



★ Transcription ★

- Represent phonemes by choosing the correct grapheme more often, increase accuracy in writing words containing the vowel digraphs and trigraphs from yr1.
- Correctly spell words containing the spelling patterns for yr1 including k represented by k.
- Correctly spell words containing the spelling patterns for yr1 including -tch.
- Correctly spell words containing the spelling patterns for yr1 including -ve
- Correctly spell words containing the spelling patterns for yr1 including -y.
- Correctly spell words containing the spelling patterns for yr1 including ph for the f sound.
- Correctly spell words containing the spelling patterns for yr1 including wh for words like when.
- Write words containing each of the 20+ phonemes already taught.
- Name the letters of the alphabet mainly in the correct order.
- Use, more readily, letter name to distinguish between alternative spellings of the same sound.
- Clap and begin to count the syllables in words to support spelling. Identify each syllable of a two-syllable compound word and segment each part with some accuracy.
- Add -ed and -er where no change is needed to the root word.
- Begin to form superlatives using -est.
- Spell, more accurately, the days of the week and common decodable words.
- Spell an increasing number of exception words.
- Spell, with some support, simple words with contractions.
- Notice the difference in meaning between common homophones.
- Write, increasingly from memory, sentences dictated by the teacher that include GPC words and common exception words.

★ Composition ★

- Talk, with increasing clarity, to an adult about what they are going to write.
- Recognise, with some adult support, the main features of a given model and contribute to class or group writing checklists..
- Draw pictures and write down key words or ideas with more independence
- Use familiar story language during simple role play or small world play.
- Write simple phrases and clauses with growing confidence.
- Show an awareness of words that can be combined to make a sentence.
- Begin to use 'and' to join words and clauses when prompted to do so.
- Develop their writing, with support, ordering events or ideas and making simple connections between them.
- Begin to make simple alternative vocabulary choices guided by the teacher.
- Begin to identify a developing range of writing genres.
- Use simple language when writing which reflects their developing phonic knowledge.
- Establish meaning through the repeated use of key/subject specific words
- Use simple models from reading as a frame for their own writing. Attempt to write simple stories and poems with support and prompts.
- Write a short and simple sequence of connected events independently. With support, begin to use an appropriate order in their writing.
- Manipulate text provided by the teacher to make sense of writing. Begin to express own words and ideas.
- Attempt/begin to re-read their own writing independently.
- Talk, with increasing confidence, about their writing with an adult, beginning to give an opinion.

★ Vocabulary, Grammar And Punctuation ★

- Use, more accurately, the regular plural noun suffixes -s or -es.
- Recognise, in context, how the prefix 'un' changes the meaning of verbs and adjectives..
- Add, with some help, suffixes to verbs where no change is needed to the spelling of the root word
- Begin to leave spaces between words using their finger as a guide if needed.
- Use simple stories that they have heard/read to begin to select simple adjectives to describe nouns with guidance.
- After discussion, begin to use 'and' to join words and clauses.
- Use, more readily, past and present tense correctly in speech, making some errors.
- Begin, with some help, to use simple writing frames to support the layout of text.
- Recognise capital letters at the start of sentences. With prompts/guides use capital letters in own writing.
- Begin to use full stops and sometimes question marks, at the end of sentences.
- Use a capital letter for their own name and the names of their peers. Begin, with support, to use capital letters in other instances e.g. 'I'
- Use, more instinctively and sometimes in the right context, the terms: letter, capital letter, word, sentence, full stop, question mark and punctuation.



Year 2 Spring

★ Transcription ★
Learn more GPCs for yr2 including words ending in -y.
Learn more GPCs for yr2 including with a before l or ll.
Learn more GPCs for yr2 including containing a after w or qu.
Learn more GPCs for yr2 including with or/ar after w
Learn more GPCs for yr2 words including words containing o.
Learn more GPCs for yr2 words including words containing s.
Learn more GPCs for yr2 words including words ending in -ey.
Learn more GPCs for yr2 words including words ending in -tion.
Segment, with increasing confidence, spoken words in to phonemes and represent these by graphemes, spelling some accurately
Write words, as part of independent writing, containing most phonemes taught, including alternative spelling patterns for some phonemes..
Use mostly letter names when orally spelling a word.
Increasingly use alternative spelling patterns for words where one spelling pattern is already known.
Chunk words into syllables to support spelling. Spell three and begin to spell four-syllable compound words by segmenting each part of the word.
Add, with some guidance, suffixes to spell further words: -ment, -ness, -ful, -less, -ly.
Use a growing knowledge of prefixes to assist spelling (dis-, mis-)..
Begin to recognise that words ending in a vowel plus y are pluralised by adding -s (monkeys).
Spell, more accurately, decodable high frequency words.
Spell an increasing range of common exception words from the yr2 list, using mnemonics where appropriate.
Begin to spell more common words with contracted forms, recognising that 'it's' can mean 'it is' or 'it has' but is not used for the possession.
Select the correct spelling for homophones accurately

