistency and quality of their handwriting. To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To increase the speed of their handwriting so that problems forming letters do not get in the way of writing. To be clear about the standard of handwriting appropriate for the particular task – eg. Quick notes of final piece. To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To 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 -choosing the writing implement that is best suited for the task. To recognise when to use an unjoined style (e.g. labelling a diagram or data)</p>

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, Writing and editing	<p><u>30-50 months</u> To speak to retell a simple past event in the correct order. To use talk to connect ideas. To use talk in pretending that objects stand for something else in play and to engage in role play. To build stories around toys.</p> <p><u>40-60 months</u> To link statements to a main theme. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To introduce a storyline. To write own name and other things such as labels and captions. To attempt to write short sentences. To play cooperatively as part of a group.</p> <p><u>ELG</u> To develop their own narratives and explanations. To write simple sentences which can be read by themselves and others. Some spellings are spelt correctly and others are phonetically plausible.</p>	<p>To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check it makes sense and begin to make changes independently. To read their writing aloud and clearly enough to be heard by their peers and the teacher. To use adjectives to describe.</p>	<p>To write narratives about personal and experiences and those of others (real and fictional) To write about real events. To write simple poetry. To plan what they are going to write about, including writing down key ideas and words. To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing. To reread to check their writing makes sense and check that the correct tense is used throughout. To proofread to check for errors for spelling, grammar and punctuation.</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally. (Including dialogue)</p>	<p>To compose and rehearse sentences orally (including dialogue), building a rich vocabulary and increased a range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar punctuation and spelling and adding nouns/pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed their characters and settings. To proofread work by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader. To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>

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Awareness of Audience and Text Structure	<p><u>30-50 months</u> To use vocabulary focused on objects and people that are important to them. To build up vocabulary.</p> <p><u>40-60 months</u> To extend vocabulary, exploring the meaning and sounds of new words. To use language to imagine and recreate roles and experiences through play.</p> <p><u>ELG</u> To express themselves effectively, showing awareness of listeners' needs.</p>	To use a number of simple features of different text types. To start to engage readers by using adjectives to describe.	<p>To write for different purposes with an awareness of increased amount of fiction and non-fiction structures. To use new vocabulary from their reading and from wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to which they are planning in order to learn and understand from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types. To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narrative</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure. To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plot to engage the reader and to add atmosphere. To begin to read aloud their own writing using appropriate intonation and control tone and volume.</p>	<p>To consistently produce sustained and accurate writing from different narratives and non-fiction with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe characters, settings and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and advance the action. To perform their own compositions using appropriate intonation, volume and movement to show clear meanings. in.</p>	<p>To write effectively for a range of purposes and audiences, selecting appropriate form and drawing on what they have already read. To distinguish between the language of speech and writing to choose appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires. (e.g. contracted forms in dialogue, passive verbs, modal verbs) To perform their own compositions using appropriate intonation, volume and movement to show clear meanings.</p>

