Progression ladder Writing English Martyrs

	EYFS	Year 1	Year 2	Lower KS2	Upper KS2

Progression ladder Writing English Martyrs

National Curriculum & Early Years Framework
 	
See separate progression ladder
	Write recognisable letters, most of which are correctly formed
	
	Spell words by identifying sounds in them and representing the sounds with a letter or letters
	
	Write simple phrases and sentences that can be read by others.
		• spell:
		• words containing each of the 40+ phonemes already taught
		• common exception words
		• the days of the week
		  • name the letters of the alphabet:
		• naming the letters of the alphabet in order
		• using letter names to distinguish between alternative spellings of the same sound
		  • add prefixes and suffixes:
		• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
		• using the prefix un–
		• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
		  • apply simple spelling rules and guidance
		  • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
		  • sit correctly at a table, holding a pencil comfortably and correctly
		  • begin to form lower-case letters in the correct direction,
			• Spell by:
			• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
			• learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
			• learning to spell common exception words
			• learning to spell more words with contracted forms
			• learning the possessive apostrophe (singular) [for example, the girl's book]
			• distinguishing between homophones and near-homophones
			  • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
			  • apply spelling rules and guidance
			  • write from memory simple sentences dictated by the teacher that
				• use further prefixes and suffixes and understand how to add them
				• spell further homophones
				• spell words that are often misspelt
				• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
				• use the first 2 or 3 letters of a word to check its spelling in a dictionary
				• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
				• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
				• increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
				• plan their writing by:
				  • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
				  • discussing and recording ideas
				• draft and write by:
				  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
				  • organising paragraphs around a theme
				  • in narratives, creating settings, characters and plot
				  • in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
				• evaluate and edit by:
					• use further prefixes and suffixes and understand the guidance for adding them
					• spell some words with 'silent' letters [for example, knight, psalm, solemn]
					• continue to distinguish between homophones and other words which are often confused
					• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
					• use dictionaries to check the spelling and meaning of words
					• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
					• use a thesaurus
					• write legibly, fluently and with increasing speed by:
					• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
					• choosing the writing implement that is best suited for a task
					• 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
					  • noting and developing initial ideas, drawing on reading and research where necessary
					  • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
					• draft and write by:
					  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
					  • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
					  • précising longer passages
					  • using a wide range of devices to build cohesion within and across paragraphs
					  • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
					• evaluate and edit by:

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		starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher • leaving spaces between words • joining words and joining clauses using 'and' • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	include words using the GPCs, common exception words and punctuation taught so far • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters • develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in • indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading	• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • learning the grammar for years 5 and 6 • indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading

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		• use the grammatical terminology in English in discussing their writing •	• consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to		

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			make the meaning clear • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently, including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • use and understand the grammatical terminology in discussing their writing		

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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6

