



### Year 1 Summer

★ Transcription ★
Segment words into phonemes before choosing graphemes to represent the sounds Write words in a phonetically plausible way. Write words containing the vowel digraphs and trigraphs for Year 1 with accuracy (Eng Appendix 1)
Write words containing each of the 40+ phonemes already taught
Name the letters of the alphabet in order
Use the letter names to distinguish between alternative spellings of the same sound
Clap and count the syllables in words. spell two-syllable words by segmenting each part of the word (farmyard, football)
Use suffixes that can be added to verbs where no change is needed in the spelling of the root word (helping, helped, helper) Add -er and -est to adjectives
Add the prefix un to root words, explaining why
Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
Spell the days of the week and common decodable words (said, was, where)
Spell simple words with contractions (I'm, I'll)
Recognise that homophones have different spellings but the same sound
Apply simple spelling rules and guidance for year 1 (Eng Appendix 1)
Use wall charts and picture dictionaries which identify initial sounds, graphemes and words
Write from memory simple sentences dictated by the teacher that include common exception words, GPC words and punctuation from Year 1

★ Composition ★
Say sentences out loud to an adult or peer before writing and independently attempt to replicate what they have said out loud in their writing
Draw pictures and write down key words or ideas before writing
Use simple role play to explore writing ideas
Independently write simple phrases and clauses in series
Confidently write some sentence like structures by chaining ideas and clauses together using 'and' and 'but'
Begin to demarcate sentence structures using simple punctuation symbols
Make simple connections between ideas and events using simple formulaic phrases (last week, first, next, after that) including those to indicate the start or end of the text (Once upon a time, One day, They lived happily ever after)
Use simple vocabulary appropriate to the purpose of writing (simple scientific words)
Show some indications of basic purpose of form in their writing
Use simple descriptive language (colour, size, simple emotion) selecting vocabulary to match the content
Compose sentences and record in order to form narratives
Use simple poetic structures to substitute own ideas and write new lines /verses within an appropriate frame
Write simple texts linked to a topic of interest /personal experience
Write information in simple forms (captions, list and labels) and within an appropriate frame (instructions, recounts, or an information text)

★ Vocabulary, Grammar And Punctuation ★
Use regular plural noun suffixes -s, -es (dog-dogs, wish - wishes) and identify the effect of them on the meaning of the noun
Explain how the prefix un changes the meaning of verbs and adjectives (unkind, undoing and unite)
Independently add suffixes to verbs where no change is needed to the spelling of the root word (helping, helped, helper)
Independently combine words to make simple sentences, leaving spaces between words
Select simple adjectives to describe nouns
Sequence sentences to form short narratives
Join words and clauses using 'and' appropriately
Use past and present tense correctly in speech
Use simple writing frames to support the layout of the text
Begin to independently use capital letters at the start of sentences
Use a capital letter for the names of people, places, days of the week, and the personal pronoun 'I'
Use the term letter, capital letter, word, sentence, full stop, question mark, exclamation mark, punctuation, singular and plural
Use some distinctive features of Standard English in their writing (words combined to make sentences), past/present tense evident and some accurate examples of singular and plural



### Year 2 Summer

★ Transcription ★
Segment words into phonemes and represent these by graphemes spelling many words correctly, drawing on knowledge of previously taught vowel digraphs and trigraphs to tackle new words.
Write phonetic words and irregular words with increasing accuracy and confidence.
Write words containing phonemes taught including alternative spelling patterns for some phonemes
Use alternative spelling patterns for words where one or more spelling pattern is known.
Discriminate syllables in a multi syllabic words independently to aid spelling.
Add -ed,-ing, -er and -est to a root word ending in -y with a consonant before it ( copy, copying)
Add -ing, -ed, -ed, -er, est and -ly to words ending with a consonant before it (hiking, hiked).
Use the suffixes -ment, -ness, -ful, -less, -ly. ( playful)
Use any known prefixes confidently
Add-es to words ending in -y by changing the y to i before adding -es. Add -s to a word ending in a vowel plus -y including ey,cy,ay,-uy
Spell decodable high frequency words correctly
Spell common exception words correctly
Spell more common words with contracted forms (couldn't, it's)
Distinguish between homophones and near homophones and select the correct spelling (there, their and they're)
Apply spelling rules and guidance for Year 2 (Eng Appendix 1)
Use the possessive apostrophe for singular nouns.
Use wall charts and picture dictionaries to identify initial sounds, graphemes and words, becoming more aware of alphabetical order
Write from memory simple sentences dictated by the teacher that include the GPC's, common exception words and punctuation from Year 2