★ Composition ★
Improve their recognition skills of the main features of a given genre (e.g. recount).
With support, include sentence level features in their own writing checklists (e.g. expanded noun phrases and conjunctions).
Use new vocabulary linked to the topic in their plans
With support from peers, take on roles as characters in familiar stories or rhymes.
Often use simple expanded noun phrases in their sentences.
Write with a growing awareness of past and present tense in simple and compound sentences.
On most occasions, use taught punctuation in the right place and to help show meaning.
Begin to use commas to separate items in a list.
When prompted, group ideas into sections and sequence writing, beginning to use time connectives, headings and numbers more instinctively.
Use some characteristics of the chosen genre, referring to known texts as models.
More readily make apt word choices to create interest.
Write narratives by developing a sequence of sentences.
Write about real events in chronological order, structuring the events into a clear beginning, middle and end.
Write simple non-fiction texts using writing frames to organise ideas.
Begin to use detail to interest the reader and promote a simple viewpoint.
Re-read to check for sense.
With help, ensure that verbs to indicate time are used correctly and consistently, including verbs in continuous form.

★ Vocabulary, Grammar And Punctuation ★
Apply their knowledge of irregular plural nouns when writing.
Use, more independently, simple prefixes to assist spelling.
Begin to form adjectives using suffixes such as -ful, -less and recognise the term suffix.
Recognise an increasing range of word families based on common words.
Construct both simple and compound sentences, increasingly using correct grammatical patterns.
Construct sentences, using correct grammatical patterns for statements, questions and commands, more independently.
Use expanded noun phrases, more instinctively, to describe and specify, beginning to use in independent writing.
Use coordinating conjunctions.
With support, use subordinating conjunctions.
Make the correct choice of tense more consistently when writing.
Begin to use the progressive form of verbs in the present and past tense to mark actions in progress.
Group ideas into sections, beginning to use headings more instinctively and with developing independence.
Mostly use a capital letter at the beginning of sentences.
On most occasions, use full stops, question marks or exclamation marks appropriately at the end of sentences,
Begin to use commas to separate items in a list.
Use apostrophes for contracted forms.
Sometimes use, in the correct instance, the possessive apostrophe for singular nouns.
Use an increasing amount of the taught Year 2 terminology.



Year 3 Spring

 Transcription 
Segment age-appropriate, spoken words into phonemes with growing accuracy and represent these graphemes, spelling an increasing amount correctly.
Apply the spelling rule for words containing –sure; words with –ture; Examples can be found in the Year 3/4 statutory spelling list.
Apply the spelling rule for words ending in –sion. Examples can be found in the Year 3/4 statutory spelling list.
Write, more independently, a range of root words, often recognising the link between sounds and letters.
Begin to understand when to use letter names and when the letter sounds.
Use the alternative spelling patterns to spell complex words.
Segment multisyllabic words into syllables to aid spelling.
Form nouns by adding a suffix to a verb e.g run – runner, occupy- occupation.
Form adverbs by adding suffixes to an adjective such as –ly, -ily ,ally e.g. quick-quickly, easy-easily, magic – magically.
Investigate, independently, further prefixes.
Recognise the possessive apostrophe in words with regular plurals.
Spell decodable high frequency words correctly and increasingly apply in context..
Spell a greater number of words with contracted forms, remembering that the apostrophe replaces the missing letter/s.
Investigate, with prompts, homophones and near homophones.
Spell an increasing number of words from taught Yr3/4 rules and lists.
Write, from memory, simple sentences dictated by the teacher, including some words and punctuation encountered so far in Year 3.