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Awareness of Audience and Text Structure	<p><u>Pie Corbett</u></p> <p>Using story maps and story mountains as a whole class.</p> <p>Understand the beginning, middle and end of a story.</p> <p>Simple retelling of a story – Once upon a time, first/then/next, But, So, Finally, Happily ever after</p> <p>Non-Fiction – writing names, labels, captions, lists</p>	<p><u>Pie Corbett</u></p> <p>Consolidate Reception story structure.</p> <p>Understanding 5 parts to a story.</p> <p>Opening (Once upon a time)</p> <p>Build Up (One day)</p> <p>Problem (Suddenly, Unfortunately)</p> <p>Resolution (Fortunately)</p> <p>Ending (Finally)</p> <p>Non-Fiction – Simple plan – Heading, Introduction (factual statement)</p> <p>Middle (Bullet point for instructions, labelled diagrams, factual sentences)</p> <p>Ending (concluding sentence)</p>	<p><u>Pie Corbett</u></p> <p>Secure use of planning tools – story map/story mountain</p> <p>Understand 5 part story structure with more complex vocabulary</p> <p>Opening (In a land far away, One cold but bright morning)</p> <p>Build Up (Later that day)</p> <p>Problem (To his amazement)</p> <p>Resolution (As soon as)</p> <p>Ending (Luckily, Fortunately)</p> <p>Non-Fiction</p> <p>Similar to Year 1 but including more detail – ‘Extra Tip!’</p> <p>Consistent use of present or past tense.</p>	<p><u>Pie Corbett</u></p> <p>Secure use of planning tools.</p> <p>Plan openings around each characters, settings, time of day and weather.</p> <p>Paragraphs to organise ideas.</p> <p>Extended vocabulary for 5-part story.</p> <p>Non Fiction</p> <p>More detail – group related facts and include personal information.</p> <p>Present perfect tense instead of simple past tense</p>	<p><u>Pie Corbett</u></p> <p>Secure use of planning tools.</p> <p>Fiction – 5-part story.</p> <p>Paragraphs used to indicate change in place or jump in time.</p> <p>Build in suspense.</p> <p>Ending should include reflection on events or the characters.</p> <p>Non Fiction</p> <p>Develop use of topical sentences and link information across paragraphs.</p> <p>Ending could include personal opinion, reminders, questions or encouragement to reader.</p> <p>Choices of pronouns and nouns across sentences to aid cohesion.</p>	<p><u>Pie Corbett</u></p> <p>Plan opening of Fiction 5-part story using description, action or dialogue.</p> <p>Vary conjunctions within paragraphs to build cohesion to change time, place and action to link ideas.</p> <p>Story may include flashbacks. There may be more than one problem to be resolved.</p> <p>Ending should reflect on characters and any changes or lessons.</p> <p>Non-Fiction</p> <p>Secure use of paragraphs and use of language to the reader</p>	<p><u>Pie Corbett</u></p> <p>Fiction – 5-part story to include suspense, cliff hangers, flashbacks/forward time slips.</p> <p>Maintain plot consistently from plan.</p> <p>Secure development of characterisation and use of paragraphs to link ideas across.</p> <p>Non-Fiction</p> <p>Use a variety of text layouts appropriate for purpose.</p> <p>Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions.</p> <p>Engage reader and enhance text type.</p> <p>Linking ideas across paragraphs using cohesive devices such as repetition of a word or phrase, adverbials and layout devices.</p>

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Sentence Construction, Tense, Word Structure and Language	<p><u>30 – 50 months</u></p> <p>To begin to understand ‘why’ and ‘how’ questions.</p> <p>To question why things happen and give explanations.</p> <p>To use a range of tenses in speech.</p> <p><u>ELG</u></p> <p>To answer ‘how’ and ‘why’ questions about their experiences to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>To use simple sentence structures.</p> <p><u>Pie Corbett</u></p> <p>Introduce types of sentences statement, exclamation and questions.</p> <p>Introduce simple conjunctions and, or, but, so, because, that and also as openers While...Where... When... -ly openers Fortunately, Unfortunately, Sadly</p> <p>Simple sentences with adjectives.</p> <p>Compound sentences using conjunctions.</p> <p>Complex sentences using ‘who’</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, exclamation, question and command.</p> <p>To use some features of written standard English.</p>	<p>To try to maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb/ agreement.</p> <p>To use ‘a’ or ‘an’ correctly.</p> <p><u>Pie Corbett</u></p> <p>Vary long and short sentences. (short sentences for emphasis and key points)</p> <p>Use of adverb starters to add detail and fronted adverbials to explain ‘how’ or ‘where’</p> <p>Use of coordination and/or/but/so for/nor/yet</p> <p>Use of subordinating conjunctions and –‘ing’ clauses</p> <p>Sighing, the boy finished his homework.</p> <p>Use of relative clauses (who, whom, which, whose, that)</p> <p>List of 3 for description</p> <p>Pattern of 3 for persuasion.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections correctly. ‘we were’ rather than ‘we was’</p> <p><u>Pie Corbett</u></p> <p>Vary long sentences for descriptions and short sentences to move events quickly</p> <p>Starting with a simile</p> <p>As curved as a ball, the moon shone brightly.</p> <p>Secure use of coordinating and subordinate conjunctions</p> <p>Use of ‘-ed’ clauses as starters.</p> <p>Frightened, Tom ran straight home.</p> <p>Expanded ‘-ing’ clause for starters</p> <p>Grinning menacingly...</p> <p>Hopping speedily...</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility.</p> <p>To ensure the correct and consistent tense is used.</p>	<p>To ensure the consistent and correct use of tense throughout all writing.</p> <p><u>Pie Corbett</u></p> <p>Secure use of simple, embellished, compound and complex sentences.</p> <p>Active and passive verbs to create effect and to affect presentation.</p> <p>Active: Tom accidentally dropped the glass.</p> <p>Passive: The glass was accidentally dropped by Tom.</p> <p>Use of rhetorical questions for persuasion.</p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p>