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Planning, Drafting, Evaluating, Editing and Proof Reading	Orally compose a simple sentence or phrase out loud before attempting to write	Plan simple sentences by saying out loud what the writing will be about Orally compose a sentence before writing it and recognise sentence boundaries Write down some key words or ideas, including some new vocabulary drawn from listening to books Write short narratives ensuring that many sentences are sequenced accurately. Begin to link ideas or events by subject or pronoun (e.g. My dog is big. He has a long tail… I cut the bread. I put it in a bag.) Check written work makes sense through rereading with other pupils and the teacher Read work aloud clearly **WORKING DEEPER** Purpose of the writing is clear Writing is mostly correctly sequenced with greater control of pronouns to link ideas or events (e.g. I/my/he) Noun phrases give description and detail Some simple description is used (e.g. the big dog)	Develop a positive attitude and stamina for writing Plan, draft and orally rehearse writing using key words and new vocabulary Write meaningful narratives selecting appropriate vocabulary, phrases and sentences that begin to show an awareness of the reader Use conjunctions and pronouns to extend and link sentences (She picked the flower and she gave the flower to her mum.) Re-read writing to check for meaning and tense form Evaluate effective use of word choice, grammar and punctuation in writing. (some prompting may be required, including discussion with the teacher) Make appropriate additions, revisions and corrections when proofreading and editing (some prompting may be required, including discussion with the teacher) Read work aloud with appropriate intonation	Plan using features of the given form Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader Start to use a varied and rich vocabulary and an increasing range of sentence structures Create setting, characters and plot in narrative writing including a full sequence of events, dilemma/conflict and resolution Create setting, characters and plot in narrative writing including consistent use of 1st or 3rd person Create setting, characters and plot in narrative writing including some dialogue to show relationship between two characters Re-read writing to check for meaning and tense form Begin to evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements Proofread for spelling and punctuation errors **WORKING DEEPER** Greater awareness of the reader, including good	Plan using features of the given form Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to engage and interest the reader Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures Create setting, characters and plot in narrative writing including: Using details to build character descriptions and evoke a response Create setting, characters and plot in narrative writing including: Developing settings using adjectives and figurative language to evoke time, place and mood Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation Make appropriate additions, revisions and corrections when proofreading and editing **WORKING DEEPER** Greater awareness of the reader, including good control of varied and rich vocabulary Evaluate and edit confidently the effectiveness of word choice, grammar and punctuation in writing	Plan writing by identifying the audience and purpose of the writing Select the appropriate form for writing Demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use dialogue imaginatively to entertain and engage the listener/reader Adapt sentence length and vocabulary to change and enhance meaning Develop setting, characters and plot in narrative writing: Use different ways to open the story Develop setting, characters and plot in narrative writing: Add scenes, character, dialogue to a familiar story Develop setting, characters and plot in narrative writing: Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story Evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors	Plan writing by identifying the audience and purpose of the writing Develop setting, characters and plot in narrative writing: Use dialogue to advance the action and/or reveal new information Develop setting, characters and plot in narrative writing: Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel Develop setting, characters and plot in narrative writing: Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others Make appropriate choices of grammar and vocabulary to clarify and enhance meaning Use a dictionary and thesaurus to check word meaning and appropriateness

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			WORKING DEEPER A level of formality appropriate to the purpose of the writing is evident, e.g. mirroring the language used in traditional tales, appropriate vocabulary and structure for a letter of apology Begin to evaluate and edit word choice, grammar and punctuation in writing with some independence	control of varied and rich vocabulary Greater independence when evaluating and editing the effectiveness of word choice, grammar and punctuation in writing		**WORKING DEEPER** Greater awareness of the audience through a variety of techniques to engage and entertain Evaluate and edit writing independently, including independent editing of spelling	Summarise longer passages to clarify and enhance meaning Evaluate writing and edit to make appropriate changes to grammar, vocabulary and punctuation including use of tense, subject - verb agreement and register, to enhance effects and clarify meaning Proofread for spelling and punctuation errors **WORKING DEEPER** Audience and purpose are adapted and enhanced by the distinctive and independent voice of the writer Evaluate and edit writing independently showing an awareness of the audience in editing choices made

