



# Sacred Heart RC Primary School

'Where Every Heart is Sacred'

## Intent

We aim to deliver an engaging and exciting curriculum that helps to develop a love of writing and inspires children to want to write across the whole curriculum. We encourage children to be imaginative and to bring this to their writing. We support children to be articulate and confident communicators who can express themselves both verbally and in writing. We provide children with the essential skills in grammar, spelling, punctuation and composition that will allow them to write confidently beyond their primary years. We aim to develop the acquisition of a rich and varied vocabulary so that the children have a strong vocabulary base which can be utilized in their writing. We support children to express their thoughts and ideas clearly and developing their understanding of how the written word varies based on the genre and purpose of writing. We develop children into writers with a clear understanding of all the aspects of the writing process. We aim to create a culture where children .....

## Implementation

There is an emphasis on using high-quality texts to enthuse and motivate the children in their writing and these are used alongside model texts. Daily lessons have a strong grammatical foundation and children are taught the precise grammatical terminology to discuss authors' work and their own work. There is a clear writing process and lessons are clearly structured to allow children to develop essential knowledge and skills. Effective composition involves forming articulating and communicating ideas and then organizing them coherently for a reader. This requires clarity, awareness of the audience, purpose and context and an increasingly wide knowledge of vocabulary, spelling and grammar. Lessons in KS1 are structured to allow children to discuss and plan ideas before forming written pieces. Children are taught essential knowledge and skills to craft a piece of writing over time in order to build stamina. In KS2, teachers guide children through a clear writing process and children have the opportunity to develop skills, generate ideas, plan, draft edit and publish their writing. Children in KS1 write for a range of purposes and audiences and this is strengthened in KS2. In KS2, writing purposes are repeated across the key stage (writing to entertain, describe, instruct, inform, persuade, discuss and explain) to solidify understanding of text types and enhance skills in grammar, sentence construction and punctuation. There is a strong emphasis on vocabulary development. In KS1, vocabulary is explored through texts and collected for writing purposes. In KS2, children are encouraged to draw upon what they have read when writing and 'magpie' vocabulary from shared texts and as well as experiencing vocabulary collection days with the teaching sequence and discussion of new words within the text. In KS2, children also independently access dictionaries and thesauruses to enhance vocabulary choices. All children are taught how to quality edit their work and publish it. In KS1, children make simple edits and additions to their writing. IN KS2, post-writing children are encouraged to proof-read and edit their work both independently and alongside their peers. Teachers makes it clear that writing has an audience and that the publishing of writing is an important aspect of the writing process with an emphasis on handwriting and presentation.

The teaching of Spelling, Punctuation and Grammar is deeply embedded within English teaching in each class. Children follow the Statutory Programme of Study (Spelling Appendix) for their year group. Classes also complete separate SPaG (Spelling, Punctuation and Grammar) sessions which incorporates a range of spelling and grammar activities (Y2-Y6). A weekly spelling rule is taught in year groups 2-6 and children develop the spelling rule throughout the week. The SPaG session allows children to have further practice of the skills outlined in the English Appendix 2 (vocabulary, grammar and punctuation) document. It also provides children with the opportunity to read and spell the statutory common exception words for each year group. All children complete a weekly spelling test linked to their weekly spelling rule and common exception words. The school follows the 'Nelson Handwriting scheme with formal handwriting lessons beginning Nursery / reception classes and take part in an at least a weekly session throughout the school.

## Impact – How will we know we have achieved our aims?

The children will be engaged and thoughtful in lessons. They will have strong writing skills that will allow them to access the whole curriculum and transition through the key phases confidently. Writing will be high-quality and well-presented in a range of ways. Children's understanding of the writing process will help them to make good progress, with *an increased number of children achieving age-related expectations*. Children's writing assessments over the year will show that many children are achieving the key writing skills for their year group.

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write	<p><b>Pupils should be taught to:</b></p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</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>Develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters.</p>	<p><b>Pupils should be taught to:</b></p> <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p><b>Pupils should be taught to:</b></p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p><b>Pupils should be taught to:</b></p> <p>To use a neat, joined handwriting style with increasing accuracy and speed.</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p><b>Pupils should be taught to:</b></p> <p>To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency</p>	<p><b>Pupils should be taught to:</b></p> <p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p><b>Pupils should be taught to:</b></p> <p>To write legibly, fluently and with increasing speed by:</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>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>

	most of which are correctly formed.						
Writing – Composition - Planning and Drafting	<p><b>Pupils should be taught to:</b></p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <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; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep</p>	<p><b>Pupils should be taught to:</b></p> <p>To say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequence sentences to form short narratives.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p><b>Pupils should be taught to:</b></p> <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events</p> <p>To write simple poetry.</p> <p>Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p><b>Pupils should be taught to:</b></p> <p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p><b>Pupils should be taught to:</b></p> <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>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><b>Pupils should be taught to:</b></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.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p><b>Pupils should be taught to:</b></p> <p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>

<p>familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Read what they have written to check it makes sense.</p> <p>Develop storylines in their pretend play.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p>						
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	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing – Composition – Audience and Purpose	<p><b>Pupils should be taught to:</b></p> <p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p> <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</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>Express their ideas and feelings about their experiences using full</p>	<p><b>Pupils should be taught to:</b></p> <p>Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p><b>Pupils should be taught to:</b></p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>Use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><b>Pupils should be taught to:</b></p> <p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p><b>Pupils should be taught to:</b></p> <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p><b>Pupils should be taught to:</b></p> <p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>Describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p><b>Pupils should be taught to:</b></p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>

	sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.						
<b>Writing – Vocabulary, Grammar and Punctuation</b>	<p><b>Pupils should be taught to:</b></p> <p>Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’</p> <p>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 longer sentences of four to six words</p> <p>Use longer sentences of four to six words</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives</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><b>Pupils should be taught to:</b></p> <p>To use simple sentence structures.</p> <p>To use the joining word (conjunction) ‘and’ to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun ‘I’.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p> <p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p><b>Pupils should be taught to:</b></p> <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p> <p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <p>capital letters, full stops, question marks and exclamation marks; commas to separate lists;</p> <p>apostrophes to mark singular possession and contractions.</p> <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p><b>Pupils should be taught to:</b></p> <p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use ‘a’ or ‘an’ correctly throughout a piece of writing.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p> <p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p><b>Pupils should be taught to:</b></p> <p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’.</p> <p>To use subordinate clauses, extending the range of sentences by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, It.</p> <p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p> <p>To recognise and use the terms determiner, pronoun, possessive pronoun and</p>	<p><b>Pupils should be taught to:</b></p> <p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p> <p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p> <p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p><b>Pupils should be taught to:</b></p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use the passive voice.</p> <p>To use question tags in informal writing.</p> <p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p> <p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points</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 the teacher.</p>				adverbial.		
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Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Pupils should be taught to:</b></p> <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; write 'm' for mummy.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p>	<p><b>Pupils should be taught to:</b></p> <p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>Recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>Recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>Recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and ck' and exceptions;</li> <li>the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);</li> <li>dividing words into syllables (e.g. rabbit, carrot);</li> <li>the /tʃ/ sound is usually spelt as 'tch' and exceptions;</li> <li>the /v/ sound at the</li> </ul>	<p><b>Pupils should be taught to:</b></p> <p>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.</p> <p>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).</p> <p>Apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);</li> <li>the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</li> <li>the /r/ sound spelt 'wr' (e.g. write, written);</li> <li>the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);</li> <li>the /aɪ/ sound spelt -y (e.g. cry, fly, July);</li> <li>adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es</li> </ul>	<p><b>Pupils should be taught to:</b></p> <p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p> <p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</p> <p>To use the first two or three letters of a word to check its</p>	<p><b>Pupils should be taught to:</b></p> <p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>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. attention, injection, action, hesitation, completion).</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)).</p> <p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p><b>Pupils should be taught to</b></p> <p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, decision, collision, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p> <p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</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><b>Pupils should be taught to</b></p> <p>To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</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. practice/practise, licence/licence, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use knowledge of morphology and etymology in spelling</p>



	<p>end of words where the letter 'e' usually needs to be added (e.g. have, live);</p> <ul style="list-style-type: none"> <li>adding -s and -es to words (plural of nouns and the third person singular of verbs);</li> <li>adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);</li> <li>adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);</li> <li>spelling words with the vowel digraphs and trigraphs: <ul style="list-style-type: none"> <li>'ai' and 'oi' (e.g. rain, wait, train, point, soil); 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);</li> <li>a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune);</li> <li>'ar' (e.g. car, park);</li> <li>'ee' (e.g. green, week);</li> <li>'ea' (e.g. sea, dream);</li> <li>'ea' (e.g. meant, bread);</li> <li>'er' stressed sound (e.g. her, person);</li> <li>'er' unstressed schwa sound (e.g. better, under);</li> <li>'ir' (e.g. girl, first, third);</li> </ul> </li> </ul>	<p>(e.g. flies, tries, carries);</p> <ul style="list-style-type: none"> <li>adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</li> <li>adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);</li> <li>adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</li> <li>the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);</li> <li>the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);</li> <li>the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);</li> <li>the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)</li> <li>the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);</li> <li>the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);</li> <li>the /ɜ:/ sound spelt 's' (e.g. television, usual).</li> </ul> <p>To spell more words with contracted forms, e.g.</p>	<p>spelling in a dictionary.</p>			<p>and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
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	<ul style="list-style-type: none"> <li>• 'ur' (e.g. turn, church);</li> <li>• 'oo' (e.g. food, soon);</li> <li>• 'oo' (e.g. book, good);</li> <li>• 'oa' (e.g. road, coach);</li> <li>• 'oe' (e.g. toe, goes);</li> <li>• 'ou' (e.g. loud, sound);</li> <li>• 'ow' (e.g. brown, down);</li> <li>• 'ow' (e.g. own, show);</li> <li>• 'ue' (e.g. true, rescue, Tuesday);</li> <li>• 'ew' (e.g. new, threw);</li> <li>• 'ie' (e.g. lie, dried);</li> <li>• 'ie' (e.g. chief, field);</li> <li>• 'igh' (e.g. bright, right);</li> <li>• 'or' (e.g. short, morning);</li> <li>• 'ore' (e.g. before, shore);</li> <li>• 'aw' (e.g. yawn, crawl);</li> <li>• 'au' (e.g. author, haunt);</li> <li>• 'air' (e.g. hair, chair);</li> <li>• 'ear' (e.g. beard, near, year);</li> <li>• 'ear' (e.g. bear, pear, wear);</li> <li>• 'are' (e.g. bare, dare, scared);</li> <li>• spelling words ending with -y (e.g. funny, party, family);</li> <li>• spelling new consonants 'ph' and 'wh' (e.g. dolphin,</li> </ul>	<p>can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>				
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	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing - Spelling - Common exception words	<p>Pupils should be taught to:</p> <p>To write some irregular common words.</p>	<p>alphabet, wheel, white),</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>using 'k' for the /k/ sound (e.g. sketch, kit, skin)</li> <li>To spell all Y1 common exception words correctly.*</li> <li>To spell simple compound words (e.g. dustbin, football).</li> <li>To spell days of the week correctly.</li> <li>To read words that they have spelt.</li> <li>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those.</li> </ul>	<p>Pupils should be taught to:</p> <p>To spell most Y1 and Y2 common exception words correctly.</p>	<p>Pupils should be taught to:</p> <p>To spell many of the Y3 and Y4 statutory spelling words correctly</p>	<p>Pupils should be taught to:</p> <p>To spell all of the Y3 and Y4 statutory spelling words correctly.</p>	<p>Pupils should be taught to:</p> <p>To spell many of the Y5 and Y6 statutory spelling words correctly.</p>	<p>Pupils should be taught to:</p> <p>To spell all of the Y5 and Y6 statutory spelling words correctly.</p>
	<p>Pupils should be taught to:</p>	<p>Pupils should be taught to:</p> <p>use -s and -es to form regular plurals correctly</p> <p>use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>Pupils should be taught to:</p> <p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>	<p>Pupils should be taught to:</p> <p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>Pupils should be taught to:</p> <p>To spell most words with the prefixes dis-, mis-, in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and</p> <p>bi- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	<p>Pupils should be taught to:</p> <p>To correctly spell most words with the prefixes</p> <p>in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and</p> <p>bi- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	<p>Pupils should be taught to:</p> <p>To convert nouns or adjectives into verbs</p> <p>using the suffix -ate (e.g. activate, motivate communicate).</p> <p>Convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sci	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Explore how things work.</li> <li>• Ask questions to find out more and to check what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways</li> <li>• Use simple equipment to observe closely</li> <li>• Perform simple tests</li> <li>• Identify and classify</li> <li>• Use his/her observations and ideas to suggest answers to questions</li> <li>• Gather and record data to help in answering questions</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum</li> <li>• Use simple equipment to observe closely including changes over time</li> <li>• Perform simple comparative tests</li> <li>• Identify, group and classify</li> <li>• Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns</li> <li>• Gather and record data to help in answering questions including from secondary sources of information</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions and use different types of scientific enquiries to answer them</li> <li>• Set up simple practical enquiries, comparative and fair tests</li> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• Identify differences, similarities or changes related</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions and use different types of scientific enquiries to answer them</li> <li>• Set up simple practical enquiries, comparative and fair tests</li> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• Identify differences, similarities or changes related to</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• Use test results to make predictions to set up further comparative and fair tests</li> <li>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary (Year 6 focus)</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 6 focus)</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 6 focus)</li> <li>• Use test results to make predictions to set up further comparative and fair tests (Year 6 focus)</li> <li>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>• Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over</li> </ul>

				to simple scientific ideas and processes  · Use straightforward scientific evidence to answer questions or to support his/her findings	simple scientific ideas and processes  · Use straightforward scientific evidence to answer questions or to support his/her findings		time), using evidence from a range of sources  · Group and classify things and recognise patterns
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