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Sentence Construction, Tense, Word Structure and Language	<p><u>Pie Corbett</u> Introduce simple sentences and conjunctions (and, but, who, until) Say a sentence, write it back and check it makes sense. Using and, but and 'ly' openers Luckily, Unfortunately</p> <p>Introduce determiners the, a, your, my, her, their, some, that Introduce prepositions up, down, in, into, out, to Introduce adjectives Old, little, cold, quiet Introduce adverbs Luckily, unfortunately, fortunately Introduce similes Using 'like'</p>	<p>E.g. There were many children who liked to eat ice-cream. Once upon a time there was a little old woman who lived in a forest. Introduce determiners the, a, your, my, her, their, some, that Introduce prepositions inside, outside, towards, across Introduce adjectives Old, little, cold, quiet Introduce alliteration Introduce similes Using 'as a'</p> <p>Ensure precise, clear language</p>	<p><u>Pie Corbett</u> Introduce types of sentences and -'ly' starters Usually, Eventually, Finally, Carefully, Slowly Vary openers Use of adjectives and adverbs to improve sentences. Secure use of coordinating conjunctions. Use of 'who' and 'which' The Fire of London, which started in Pudding Lane, spread quickly. Use of subordinate conjunctions. Use of long and short sentences. Expanded noun phrases Use 3 lists for description. Prepositions, alliteration, similes, two adjectives, adverbs, suffixes.</p>	<p>Introduce prepositions next to, by the side of, in front of Powerful verbs, boastful language, specific vocab Specific use of 'a' or 'an' and understanding why.</p>	<p>Expanded -'ing' clause Jane, laughing at the teacher, fell off the chair. Sentence of 3 for action. Repetition to persuade. Dialogue + Verb + adverb Commas to mark clauses, full punctuation for dialogue & apostrophes</p>	<p><u>Pie Corbett</u> Use of relative clauses including who, which, that, where. Secure use of simple and compound sentences. Develop complex sentences Expanded -ed clauses for starters Terrified by the dragon... Encouraged by the bright morning... Elaboration of starters using adverbial phrases Beyond the dark gloom of the cave... Drop in -'ed' clause Poor Tim, exhausted by so much effort, ran home. Vary sentences and moving clauses for different effects. Use of rhetorical questions. Stage directions in speech. Use of modal verbs Introduce metaphor, personification</p>	<p>Build in literacy features to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech. How words are related as synonyms and antonyms.</p>

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Punctuation	<u>Introduce:</u> Finger spaces	<u>Consolidate:</u> (Reception list)	<u>Consolidate:</u> (Y1 list)	<u>Consolidate</u> (Y2 list)	<u>Consolidate</u> (Y3 list)	<u>Consolidate</u> (Y4 list)	<u>Consolidate</u> (Y5 list)
	Full stops Capital Letters	<u>Introduce:</u> Capital letters for names Capital letter for personal pronoun 'I' Full stops Question marks Exclamation marks Speech bubble Bullet points	<u>Introduce:</u> Demarcate sentences with: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after –ly opener Inverted commas for direct speech Apostrophes for contractions and singular possession	<u>Introduce:</u> Colon before a list Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech Use of commas after fronted adverbials	<u>Introduce:</u> Commas to mark clauses and fronted adverbials Full punctuation for direct speech: Each speaker on a new line Comma between direct speech and reporting clause Apostrophes to mark singular and plural possession	<u>Introduce:</u> Rhetorical question Dashes Brackets/dashes commas/ parenthesis Colons Use of commas to clarify meaning or avoid ambiguity	<u>Introduce:</u> Use of the semi colon, colon and dash to create a stronger subdivision than a comma. Use of colon and semi-colons Bullet points to list information How hyphens can be used to avoid ambiguity