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Composition – Applying Grammar, Vocabulary and Punctuation	Write simple phrases and sentences that can be read by others.	Combine words to make single clause sentence Use and to join words and clauses Use capital letters for names of people, places and days of the week and the personal pronoun 'I' Use some full stops and capital letters Use some question marks Use some exclamation marks **WORKING DEEPER** coordination is used effectively to link two pieces of information (and) Beginning to develop a greater range of conjunctions (e.g. because, when, but) Full stops, capital letters, exclamation marks and question marks are used with greater control	Use coordination (and, or, but) to write compound sentences Some use of subordination (when, if, that, because) to write complex sentences Use adjectives and adverbs to describe and specify some expanded noun phrases to add description and detail, e.g. yellowish fur with the black spots, the deep dark wood Use adjectives and adverbs to describe and specify some use of -ly to turn adjectives into adverbs (slow – slowly) Write statements, questions, exclamations and commands appropriately e.g. Grandma has big teeth. (S) Does Grandma have big teeth? (Q) What big teeth you have, Grandma! (E) Stop looking at Grandma's big teeth. (C) Most sentences demarcated accurately with full stops and capital letters (including for proper nouns) Some use of exclamation marks for effect (Stop!) Some use of question marks	Consistent use of a variety of sentences with different structures and functions Simple, compound and complex sentences using a variety of conjunctions (when, before, after, while, so, because) Statements, questions, exclamations and commands to create an appropriate effect Adverbs to express time, place and cause (then, next, soon, therefore, finally) Prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of him) Expanded noun phrases to add and description and detail Use full stops and capital letters mostly accurately (including for proper nouns) Use exclamation marks and question marks mostly accurately Use commas to separate items in lists mostly accurately Mostly accurate use of apostrophes for contracted forms e.g. don't Some apostrophes for possession with singular	Writing demonstrates appropriate use of: nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. park the car beside the fence, look at the boat with the blue sail) Writing demonstrates appropriate use of: Fronted adverbials to vary sentence structure (later that day, I heard the bad news) Writing demonstrates appropriate use of: Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was) Writing demonstrates appropriate use of: The grammatical difference between plural and possessive s Some use of determiners to give more detail about nouns (e.g. the, a, his, this, my, her, some) Variety of verb forms used correctly and consistently (past and present tense, progressive and present perfect) Punctuation at Y3 standard is used correctly: Full stops and capital letters (including for proper nouns), exclamation marks, question marks, commas to separate items in lists, apostrophes for contracted forms (e.g. don't) Mostly accurate use of apostrophes for possession with singular nouns (e.g. the dog's tail, John's hat)	Writing demonstrates appropriate use of: Some evidence of noun phrases conveying complicated information with greater precision including some repetition of noun phrases for specification (Some brave people have climbed mountains – the first two people were…; Just hear me out – all your children and all the children in town will love it!) Writing demonstrates appropriate use of: Relative clauses beginning with who, which, where, when, whose or that to add detail or description (the house, which stood on the corner of the street, was derelict) Writing demonstrates appropriate use of: Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was) Writing demonstrates appropriate use of: Adverbs to indicate degrees of possibility (perhaps, surely, certainly, definitely, maybe, possibly, clearly, obviously, probably) Modal verbs to indicate degrees of possibility (might, should, will, must) Punctuation at Y4 standard is used correctly: Full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials,	Writing demonstrates appropriate use of: Expanded noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail including some repetition of noun phrases e.g. a glimpse of a lady's ankle; Just hear me out – all your children and all the children in town will love it! (NP); I was obviously talking about the play (A); because of the curved walls (PP) Writing demonstrates appropriate use of: Relative clauses using a wide range of relative pronouns (who, which, where, when, whose, that) or an omitted pronoun to clarify and explain relationships between ideas e.g. The house, which stood on the corner of the street, was derelict; The only communication (that) we were allowed to use was eye contact Writing demonstrates appropriate use of: Varied verb forms