★ Composition ★
Plan the content and structure of each sentence orally before writing( including simple conjunctions and adjectives)
Write in simple and compound sentences with a generally consistent use of past and present tense
Use a growing range of sentence openers to avoid repetition
Recognise and write statements, questions, exclamations and commands.
Use capital letters full stops, question marks and exclamation marks to demarcate sentences more consistently.
Include commas to separate items in a list.
Use adjectives nouns and verbs and some adverbs with growing confidence and appropriateness in their writing.
Group ideas into sections and sequence writing through the use of time connectives, headings and numbers.
Make vocabulary and style choices appropriate to the style of writing ensuring the main features are included. Use largely appropriate ideas and content in their writing.
Make some apt or adventurous word choices, adding detail to interest and engage the reader, using new vocabulary gathered from their reading experiences.
Write narratives, about real or fictional events, by developing a sequence of sentences, drawing on their experience of listening to and reading stories to develop their story style.
When writing poems use poetic techniques, including humour and word play, independently.
Write about real events in chronological order, using a structure of: orientation (scene setting) events (recounts) and reorientation (closing statement)
Write simple nonfiction texts, with support, incorporating the main features of the genre.
Evaluate their own writing with the teacher or a peer identifying the main strengths and an area for improvement.

★ Vocabulary, Grammar And Punctuation ★
Use irregular plural noun suffixes(baby –babies, knife –knives, mouse-mice)
Independently use simple prefixes to assist spelling (happy –unhappy, like-dislike, tidy –untidy)
Begin to use word families based on common words
Independently compose and write sentences using the correct grammatical patterns for statements, questions, exclamations and commands.
Use expanded noun phrases to describe, specify and interest the reader in independent writing.
Use subordination (when ,if, that , because) or coordination (or and ,but)
Make the correct choice of tense consistently throughout the writing using the progressive form of verbs in the present and past tense to mark actions in progress (she is drumming, she was shouting)
Use headings to group ideas into sections and to structure text.
Use capital letters at the beginning of most sentences
Use full stops, question marks or exclamation marks appropriately at the end of sentences
Use commas to separate items in a list
Use apostrophes for contracted forms
Use the possessive apostrophe for singular nouns(girl's and Sam's)
Use the terms noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense,(past and present) apostrophe and comma
Use the conventions and terminology for the punctuation, word structure/spelling and sentence structure of written Standard English
Use simple speech-like vocabulary to convey relevant meaning with some adventurous word choices and opportune use of new vocabulary



## Year 3 Summer

### WRITING

 <b>Transcription</b> 
Segment spoken words into phonemes and represent these into graphemes, spelling many words from the Year 3 and 4 guidance correctly
Write a range of root words, recognising the link between sounds and letters
Understand the difference between using letter names and sounds
Apply alternative spelling patterns for a growing range of complex words and select with increasing accuracy
Independently discriminate syllables in complex multisyllabic words, to aid spelling
Use further suffixes (-ation), adding -ly-ly or -ally to verbs to form nouns or to an adjective to form an adverb
Use further prefixes (sub, super, anti and auto)
With support, place the apostrophe accurately in words with regular plurals (girls', boys')
Continue to spell decodable, high frequency words correctly, applying them in context and beginning to spot errors
Spell an extended range of words with contracted forms, remembering that the apostrophe replaces the missing letter/s
Use the first letter of a word to check its spelling in a simple dictionary
Write from memory simple sentence dictated by the teacher, that include words and punctuation from Year 3

 <b>Composition</b> 
Orally, rehearse sections of writing, including sequence of sections
Recognise and imitate the main features of a given model and create checklists for their own writing (including sentence level features)
Note down new ideas and topic specific vocabulary in a given planning format
Adapt a range of roles in order to develop creative and imaginative writing, responding appropriately to others in role
Compose and rehearse orally before writing.
Consider the organisation or sequence of the sentences for clarity and effect
Correctly demarcate most sentences with capital letters, full stops, question marks and exclamation marks.
Record direct speech in sentences and attempt to demarcate using inverted commas, on occasion
Independently, use present perfect forms (He has gone out to play)
Choose suitable adverbs to enhance their writing
Begin to use paragraphs independently to group related ideas
Demarcate openings and endings and attempt to organise related points next to each other
Use generally appropriate vocabulary with some words chosen for effect e.g. paired adjectives when expanding noun phrases
Write narrative structures with a simple beginning middle and end and some development of setting and character in one or more of the sections
Write about real events in chronological order using a structure of orientation (scene setting), events (recount), and reorientation (closing statement).
Use conjunctions and adverbs to express time, place and cause.
Using models to support, draw on their experience of non-fiction texts to produce their own information writing
Proof read and correct errors in spelling, grammar and punctuation, knowing when to use a dictionary
Evaluate their own and others' writing, suggesting improvements to grammar and vocabulary
Read aloud their own work with appropriate intonation and volume so that the meaning is clear