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Terminology	<u>Introduce:</u> Finger spaces	<u>Consolidate:</u> (Reception list) <u>Introduce:</u> Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/plural Adjective Verb Conjunction Alliteration Simile – ‘as’	<u>Consolidate:</u> (Reception + Y1 list) also, Simile ‘as’/‘like’	<u>Consolidate:</u> (Reception & KS1 list) also, Commas for a sentence of 3 Singular & plural suffix Tense (past, present, future) Alliteration <u>Introduce:</u> Word family Conjunction Adverb Preposition Direct speech Inverted commas Prefix Consonant and vowel Clause Subordinate clause Determiner Synonyms Relative clause Relative pronoun Imperative Colon for instructions	<u>Consolidate:</u> (Rec, KS1 and Y3 lists) also, Apostrophes Commas for a sentence of 3 Singular & plural suffix Adjective, noun, verb, noun phrases, Adverb Bossy verbs Tense (past, present, future) Alliteration – as and like Synonyms <u>Introduce:</u> Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe for plural possession	<u>Consolidate:</u> (Rec, KS1 and LKS2 lists) also, synonyms <u>Introduce:</u> Relative clause and pronoun Modal verb Parenthesis Bracket – dash Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question	<u>Consolidate:</u> (Rec, KS1 and LKS2 lists) also, commas for a sentence of 3 – description, action, views, opinions, facts. <u>Introduce:</u> Active and passive voice Subject and object Hyphen Synonym and antonym Colon and semi colon Bullet points Ellipsis

NC Appendix 1 (Spelling rules)

Year 1	
Revision of Reception	
<ul style="list-style-type: none"> all letters of the alphabet and the sounds which they most commonly represent constant digraphs which have been taught and they represent vowel digraphs which have been taught and the sounds which they represent 	<ul style="list-style-type: none"> the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds words with adjacent consonants guidance and rules which have been taught
New Y1 Spelling rules	
<ul style="list-style-type: none"> The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck (off, well, miss, buzz, back) The /ŋ/ sound spelt n before k (bank, think) Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word (grander, grandest, fresher, freshest) Adding –er and –est to adjectives where no change is needed to the root word (hunting, hunted, buzzer) 	<ul style="list-style-type: none"> Division of words into syllables (thunder, sunset, pocket) -tch (fetch, kitchen, catch) The /v/ sound at the end of words (have, live, give) Adding s and es to words (plural of nouns and the third person singular of verbs) (cats, dogs, rocks, catches)
Vowel digraphs and trigraphs	
<ul style="list-style-type: none"> ai, oi ay, oy a-e e-e i-e o-e u-e oo (food, pool, moon) oo (book, took, foot) ue ew ie (lie, tie, pie) ie (chief, field, thief) air ear 	<ul style="list-style-type: none"> ar ee ea (sea, dream, meat) ea (head, bread, meant) er ir ur oa oe ow (how, cow, down) ow (grow, low, slow) igh or ore aw

<ul style="list-style-type: none"> ear (bear, pear) are (bare, dare, care) New consonant spellings ph and wh Adding the prefix –un 	<ul style="list-style-type: none"> au Words ending –y (/i:/ or /ɪ/) Using k for the /k/ sound Compound words
Common Exception Words	
a, after, are, ask, be, by, come, do fast, friend, full, go, great, has, he, here, his, house, I, is, love, me, my, no, of, once, one, our, put, said, says, school, she, so, some, the, there, they, to, today, was, we, were, where, would, you your	
Year 2	
Revision from Year 1	
As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.	
New Y2 Spelling Rules	
<ul style="list-style-type: none"> The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (edge, badge, age, huge, gem, giant) The /s/ sound spelt c before e, i and y (race, ice) The /l/ or /əl/ sound spelt –le at the end of words (table, bottle, apple) The /l/ or /əl/ sound spelt –el at the end of words (camel, tunnel, squirrel) The /l/ or /əl/ sound spelt –al at the end of words (metal, pedal, hospital) Words ending –il (pencil, fossil, nostril) The /ɔ:/ sound spelt a before l and ll (all, ball, walk, always) The /ʌ/ sound spelt o (other, brother, nothing) The /i:/ sound spelt –ey (key, donkey, chimney) The /ɒ/ sound spelt a after w and qu (want, watch, squash) The /ɜ:/ sound spelt or after w (word, work, worm) The /ɔ:/ sound spelt ar after w (war, warm, towards) The /ʒ/ sound spelt s (television, treasure, usual) The suffixes –ment, –ness, –ful, –less and –ly (enjoyment, sadness, careful, hopeless, badly) exception argument and root words ending in ‘y’ 	<ul style="list-style-type: none"> The /n/ sound spelt kn and (less often) gn at the beginning of words (knock, know, knee) The /r/ sound spelt wr at the beginning of words (written, wrote, wrong) The /aɪ/ sound spelt –y at the end of words (cry, fly, dry) Adding –es to nouns and verbs ending in –y (tries, flies, replies) Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it (copied, copier, happier, but copying, crying) Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it (hiking, hiked, nicer, nicest) Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (patting, patted, dropping) Words ending in –tion (station, nation, motion) Contractions Possessive apostrophe Homophones and near-homophones