 Composition 
Start to write complex sentences which include a main clause and a subordinate clause.
Show some accurate use of question marks, exclamation marks and commas in a list.
Use with prompts, present perfect forms of verbs.
Use and position adverbs in sentences to modify verbs/adjectives, providing information on when and how something happens/happened.
Begin to demarcate openings and endings and on occasion attempt to organise ideas
Select some words for variety and effect using word walls/banks for support.
Write narrative structure to include a simple beginning, middle and end and some development of characters in one or two sections.
Use poetic structures being increasingly aware of techniques such as rhyme and language play.
Write about real events, in chronological order, using a structure of orientation, events, reorientation.
Use a wide range of conjunctions to expand the detail in their sentences.
Begin to use features of persuasion in own writing. With support, indicate viewpoint through choice of some negative or positive vocabulary.
Proof-read and correct errors in spelling, grammar and punctuation.
Evaluate their own/discuss others' writing, suggesting some improvements to grammar and vocabulary.
Recognise and begin to imitate the main features of a given genre and create checklists.

 Vocabulary, Grammar And Punctuation 
Begin to place, with guidance, the possessive apostrophe accurately in words with regular plurals
Form nouns using an increasing range of prefixes, beginning to use the spellings in context.
Explore the suffixes –ly, -ily and –ally, adding to an adjective to make an adverb.
Recognise an increasing range of word families based on age-appropriate common words.
Independently extend, on occasions, the range of sentences with more than one clause by a wider range of conjunctions including: when, if, because and although.
With guidance, choose nouns or simple pronouns to avoid repetition.
Notice and begin to use the forms of ‘a’ and ‘an’ according to whether the next word begins with a consonant or vowel.
Find/use, with prompts, examples of the present perfect form of verbs instead of simple past.
Use paragraphs, when prompted, to group related material. Begin to recognise and use sub-headings, in own writing, as a device to structure a text. Begin to incorporate labelled diagrams where appropriate.
Check, more instinctively, writing for capital letters at the start of the sentence. Use capital letters for proper nouns
Recognise direct speech and begin to use it in their own writing in a basic way. With support, write sentences that include direct speech.
Find, with support, examples of pronouns used in others' writing.
Use an increasing amount of the yr3 terminology



Year 4 Spring

★ Transcription ★
Continue to segment words in order to spell them correctly.
Apply the spelling rule for words containing –gue and –que. Examples can be found in the Year 3/4 statutory spelling list.
Apply the spelling rule for words containing –sc. Examples can be found in the Year 3/4 statutory spelling list
Apply the spelling rule for words containing –ei, eigh, ey. Examples can be found in the Year 3/4 statutory spelling list.
Show a growing understanding of the relationship between words. Use this to assist in spelling unfamiliar words.
Recognise how using alphabetical order can help find the correct words in a dictionary and library.
Continue to develop their knowledge of stressed/unstressed syllables. Develop knowledge of complex polysyllabic words.
Use further suffixes such as –ous, where the final e of the root word is kept (courageous).
Begin to recognise that the start letter of a word can change the prefix im, il and ir.
Spell, with increasing accuracy, a developing range of high frequency words.
Apply a number of words with contracted forms, in context, when writing.
Investigate further homophones and near homophones (bury/berry, heal/he'll/heel).
Spell most words from yr3/4 rules and lists correctly.
Use the first two letters of a word to check its spelling in a dictionary and begin to use a dictionary to collect word lists for known prefixes and suffixes.
Use correct spellings when writing words encountered so far in yr4.

★ Composition ★
Identify and use the main features of a range of genre types, creating checklists for their own writing.
Begin to summarise the main ideas needed for the piece of writing.
Consider the organisation or sequence of sentences to develop ideas in more detail through the use of conjunctions, adjectives, subordination, adverbs, prepositions & expanded noun phrases.
Develop writing skills by experimenting with the type, order and structure of their sentences, drawing on more varied grammar and vocabulary.
Begin to develop a simple awareness of other forms of speech (reported and dialogue).
Use adverbs and conjunctions to establish cohesion.
Attempt to use a fitting but simple opening and closing paragraph.
Begin to establish clear purpose across an increasing range of writing, but not always maintained throughout the piece.
Write with basic awareness of the reader.
Use deliberate language choices to add interest, detail and improve clarity..
Develop their narrative structure.
Begin to write longer stories, including some events skimmed and others written in more detail.
Write about real events in chronological order, using a structure of orientation, events, reorientation, with relevant details and a wider range of temporal connectives.
Use a developing range of logical connectives to link ideas and add detail.
Confidently write in role, establishing a straight forward negative or positive viewpoint
Attempt to provide one detail of an opposing viewpoint, in simple discussions texts
Develop their proof-reading skills, beginning to check over the text in finer detail to detect errors in spelling, punctuation and grammar

★ Vocabulary, Grammar And Punctuation ★
Recognise and begin to use, with support, the plural and possessive –s. Notice the possessive apostrophe in words with irregular plurals.
Use, increasingly, the term 'prefix' and form further words (inter-, anti-, auto-, dis-, mis-, re-, in-, im-, il).
Use further suffixes such as –ious.
Use knowledge of a growing number of word families to assist spelling .
Begin to use fronted adverbials to describe when, where and how
Use expanded noun phrases, more instinctively and with growing independence to develop their ideas in more detail.
Experiment with a combination of conjunctions, adverbs and/or prepositions to express time and cause in own writing.
Write sentences sometimes demonstrating agreement between the verb and its subject.
Experiment with the order and sequence of ideas/sentences, finding the most effective way to organise content within paragraphs.
Arrange their ideas, more clearly, under headings and sub-headings, without support. Use headings and sub-headings to help the reader.
Notice errors in capitalisation and amend independently.
Use inverted commas to clarify where direct speech begins and ends.
Use, with support, other punctuation to indicate direct speech, such as new speaker new line, comma after the reporting clause and end punctuation within the inverted commas.
Competently use apostrophes to indicate ownership and begin, with guidance, to use apostrophes to make plural possession.
Improve the fluency of their writing, selecting and using appropriate pronouns and nouns from alternatives suggested/provided.



Year 5 Spring

★ Transcription ★
Spell more complex words accurately by segmenting and applying spelling rules.
Write more words from the yr5/6 guidance, including words spelt with ei after c.
Recognise the history of some words and relationships between them to assist spelling..
Recognise alphabetic order to three letters
Attempt to write words, containing common letter strings which can represent different phonemes.
Use knowledge of word origin and syllables to assist spelling.
Use further suffixes such as –able, -ible, -ably and –ibly, more often, applying a knowledge of root word endings more readily.
Add suffixes beginning with vowel letters to words ending –fer.
Write, and independently investigate, words with further prefixes beginning to use a hyphen to join a prefix to a word when appropriate.
Use plurals correctly on most occasions.
Extend the content and range of high frequency words to include those needed for specific subject areas.
Limit the use of contracted words to informal texts.
Check their spelling of homophones. Begin to create a personal spelling log of words that are often confused.
Spell, accurately, an increasing number of words from taught Y5/6 rules and lists.
Use, with some prompts, the first three letters of a word to check its spelling and meaning in a dictionary..
Begin to use a thesaurus to find alternative words
Pick out, increasingly, misspelt words when checking own or other's work.

★ Composition ★
Use features of a selected genre with greater confidence and some adaptation to purpose.
Make notes of appropriate length and content including the topic-specific vocabulary needed.
Consider their use of sentence types more carefully, experimenting with the order, combination & structure, and developing their own, individual writing style.
Attempt to use a variety of sentences to create specific effects.
Begin to manipulate clauses for effect.
Use paragraphs instinctively to structure text & guide reader.
Begin to create smoother links across paragraphs.
Maintain a clear purpose across a range of writing, with the main features of the chosen genre used appropriately.
Include other writing features which they feel are appropriate/effective.
Reflect their understanding of the reader by selecting generally appropriate vocabulary.
Begin to use a well-developed narrative structure.
With prompts, add descriptive detail to appropriate sections in narrative writing, making settings more vivid and bringing characters to life.
Use dialogue within narrative structure to develop characterisation.
Write about real events in a logical order, including clear structure and relevant detail, beginning to cover areas of who, which, where, when and why?.
Begin to write a precis.
Write non-fiction effectively, according to the text type.
Use a growing range of appropriate logical connectives, independently writing banks to support.
Begin to make informed choices about which features of persuasion to include in their writing. Demonstrate awareness of the audience when writing to persuade.
With support, begin to make choices about how to present a balanced viewpoint
Proof-read for spelling, punctuation errors and meaning whilst writing, and improve as they go along. With the support of a partner, ensure they have used the correct tense throughout.