 <b>Vocabulary, Grammar And Punctuation</b> 
With support place the possessive apostrophe accurately in words with irregular plurals (women's, children's, people's)
Recognise the term 'prefix' and form nouns using a range of prefixes such as 'sub' and 'super', spelling with increasing accuracy (submarine, supersonic)
Use further suffixes such as -ation, adding to verbs to form nouns (admiration) or adding -al, -ily or -ally to form an adverb
Find or use examples of the present perfect form of verbs instead of simple past (Has gone)
Recognise or use word families based on common words, demonstrating an awareness of how all words are related in form and meaning (solution, solvent, dissolve and insoluble)
Extend, as a matter of course, the range of sentences with more than one clause, by using a wider range of conjunctions including: when, if, because and although.
Independently, choose nouns and simple pronouns to avoid repetition
Use the forms a and an correctly
Use conjunctions, adverbs and prepositions to express time pace and cause (when, before, after, while, so, because, then, next, soon, therefore, during, in, because, of.)
Find and use examples of the present form of verbs instead of simple past (He has gone)
Check writing for the use of capital letters at the start of sentences
Use capital letters for most proper nouns.
Attempt to use inverted commas for speech
Begin to make use of pronouns within and across sentences, to avoid repetition
Use the terms adverb, preposition, conjunction, word family, prefix, suffix, clause, subordinate clause, direct speech, consonant, vowel and inverted commas
Demonstrate an understanding of standard and non-standard English
Use general, appropriate vocabulary with some words chosen, on occasion for effect



## WRITING

 <b>Transcription</b> 
Segment many words completely to spell correctly
Write a range of root words, recognising the link between sounds and letters
Understand the relationship between words to assist spelling (Medicine is related to medic but 's' sound is spelt as c)
Use letter names consistently, referring to a dictionary, when necessary, to spell words correctly
Discriminate between stressed and unstressed syllables.
Embed knowledge of complex polysyllabic words
Use further suffixes (-ous), knowing the associated rule for changing root words ending in -our to -or (humorous) and where the final e of the root word is kept (courageous)
Use further prefixes (dis, mis, re, in, im and il) in a growing range of words. Understand that the start letter of a word can change the prefix I before I becomes il (illegal), before m it becomes im (immature) and before r it becomes ir (irregular)
Place the apostrophe in words with regular plurals (girls', boys') and irregular plurals (children's)
Extend the range of high frequency words when writing spelling them correctly.
Spell further homophones and near homophones (accept/except, missed/mist)
Use the first two or three letters of a word to find words in a dictionary
Write from memory, simple sentences dictated by the teacher that include words and punctuation from Year 3/4, paying attention to accuracy

## Year 4 Summer

 <b>Composition</b> 
Compose and rehearse sentences orally before writing in order to develop a rich vocabulary and wider sentence structures
Use some variety in sentence length, structure or subject of sentences, generally choosing accurate tense and verb form.
Use direct speech to build up a picture and add interest for the reader. Record direct speech in sentences and demarcate using inverted commas accurately. Use a comma to introduce direct speech and separate dialogue from the rest of the sentence
Make appropriate use of pronouns to avoid repetition and to aid cohesion.
Begin to use other punctuation to demarcate fronted adverbials
Use paragraphs to organise ideas around a theme in a logical sequence.
Establish a clear purpose throughout a piece of writing, appropriately using the main features of the genre
Use deliberate language choices, throughout a piece of writing, using the main features of the genre appropriately
Write narrative structures using the main features: a beginning to establish setting and character, a complication resulting in events and a resolution and /or ending.
Write about real events in chronological order using a structure of orientation (scene setting), events (recount), and reorientation (closing statement.) Use relevant detail and an increasing range of temporal conjunctions
Write a range of non-fiction texts, incorporating the main features of the text.
Demonstrate more accurate proofreading skills for spelling, age appropriate grammar, using a dictionary where appropriate.
Critically evaluate their own and others' work
Read aloud their own work with appropriate intonation and volume so that the meaning is clear

 <b>Vocabulary, Grammar And Punctuation</b> 
Recognise the difference between plural and possessive s. Place the apostrophe accurately in words with irregular plurals (women's, children's, people's)
Recognise and begin to use further prefixes (inter, anti, auto, dis, mis, re, in, im, il, )
Use further suffixes (-ous, -ious, -ion, -sion, and -cian)
Add suffixes to a noun to make adverbs.
Begin to recognise a growing awareness of word families to help spelling across the curriculum
Use fronted adverbials.
Express time place and cause using conjunctions, adverbs or prepositions.
Competently expand noun phrases, using modifying adjectives, nouns and prepositional phrases (the teacher – the teacher with brown, curly hair standing over there.)
Confidently and consistently express time and cause by independently using both prepositions and adverbs (before, after, during, in, because of, then, next, soon, therefore.)
Generally choose accurate tense and verb form
Check writing for capitalisation and punctuation as a matter of course, making grammar amendments as necessary.
Use the term determiner, pronoun, possessive pronoun, and adverbial.
Begin to apply standard and non-standard English when writing dialogue. Use Standard English forms instead of local English forms.
Make deliberate vocabulary choices with some expansion of vocabulary to match the topic



### Year 5 Summer

#### ★ Transcription ★

- Spell more complex words with increasing accuracy, segmenting where necessary, and apply spelling rules
- Begin to understand morphology and the history of words and relationships between them to assist spelling
- Write words containing common letter strings which can represent different phonemes, though not always accurately
- Routinely split words into syllables to spell words
- Use further suffixes applying root word endings. Add suffixes beginning with vowel letters to words ending in -fer, recognising when the r would be doubled
- Write/apply in context, words with further prefixes. Use a hyphen to join a prefix to a word
- Use plurals correctly in context
- Accurately spell high frequency words to include those given for specific subject areas.
- Use contracted words accurately in context, knowing where this is appropriate
- Write homophones and other words that are often confused
- Write more complex sentences and sequences of sentences

#### ★ Composition ★

- Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation.
- Use relative clauses (when, who, where, whose, then and that) modal verbs (might, could, should, may). Use adverbials of time place number or tense (later, nearby, secondly)
- Demonstrate awareness of devices used to build cohesion( 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 convey shades of meaning.
- Punctuate almost all sentences accurately with capital letters, full stops, question marks, exclamation marks, inverted commas and apostrophes
- Use brackets, commas or dashes to indicate parenthesis.
- Use commas to mark clauses, clarify meaning or avoid ambiguity
- Use devices to build cohesion within or across paragraphs (secure use of pronouns). Link across paragraphs using adverbials of time, place and number. Use heading, subheading columns, bullets or tables
- Maintain a clear purpose across a range of writing with all features of chosen form used correctly to maintain a reader's interest. Develop a generally appropriate style across most writing.
- Use a wide range of vocabulary for effect. Make vocabulary choices to reflect shades of meaning
- Write narrative structure to include most elements (introduction, build up, main event, resolution, ending). Develop character and setting.
- Write about real events in a logical order, including clear structure and relevant detail covering areas of who, what, where, why and when.
- Begin to precis longer passages
- Independently select the appropriate features to include in their writing
- Use appropriate logical conjunctions
- Maintain a clear viewpoint
- Proof read for spelling and punctuation errors, consistent tense and meaning, editing as they go along. Begin to correct for subject verb agreement distinguishing between the language of speech and writing
- Evaluate their own and other writing indicating changes to spelling, punctuation and grammar
- Make clear choices about how to perform their own work

#### ★ Vocabulary, Grammar And Punctuation ★

- Use pluralisation accurately on most occasions
- Use prefixes (dis, de, over, mis, re) and where appropriate use a hyphen to join a prefix to a word (co-operate)
- Convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify.) Use further suffixes to (-able, -ible, and -ibly) effectively to improve vocabulary.
- With support, recognise how words are related in meaning as synonyms and antonyms
- Independently use relative clauses beginning with who, which where, when, whose and that.
- Link ideas across paragraphs using adverbs of time (later), place, number or tense choice (he had seen her before).
- Indicate degrees of possibility using adverbs (perhaps, surely) and possibility using modal verbs (might, should, will and must)
- Choose the correct tense consistently in writing
- Use capitalisation to improve layout.
- Use brackets, commas, or dashes to indicate parenthesis. Deliberately use commas to avoid ambiguity
- Independently use relative clause with an implied (omitted) relative pronoun
- Use term modal verb, relative clause, parenthesis, bracket, dash, cohesion and ambiguity
- Apply Standard and nonStandard English to a wide range of texts making appropriate choices for text type
- Use reasonably wide vocabulary for effect, though not always accurately.