Common Exception Words	
after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, cold, could, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, move, Mr, Mrs, old, only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, who, whole, wild, would	
Year 3 & 4	
Revision from Years 1 and 2	
Pay special attention to the rules for adding suffixes	
New Y3/4 Spelling Rules	
<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable (if last syllable is stressed then double consonant - forgetting, forgotten, preferred, but if not then consonant not doubled - gardening, limited) Suffix –ation (added to verbs to form nouns (information, sensation)) Suffix –ly (adjective to adverb (sadly, usually)) The suffix –ous (famous, dangerous, serious, curious) Words with endings sounding like /ʒə/ or /tʃə/ (measure, treasure, picture, nature) Words with the /k/ sound spelt ch (Greek in origin) (scheme, chorus, echo) Words with the /ʃ/ sound spelt ch (mostly French in origin) (chef, machine) Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin) (league, tongue) Words with the /s/ sound spelt sc (Latin in origin) (science, scene, fascinate) Homophones and near-homophones 	<ul style="list-style-type: none"> The /ʌ/ sound spelt ou (young, touch, double) More prefixes (negative meanings - un-, dis-, mis-, in- (means not eg inactive becomes il- when words begin with l, becomes im- when words begin with m or p, becomes ir- when words begin with r) re- (means again or back), sub- (means under), inter- (means between or among), super (means above), anti- (means against), auto- (means self or own) The /ɪ/ sound spelt y elsewhere than at the end of words (myth, gym, mystery) Endings which sound like /ʒən/ (division, invasion, confusion) Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian (intervention, confession, extension, magician) Possessive apostrophe with plural words (children’s, girls’ Cyprus’s – if singular proper noun ends in s then add another s) Words with the /ei/ sound spelt ei, eigh, or ey (vein, weigh, eight)
Common Exception Words	
accident, accidentally, actual, actually, address, although, answer, appear, arrive, believe, bicycle, breath, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, extreme, famous, favourite, February, forward, forwards, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess, possession, possible, potatoes, pressure, probably,	

promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, thought, through, various, weight, woman, women	
Year 5 & 6	
Revision from Years 3 and 4	
Revise work done in previous years	
New Y5/6 Spelling Rules	
<ul style="list-style-type: none"> Endings which sound like /ʃəs/ spelt –cious or –tious (vicious, precious, ambitious, cautious (exception – anxious) Endings which sound like /ʃəl/ (official, special, partial) Words ending in –ant, –ance/–ancy, –ent, –ence/–ency (observant, observance, hesitant, hesitation, hesitancy, innocent, innocence, obedient, obedience) Words ending in –able and –ible Words ending in –ably and –ibly (adorable, adoration, changeable, noticeable, dependable, comfortable) Adding suffixes beginning with vowel letters to words ending in –fer (referring, preferred, reference, referee) 	<ul style="list-style-type: none"> Words with the /i:/ sound spelt ei after c (deceive, conceive, receive) Words containing the letter-string ough (ought, brought, cough, tough, rough, through, plough, borough) Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) (doubt, island, lamb) Homophones and near-homophones Use of the hyphen (co-ordinate, re-enter)
Common Exception Words	<ul style="list-style-type: none">
accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbols, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht	