

Domain	Nursery Development Matters	Reception ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Writing	Phonic and Whole word spelling	<p>LITERACY Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</p> <p>Write some or all of their name.</p> <p>Read individual letters by saying the sounds for them</p>	<p>LITERACY Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Words containing each of the 40+ phonemes taught</p> <p>common exception words</p> <p>the days of the week</p> <p>name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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</p> <p>learning to spell common exception words</p> <p>distinguishing between homophones and near-homophones</p>	<p>spell further homophones</p> <p>spell words that are often misspelt (Appendix 1)</p>	<p>spell further homophones</p> <p>spell words that are often misspelt (Appendix 1)</p>	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge or morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge or morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>

Domain		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing	Other word building	<p>LITERACY Read some letter groups that each represent one sound and say sounds for them</p> <p>COMMUNICATION AND LANGUAGE Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p>		<p>Use regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) and identify the effect of suffixes in the meaning of the noun.</p>	<p>Use irregular plural noun suffixes (e.g. baby, babies; knife, knives; foot, feet; mouse, mice; tooth, teeth).</p>	<p>With support, place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys', pupils', teachers').</p>	<p>Recognise the grammatical difference between plural and possessive -s. Place the possessive apostrophe accurately in words with irregular plurals (e.g. children's, women's and men's).</p>	<p>Use pluralisation and apostrophes accurately, on most occasions. Use verb prefixes (e.g. dis-, de-, mis-, over- and re-). Where appropriate, use a hyphen to join a prefix to a word (e.g. co-ordinate, co-operate).</p>	<p>Apply pluralisation and apostrophes consistently across all writing. Use a wide range of prefixes, consistently and appropriately, to extend both spoken and written vocabulary. Use further suffixes appropriately to extend vocabulary (e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious, -tious and -fer).</p>
				<p>Explain how the prefix 'un' changes the meaning of verbs and adjectives (e.g. unkind, undoing and untie).</p> <p>Independently add suffixes to verbs where no change is needed to the spelling of the root word (e.g. helping, helped, helper).</p>	<p>Independently use simple prefixes to assist spelling (e.g. happy, unhappy; like, dislike; tidy, untidy).</p> <p>Form nouns using suffixes such as -ness, -er and by compounding (e.g. whiteboard and superman). Form adjectives using suffixes such as -ful and -less.</p> <p>Use suffixes -er and -est in adjectives and -ly to turn adjectives into adverbs, recognising the term 'suffix'.</p>	<p>Recognise the term 'prefix' and form nouns using a range of prefixes such as 'sib' and 'super', spelling with increasing accuracy (e.g. submarine and supermarket).</p> <p>Use further suffixes, such as -ation, adding to verbs to form nouns (e.g. admiration) and adding -ly, -ily or -ally to an adjective to form an adverb.</p>	<p>Recognise and begin to use further prefixes (e.g. inter-, anti-, dis-, mis-, re-, in-, im-, il-).</p> <p>Use further suffixes (e.g. -ous and -ious, -tion, -ssion, -sion and -cian) and add suffixes to nouns to make adverbs, sometimes where there is no obvious root word.</p>	<p>Convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify). Use further suffixes (e.g. -able, -ible, -ably and -inly) effectively to improve vocabulary.</p>	

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Writing	Transcription	<p><u>PHYSICAL DEVELOPMENT</u> Develop manipulation and control.</p> <p>Explore different materials and tools.</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for a dominant hand.</p> <p><u>LITERACY</u> Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>Write some letters accurately.</p>	<p><u>LITERACY</u></p> <p>Writing ELG Write recognisable letters, most of which are correctly formed;</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>write from memory simple sentences dictated by the teacher that include words using the <i>GPCs</i> and common exception words taught so far</p>	<p>write from memory simple sentences dictated by the teacher that include words using the <i>GPCs</i>, common exception words and punctuation taught so far</p>	<p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>		

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Writing	Handwriting	<p><u>EXPRESSIVE ARTS AND DESIGN</u> Start to make marks intentionally</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p><u>PHYSICAL DEVELOPMENT</u></p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p><u>PHYSICAL DEVELOPMENT</u></p> <p><u>T Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p><u>LITERACY Writing</u> Write recognisable letters, most of which are correctly formed</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' and to practise these</p>	<p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters</p>	<p>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</p> <p>increase legibility, consistency and quality of their handwriting</p>	<p>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</p> <p>increase legibility, consistency and quality of their handwriting</p>	<p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p>	<p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p>

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Writing	Context	<p><u>LITERACY</u></p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing 	<p><u>LITERACY</u></p> <p><u>Speaking</u></p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p>With adult support, recognise the main features of a given model and create simple checklists for their own writing.</p>	<p>With peer support, recognise the main features of a given model (e.g. recount) and create simple checklists for their own writing, including sentence level features (e.g. commas in lists).</p>	<p>Recognise and imitate the main features of a given model and create checklists for their own writing (including sentence level features).</p>	<p>Select the main features of a given model, using only structural headings as guidance, and create checklists (including sentence level features) for their own writing.</p>	<p>Establish features of a selected form clearly, with some adaptation to purpose. Develop ideas for narratives drawn from their experience of reading books and watching plays.</p>	<p>Critically evaluate and select appropriate features to use and adapt, creating their own checklists independently.</p>

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Writing	Planning			<p>Talk to a peer or an adult about what they are going to write. Draw pictures and write down keywords or ideas before writing.</p>	<p>Talk through the content of what they are going to write about, considering the sequence of sentences. Draw pictures and note down ideas, key words and new vocabulary in a simple planning format.</p>	<p>Orally rehearse sections of writing, including the sequence of sections. Note down new ideas, key words and topic-specific vocabulary in a given planning format, with some appropriate detail.</p>	<p>Orally plan the structure of the whole piece, including the supporting details in each section of writing. Use a variety of planning structures to make notes which summarise key ideas of appropriate brevity (i.e. not full sentences)</p>	<p>Orally plan the structure of the whole piece, including supporting detail in each paragraph of writing. Plan links between sentences within each paragraph. Use a given variety of planning structures to make appropriate notes, including topic-specific vocabulary.</p>	<p>Demonstrate the processes needed to plan writing by thinking aloud to generate ideas. Select the most appropriate planning frame for the genre of writing, making note of precise vocabulary.</p>

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Writing	Drafting		<p>Say sentences out loud to an adult or peer before writing.</p> <p>Independently attempt to replicate what they have said out loud in their writing.</p> <p>Independently write simple phrases and clauses in series.</p> <p>Confidently write some sentence-like structures by chaining ideas / clauses together using 'and'.</p> <p>Begin to demarcate sentence-like structures, using some simple punctuation symbols.</p> <p>Make simple connections between ideas and events using some formulaic phrases (e.g. 'last week', 'first',</p>	<p>Plan the content and structure of each sentence orally before writing (including simple conjunctions and adjectives).</p> <p>Write in simple and compound sentences with a generally consistent use of past and present tense.</p> <p>Recognise and write statements, questions, exclamations and commands.</p> <p>Include, with prompts, commas to separate items in a list.</p> <p>Use a growing range of sentence openers to avoid repetition.</p> <p>Use adjectives, nouns, verbs and some adverbs with growing confidence and</p>	<p>Compose and rehearse sentences orally before writing. Consider the organisation or sequence of sentences to include conjunctions, subordination, adverbs and prepositions. Use a variety of simple structured and complex sentences for clarity and effect. Begin to use paragraphs independently to group related material. Use headings and sub-headings to aid presentation.</p>	<p>Compose and rehearse sentences orally before writing, developing a rich vocabulary and an increasing range of sentence structures. Consider the organisation of sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation. Use ENP and fronted adverbials to develop ideas in more detail. Use some variety in length, structure or subject of sentences, generally choosing accurate tense and verb forms. Use direct speech to build a picture and add interest. Use paragraphs to organise ideas around a theme. Organise ideas or materials in a</p>	<p>Consider the organisation of sentences to incorporate prior learning in vocabulary, grammar and punctuation. Include relative clauses and modal verbs in sentences. Use adverbs (e.g. perhaps, surely) to express degrees of possibility. Use adverbials of time, place, number or tense (e.g. later, nearby and secondly). Demonstrate awareness of devices used to build cohesion (e.g. then, after that, this, firstly) Use a variety of sentence lengths, structures and subjects to provide clarity and emphasis. Use some features of sentence structure to build up detail or</p>	<p>Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation. Make choices appropriate for formal writing, including the use of the subjunctive form (e.g. 'If I were' or 'Were they to come') in some very formal writing. Use a broader range of cohesive devices (e.g. repetition of key words and phrases, ellipsis and adverbials including 'on the other hand', 'in contrast' and 'as a consequence of'). Confidently construct sentences in a variety of ways to clarify purpose, shape and organise text coherently and</p>

			<p>'next', 'then', 'after that' and 'finally'), including those to indicate the start or end of a text (e.g. 'Once upon a time', 'A long, long time ago', 'One day', 'The end' or 'They loved happily ever after').</p>	<p>awareness in their writing. Group ideas into sections and sequence writing through the use of time conjunctions, headings and numbers.</p>		<p>logical sequence and attempt to create links between paragraphs. Use appropriate headings or subheadings to make information clear and cohesive.</p>	<p>convey shades of meaning. Use devices to build cohesion within paragraphs or verses (e.g. secure use of pronouns). Link ideas across paragraphs or verses using adverbials of time, place and number. Use layout devices to structure text (e.g. headings, sub-headings, columns, bullets or tables).</p>	<p>contribute to the overall effect on the reader. Use more features of sentence structure to build up detail or express shades of meaning (e.g. varying word order, expanding verb phrases). Use a wider range of cohesive devices (e.g. repetition of a word or phrase, adverbials and ellipsis). Construct paragraphs to support meaning and purpose. Independently select and use the most appropriate layout devices to structure a text effectively and guide the reader.</p>
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Writing	Editing			<p>Talk about their writing with the teacher or a partner. Re-read their own writing to check that it makes sense.</p>	<p>Evaluate their own writing with the teacher and their peers, identifying the main strengths and an area for development.</p> <p>Re-read to check for sense, correct use of verbs and errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).</p>	<p>Evaluate their own and others' writing, suggesting improvements to grammar and vocabulary. proof-read and correct errors in spelling, grammar and punctuation, knowing when to use a dictionary.</p>	<p>Critically evaluate their own and others' writing, suggesting changes to grammar and vocabulary to improve consistency. Demonstrate more accurate proof-reading for spelling, age-appropriate grammar and punctuation, using a dictionary when required.</p>	<p>Evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity. Proof-read for spelling / punctuation errors, consistent tense and meaning, editing as they go along to reflect their targets. Begin to check for correct subject and verb agreement, distinguishing between the language of speech and writing.</p>	<p>Critically evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity and effect. Proof-read for spelling and punctuation errors and consistent and correct use of tense / person. Edit to improve vocabulary, style and paragraph structure. Edit the content of their writing, ensuring ideas / material are expressed coherently, logically and target the reader. Check for correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and</p>

									writing, and choosing the appropriate register.
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Writing	Performing	<p><u>EXPRESSIVE ARTS</u> Develop storylines in their pretend play</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p><u>COMMUNICATION AND LANGUAGE</u> Sing a large repertoire of songs.</p> <p>Learn rhymes, poems and songs.</p>	<p><u>EXPRESSIVE ARTS AND DESIGN</u> Being imaginative and expressive Invent, adapt and recount narratives with peers and their teachers</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.</p>	<p>Read aloud their own writing clearly and audibly..</p>	<p>Read aloud their own writing clearly, audibly and with appropriate intonation.</p>	<p>Read aloud their own writing, with appropriate intonation and volume, so that the meaning is clear.</p>	<p>Convey meaning through use of intonation and by controlling volume and tone.</p>	<p>Make choices about how to perform their own compositions effectively.</p>	<p>Make choices about performing own compositions, taking the needs of the listener into account. Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.</p>