### Year 6 Summer

★ Transcription ★
Segment complex words successfully as one of a growing range of strategies
Apply their knowledge of syllables, morphology, etymology and the relationships between words in spellings
Independently select the correct spelling pattern for words, including those where the relationship between the sounds and letters is unusual
Use further suffixes applying knowledge of root word endings
Apply all knowledge of prefixes readily
Apply plurals correctly in a range of contexts
Use a wide range of high frequency words accurately in all curriculum areas
Know when to use the contracted forms across a wide range of texts
Recall and write an extended range of homophones and other words which are often confused

★ Composition ★
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 subjunctive form in some formal writing.
Use a broader range of cohesive devices (repetition of words, ellipsis and adverbial including 'on the other hand' 'in contrast', 'as a consequence'.
Confidently construct sentences in a variety of ways to clarify purpose, shape and organise text coherently and contribute to the overall effect on the reader. Use sentence structure to build up detail or express shades of meaning (varying word order, expanding verb phrases.)
Use semi-colons, colons and dashes to mark the boundary between independent clauses.
Use a colon to introduce items in a list. Use semi-colons when separating complicated items in a list.
Begin to use hyphens to avoid ambiguity in writing.
Use a wider range of cohesive devices (repetition of words or phrases, adverbials and ellipsis)
Construct paragraphs to support meaning and purpose
Independently construct and choose the most appropriate layout devices to structure the text effectively and guide the reader.
Identify the audience for/purpose of range of text types.
Draw on their reading and research to enrich their writing.
Use subject specific vocabulary appropriately. Choose vocabulary to reflect shades of meaning. Draw on a wider range of experiences to inform their choice of vocabulary.
Write narrative structure and use vocabulary to create appropriate atmosphere. Use dialogue effectively to create atmosphere and to move the action forward.
Use poetic devices in a range of forms including personification and metaphor.
Write about real event using accurate and appropriate language such as technical and formal language to recount a science experiment, powerful verbs and description to recount an adventure or informal personal language to recount humorous events.
Competently precis longer passages.
Draw on their knowledge and experience of non-fiction in order to produce a wider range of informative writing, independently selecting the most appropriate features of the genre.
Appropriately use higher order conjunctions.
Maintain a clear viewpoint in discussion text
Know how to present a balanced view point or indicate author preference via tone or structure
Proof read for spelling and punctuation errors, consistent tense and meaning, editing as they go along .Edit to improve vocabulary, ensuring that all ideas and materials are expressed coherently. Distinguish between the language of speech and writing and choose the appropriate register.
Critically evaluate their own and others writing indicating changes to spelling, punctuation and grammar
Make clear choices about how to perform their own work

★ Vocabulary, Grammar And Punctuation ★
Apply pluralisation and apostrophes consistently
Use a wide range of prefixes to extend both spoken and written vocabulary
Use suffixes to extend vocabulary (-ant,-ance,-ancy,-ent, -ence, -ency, -tail,-sial,-cial,-cious, -tious, and -fer)
Explain how word are related as synonyms and antonyms.
Use vocabulary typical of informal speech and vocabulary suitable for formal speech/writing.
Use expanded noun phrases to convey complicated information in a sentence.
Use adverbials ( as a consequence of, in contrast to)
Use the passive form to affect the presentation of information in a sentence ( I broke the window/ The window was broken)
Use the perfect form of verbs to mark relationships of time and cause.
Vary tense within a piece of writing
Use a wider range of cohesive devices to link ideas across paragraphs, such as repetition of words and phrases grammatical connections (on the other hand) and ellipsis
Select layout devices appropriate to text type in order to structure the text and guide the reader.
Use capital letters for titles and for effect when writing fact or fiction (to emphasise words or phrases)
Apply commas accurately to separate clauses in sentences.
Accurately use ellipsis to indicate missing information
Use the terms, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet point
Apply Standard and non-Standard English across all text types
Choose varied and ambitious vocabulary considering both purpose and audience.

**Woodcote Primary School**

**Name:** \_\_\_\_\_