★ Vocabulary, Grammar And Punctuation ★
Explain the grammatical difference between plural and possessive –s.
Explain that an apostrophe is used to show that a letter/letters have been missed out of a word and use the term 'contraction' correctly
Use verb prefixes (dis-, de-, mis-, over-, re-) to assist spelling in own writing.
Convert, with guidance, nouns or adjectives into verbs using suffixes (-ate, -ise, -ify).
Know when to use formal and informal writing including contractions
Use relative clauses with growing confidence to provide the reader with more detail.
Link, more readily, ideas across paragraphs, using adverbials of time, place and number.
Use some adverbs and modal verbs to express degrees of possibility.
Select, more independently, the appropriate tense for a range of speech and writing.
Use, with guidance, increasingly complex layout devices to structure text.
Use devices within a paragraph to build cohesion.
Evaluate and edit their use of capitalisation, with a peer, in own factual writing.
Notice and experiment with a wider range of punctuation (brackets, dashes, commas).
Begin to use relative clauses with an implied relative pronoun.
Use an increasing amount of the yr 5 taught terminology.
Apply Standard English to a wide range of texts, beginning to make choices, with guidance, for the text type.
Use vocabulary to create specific effects.



★ Transcription ★
Segment complex words successfully, using the skill as one of a range of strategies.
Competently use knowledge of etymology in spelling, continuing to work on Yr5/6 list.
Quickly recognise alphabetic order.
Show a growing knowledge of spelling patterns for words, including those where the relationship between the sounds and letters is unusual. (rhythm)
Use a growing familiarity of syllables, morphology and etymology to inform their spelling.
Use increasingly, further suffixes (-ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious, -tious) more readily applying knowledge of root word endings.
Apply, consistently, most of their knowledge of prefixes.
Correct noticed errors made when pluralising nouns.
Draw on a growing bank of high frequency words, beginning to maintain accuracy when working quickly.
Explain the purpose of contracted forms and use appropriately.
Apply an extended range of homophones correctly when writing.
Spell most words from taught Yr5/6 rules and lists.
Recognise words with silent letters.
Use a dictionary, thesaurus and spell checker competently in other curriculum areas.
Write dictated passages including Year 6 words and punctuation fluently and correctly.

★ Composition ★
Critically evaluate and select appropriate features to use and adapt, increasingly creating own relevant checklists.
Begin to select the most appropriate planning format for a particular piece of writing.
Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary/grammar/punctuation.
Use cohesive devices to develop and elaborate ideas more effectively.
Consciously control sentence structure in their writing, demonstrating understanding of why sentences are constructed as they are.
Use a range of sentence structures to create particular effects appropriate to the text type.
Use a range of short sentences for effect & highlight/alter pace
Use a range of complex sentences to ensure the texts flows and provides the reader with detail & description.
Hone and develop their paragraphs to structure text, make meaning clear and main idea clear to reader.
Adapt writing to meet the needs of a range of different audiences and identify different text types more readily.
Adopt the appropriate level of formality according to the purpose and audience, with some guidance.
Write narrative structure to include some elements for a particular genre with growing confidence and independence.
Combine elements of description, characterisation, dialogue and action, in narrative structure, to maintain reader's interest.
Confidently write about real events, beginning to use more precise and appropriate language.
Precis longer passages with increasing accuracy.
Write non-fiction which includes a relevant introduction and clear presentation of information with careful consideration given to the intended reader.
Demonstrate awareness of higher order logical connectives and begin to use them independently.
Use appropriately all features of persuasive writing to help the audience make a choice.
Begin to understand the difference between biased and balanced arguments.
Demonstrate greater skill when proof-reading and editing to ensure their writing is effective & targeted towards the reader.
Critically evaluate their own and others' writing to enhance effects, proposing changes by drawing on more varied vocabulary, grammar and punctuation.

★ Vocabulary, Grammar And Punctuation ★
Explain their understanding of pluralisation and apostrophe –s to others.
Apply their knowledge of pluralisation and 's across all writing.
Use a wide range of prefixes appropriately when speaking and writing.
Increase the range of suffixes used (-ent, -ence, -ency in maths words).
Demonstrate a larger repertoire of known synonyms and antonyms.
Change active sentences to passive, and vice versa.
Begin to use adverbials as a device to aid cohesion.
Use, with guidance, the perfect form of verbs to mark relationships of time and cause.
Recognise when to vary tense within a piece of writing and start to apply on occasions.
With growing confidence, use an increasing range of devices to support cohesion within and across paragraphs.
Select a combination of layout devices appropriate to the purpose.
Begin to use capital letters for effect when writing fact or fiction.
Attempt to use a wider range of punctuation, with support.
Use pronouns to make links between paragraphs
Use an increasing amount of the taught Yr6 terminology.
Apply Standard or Non-Standard English across all text types with growing consistency.
Use word choices which support the purpose with increasing precision.
Consciously select vocabulary, reflecting their understanding of the audience.

Woodcote Primary School

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