



Dolphinholme CE Primary School



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Attempt writing independently Write own names correctly Spell simple CVC words Read and spell all Phase 2 HFW Use phonic knowledge to write words in ways that match their spoken sound. 	<ul style="list-style-type: none"> Write clearly demarcated sentences Use 'and' to join ideas Use conjunctions to join sentences e.g. but/so Use standard forms of verbs e.g. go/went 	<ul style="list-style-type: none"> Write different kinds of sentence, statements, questions, exclamations and commands Write using subordinations (when/if/that/because) Correct and consistent use of present/past tense Correct use of verb tenses Use of expanded noun phrases 	<ul style="list-style-type: none"> Use conjunctions to create complex sentences e.g. when, so, before, after, while, because Be able to identify and write complex sentences- understand terminology Start sentences with subordinate clause Use adverbs e.g. then, next soon Use prepositions e.g. before, after, during, in, because of Experiment with adjectives to create impact Correctly use verbs in 1st, 2nd & 3rd person (correct pronoun) Use perfect form of verbs to mark relationships of time and cause To use powerful synonyms and verbs 	<ul style="list-style-type: none"> Vary sentence structure using different openers. Use adjectival phrases e.g. biting cold wind Explore, identify, collect and use noun phrases Appropriate choice of noun or pronoun Know the differences in relative, personal and possessive pronouns and use them in writing Use and understand determiners Correct use of verb tense Subject and verb agreement To use alliteration 	<ul style="list-style-type: none"> Add phrases to make sentences more precise and detailed Begin to adapt sentence structure to text type e.g. formal and informal <ul style="list-style-type: none"> Use pronouns to avoid repetition Start sentences with adverbs and fronted adverbials Start sentences with ed, ing and similes Write sentences by using relative clauses with relative pronouns-who, what, where, that Sentences with relative pronouns omitted Know what modal verbs are and use them effectively Use verb phrases to extend sentences 	<ul style="list-style-type: none"> Use subordinate clauses to write complex sentences Use passive voice where appropriate Use expanded noun phrases to convey complicated information concisely e.g. the fact that it was raining meant the end of sports day Evidence of sentences structure and layout matched to requirements of text type To use active and passive sentences To use the perfect form To use powerful antonyms and synonyms
	<ul style="list-style-type: none"> Have an awareness of capital letters 	<ul style="list-style-type: none"> Evidence of capital letters Full stops Question marks Exclamation marks Capital letters for names and personal pronoun 'I' Plurals- er Suffixes- ing/ed Prefixes- un 	<ul style="list-style-type: none"> Correct and consistent use of capital letters Full stops Question marks Exclamation marks Apostrophe for omission (contractions) Introduction of speech marks Commas in a list Apostrophes for possession 	<ul style="list-style-type: none"> Correct use of speech marks for direct speech Use apostrophes for omission correctly- contractions Use capital letters for abbreviations 	<ul style="list-style-type: none"> Apostrophe for singular and plural possession Commas after fronted adverbial Use commas to mark clauses 	<ul style="list-style-type: none"> Commas to clarify meaning or avoid ambiguity within a sentence Link clauses in sentences using a range of subordinating and coordinating conjunctions Punctuate speech correctly when the speaker is identified at the beginning and end Use apostrophes for singular and plural possession Demarcate parenthesis using brackets, commas and dashes Demarcate complex sentences using commas to clarify meaning 	<ul style="list-style-type: none"> Semicolon, colon, dash to mark boundary between independent clauses Correct punctuation of bullet points Hyphens to avoid ambiguity <ul style="list-style-type: none"> Full range of punctuation matched to requirements of text type To use ellipsis