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Writing	Vocabulary	<p>COMMUNICATION AND LANGUAGE</p> <p>Learn new vocabulary</p> <p>Use a wider range of vocabulary.</p>	<p>COMMUNICATION AND LANGUAGE</p> <p><u>Speaking</u></p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p><u>LITERACY Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Use some simple descriptive language (e.g. colour, size, simple emotion). Show evidence of vocabulary beginning to match the context.</p>	<p>Make some apt word choices and add detail to interest the reader (e.g. using adjectives and simple expanded noun phrases).</p> <p>Use new vocabulary gathered from their reading experiences.</p>		<p>Choose suitable adverbs to enhance their writing.</p>	<p>Use deliberate language choices with some expansion of general vocabulary to match the topic. Progressively use a more varied and rich vocabulary.</p>	<p>Use vocabulary for effect, with a reasonably wide range. Start to make vocabulary choices to reflect shades of meaning (e.g. 'cutting edge', 'new', 'latest', 'up-to-date')</p>	<p>Expand vocabulary and use subject-related words appropriately. Choose vocabulary to reflect shades of meaning (e.g. 'pleased', 'excited', 'enthusiastic', 'exuberant'). Draw on a wider range of experiences to inform their choice of vocabulary (e.g. first-hand experiences, listening, reading and discussions).</p>
		<p>LITERACY</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>UNDERSTANDING THE WORLD</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Describe what they see, hear and feel whilst outside</p>								

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Writing	Grammar	<p><u>COMMUNICATION AND LANGUAGE</u> Articulate their ideas and thoughts in well-formed sentence</p> <p>Connect one idea or action to another using a range of conjunctions.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Develop their communication but may continue</p>	<p><u>LITERACY Writing</u> Write simple phrases and sentences that can be read by others.</p> <p><u>LITERACY Speaking</u> Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making and use of conjunctions, with modelling and support from their teacher</p>	<p>Confidently write some sentence-like structures by chaining ideas / clauses together using 'and'.</p>	<p>Recognise and write statements, questions, exclamations and commands. Include, with prompts, commas to separate items in a list.</p>	<p>Independently use present perfect forms of verbs ('He has gone out to play' contrasted with 'He went out to play'). Display some limited variation in use of tense and verb forms.</p>	<p>Make appropriate choice of pronouns and nouns, within and across sentences to aid cohesion and avoid repetition.</p>	<p>Include relative clauses and modal verbs in sentences. Use adverbs (e.g. perhaps, surely) to express degrees of possibility. Use adverbials of time, place, number or tense (e.g. later, nearby and secondly). Demonstrate awareness of devices used to build cohesion (e.g. then, after that, this, firstly)</p>	<p>Use passive verbs to affect the presentation of information in a sentence.</p>

	<p>to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>Use longer sentences of four to six words</p> <p><u>UNDERSTANDING THE WORLD</u> Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p>							
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Writing	Punctuation								
		<p><u>LITERACY Writing</u> Write simple phrases and sentences that can be ready by others.</p>	<p>Begin to demarcate sentence-like structures using some simple punctuation symbols.</p>	<p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences more consistently.</p>	<p>Correctly demarcate most sentences with capital letters, full stops, questions marks, exclamation marks and commas for lists. Record direct speech in sentences, attempting to use inverted commas on occasions.</p>	<p>Use inverted commas accurately to demarcate direct speech and some dialogue. Use a comma to introduce direct speech and separate speech from the rest of the sentence. Begin to use other punctuation (e.g. commas after fronted adverbials, apostrophes to mark plural possession).</p>	<p>Punctuate almost all sentences accurately with capital letters, full stops, question marks, exclamation marks, inverted commas and apostrophes. Use brackets, dashes or commas to indicate parenthesis. Use commas to mark clauses, clarify meaning or avoid ambiguity.</p>	<p>Use semi-colons, colons and dashes to mark the boundary between independent clauses. Use a colon to introduce a list. Use semi-colons within complicated lists to separate items. Begin to use hyphens to avoid ambiguity in writing (e.g. man-eating shark vs man eating shark). Begin to use punctuation of bullet points when listing information.</p>	

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Writing	Grammatical Terms	letter sound word	letter capital letter word sentence full stop	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points