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	<ul style="list-style-type: none"> Have an awareness of finger spaces 	<ul style="list-style-type: none"> Clearly sequenced sentences Reread and check writing makes sense Discuss writing Read aloud their writing audibly Use finger spaces 	<ul style="list-style-type: none"> Write under headings Develop stamina for writing- positive attitude Using spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> Group ideas into paragraphs around a theme Write under headings and subheadings Use organisational and presentational devices-underlining, bullet points, heads/subheadings, captions, numbers in the margin 	<ul style="list-style-type: none"> Use conjunctions and fronted adverbials to organise writing into paragraphs 	<ul style="list-style-type: none"> Consistently organise into paragraphs when a change in time, place, person, event Paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly Plan and write a variety of text types Writing is coherent and interesting 	<ul style="list-style-type: none"> Wide range of devices to build cohesion within and across paragraphs Use paragraphs to signal change in time, scene, action, mood or person
		<ul style="list-style-type: none"> Orally plan and rehearse ideas Sequence ideas and events in narrative and non-fiction Use familiar plots for structuring the opening, middle and end of stories Orally compose every sentence before writing Compose and sequence sentences to write short narratives/non-fiction Write in different forms with simple text type features 	<ul style="list-style-type: none"> Write for different audiences. Edit and improve own writing Proofread to check for errors Write about real and fictional events Write simple poems based on models Use specific text type features Evaluate writing with adults/peers 	<ul style="list-style-type: none"> Identify, discuss and record ideas for planning using a range of formats Create and develop settings and characters for different text types and audiences Proofread to check for errors in spelling, grammar and punctuation in own and others' writing Improve writing in light of evaluation 	<ul style="list-style-type: none"> Identify, discuss and record ideas for planning using a range of formats Create and develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere and suspense Plan and write an opening paragraph which combines setting and character Proofread to check for errors in spelling, grammar and punctuation in own and others' writing Improve writing in light of evaluation 	<ul style="list-style-type: none"> Identify the audience and purpose and select appropriate language and structures Use similar writing models, note and develop ideas and draw on reading and research Select appropriate structure, vocabulary and grammar Blend action, dialogue and description Use different sentence structures with increasing control Use organisational/presentational devices <ul style="list-style-type: none"> Use devices to build cohesion Edit to ensure consistent and correct use of tense throughout, consistent subject and verb agreement and proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> Show a good awareness of audience/purpose, choose appropriate text-form and type for all writing Select appropriate structure, vocabulary and grammar Draw on similar writing models, reading and research Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact Blend action , dialogue and description to convey character and advance action Deviate narrative from linear/chronological Create hybrid texts



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<p>Handwriting:</p> <ul style="list-style-type: none"> • Effective grip • Write name-correct upper and lower case • Correct letter formation for all lowercase, starting in the correct place and orientated correctly 	<ul style="list-style-type: none"> • Spell words using the 40+ phonemes already taught including making phonetically plausible attempts at more complex words • Divides words in syllables 	<ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these by graphemes, spelling many correctly • Learn new ways of spelling phonemes for one or more spellings already known • Learn to spell common exception words • Add suffixes- ness, er, ment, ful, less, er, est and ly 	<ul style="list-style-type: none"> • Use prefixes- dis, mis, and • Use suffixes- ly, ous • understand how to use them • Spell homophones and near homophones • Spell words containing ou • Spell words ending ure • Spell words with ei, eigh and ey • Identify and spell irregular past tense verbs • Identify and spell irregular plurals • Use the first two letters of a word to check the spelling in a dictionary • Spell words from the Year 3 list <p>Handwriting: Legible, joined handwriting</p>	<ul style="list-style-type: none"> • Use prefixes- in, im, ir, sub, inter, super, anti, auto • Use suffixes- ation, tion, ssion, cian • Investigation what happens to words ending in f when suffixes are added • Spell words containing ch but 'k' sound • Spell words containing ch • Spell words ending with gue/que • Spell words beginning sc • Understand how diminutives are formed using mini/micro etc • Investigate how nouns and adjectives can be made into verbs using suffixes • Use the first two letters of a word to check the spelling in a dictionary • Spell words from the Year 4 list <p>Handwriting: Legible, joined handwriting of consistent quality</p>	<ul style="list-style-type: none"> • Investigate verb prefixes- dis, re, pre, mis, over • Spell words ending in ant, ance, ancy, ent, ence, ency • Spell words with ible, able • Spell words with ably, ibly • Spell words with the l sound, ei after c • Spell words containing ough • Spell suffixes- al, ary, ic • Spell suffixes ate, ise, ify to convert nouns and adjectives into verbs • Spell words with silent letters • To spell unstressed vowels in polysyllabic words • Develop self-checking and proofreading strategies • Spell words they have not been taught by applying their understanding • Use the first 3/4 letters of a word to check spelling/meaning in a dictionary • Use a thesaurus • Spell words from the Year 5 list <p>Handwriting: Legible and fluent style</p>	<ul style="list-style-type: none"> • Spell endings cious, tious • Spell endings ial • Add suffixes beginning with vowels to words ending in fer • Use hyphen correctly • Use prefixes- bi, tele, trans, circum • Distinguish between homophones and other words that are confused • Identify root words, derivations and spelling patterns to support spelling • Develop self-checking and proofreading strategies including using a dictionary/thesaurus • Spell words from Year 6 list <p>Handwriting: Legible, fluent and personal style</p>
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