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			Some use of commas to separate items in lists (this will include within noun phrases e.g. the old, dusty truck) Some apostrophes for simple contracted forms e.g. don't Begin to use apostrophes singular possession in nouns, e.g. the dog's tail, John's hat always correctly Use past and present tense mostly correctly throughout writing Some use of verbs to mark actions in progress, e.g. She is drumming **WORKING DEEPER** Greater awareness of the reader, including more controlled use of the noun phrase and adverbs The full range of punctuation is used mostly correctly including apostrophes for singular possession in nouns Accurate use of past and present tense Subordination (when, if, that, because) and coordination (and, or, but) are well managed and used effectively to extend and link sentences	nouns, e.g. the dog's tail, John's hat Some use of inverted commas to punctuate direct speech Use past and present tense appropriately and consistently throughout writing Confidently use the progressive form of verbs and demonstrate some use of the present perfect form of verbs: She is drumming, He has gone out to play, contrasted with, He went out to play **WORKING DEEPER** Variety of verb forms used with confidence Greater variety in sentence structures The full range of punctuation taught so far is used accurately: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and singular noun possession, inverted commas for speech	A range of punctuation is used, mostly accurately including: Commas after fronted adverbials A range of punctuation is used, mostly accurately including: Use of inverted commas and other punctuation to indicate direct speech (e.g. comma after the reporting clause, end punctuation within inverted commas, capital letters, some accurate use of new line for new speaker) A range of punctuation is used, mostly accurately including: Possessive apostrophes for plural nouns (e.g. girls', boys', babies') **WORKING DEEPER** The full range of punctuation taught so far is used accurately including apostrophes for singular possession, inverted commas for speech, commas after fronted adverbials and growing accuracy of apostrophes for plural possession	inverted commas and other speech punctuation, apostrophes for contraction and apostrophes for singular possession Mostly accurate use of apostrophes for plural possession Writing demonstrates appropriate use of: Brackets, dashes and commas to indicate parenthesis Writing demonstrates appropriate use of: Commas to clarify meaning or avoid ambiguity **WORKING DEEPER** Sentence types and verb forms are manipulated to engage the reader Punctuation taught in year 5 is used with greater accuracy	used effectively in all written work: progressive, simple past, present, future and perfect form e.g. I have written it down so that we can check what he said. (present perfect) Writing demonstrates appropriate use of: Vocabulary and grammatical choices to suit both formal and informal situations (e.g. the use of question tags: "He's your friend isn't he?" Or the use of subjunctive forms such as "If I were you") Mostly appropriate use of: Modal verbs and adverbs to indicate degrees of possibility, probability and certainty, e.g. Their performance will be cursed; They could clearly see inside; Should I risk it?; We won't, but you might; Maybe you could do that Mostly appropriate use of: The passive voice to affect the presentation of information e.g. They were nowhere to be seen; It was planted in squelching mud

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			Begin to evaluate and edit word choice, grammar and punctuation in writing with some independence				A range of punctuation is used, mostly accurately, including: brackets or commas to indicate parenthesis A range of punctuation is used, mostly accurately, including: commas to clarify meaning or avoid ambiguity A range of punctuation is used, mostly accurately, including: Inverted commas Some accurate use of: colons to introduce lists and semi-colons to separate items within lists Some accurate use of: Colons and semi-colons to mark the boundary between independent clauses e.g. It's raining; I'm fed up Some accurate use of: Dashes to indicate parenthesis Some accurate use of: hyphens to avoid ambiguity Consistent punctuation of bullet points

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							WORKING DEEPER An ability to manage shifts in levels of formality by manipulating grammatical structures and by selecting vocabulary precisely Accurate selection of varied verbs forms for meaning and effect The full range of punctuation taught at KS2 is used accurately, including colons and semi-colons to mark the boundary between independent clauses mostly correctly

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Composition – Structure and Organising				Sequence ideas or events maintaining writing form, e.g. bullet points for instructions, headings for an information text Demonstrate some awareness of purpose through selection of relevant content Group related ideas in paragraphs. In narrative, write an opening paragraph and further paragraphs for each stage Sequence ideas or events and use adverbs and prepositions **WORKING DEEPER** Paragraphs are used with greater control in both narrative and non-fiction	Use paragraphs to organise information and ideas around a theme Use paragraphs to organise and sequence more extended narrative structures Use different ways, including fronted adverbials, to introduce or connect paragraphs (e.g. Sometime later/Inside the castle/Suddenly) Use simple organisational devices, including headings and sub-headings to aid presentation Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (e.g. Allison picked up the flower. She gave it to her mum.) **WORKING DEEPER** Paragraphs are used with control in both narrative and non-fiction, demonstrating a wider range of fronted adverbials	Use paragraphs to organise more complex information and narrative (in narrative, split into several paragraphs relating to story structure.) Use a wide range of devices to build cohesion within a paragraph (then, after that, this, firstly…) Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial phrases (time, place and number) and tense choices (He had seen her before.)	Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth Use a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials and ellipsis) Precise longer passages appropriately Use a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader Use appropriate choice of tense to support whole text cohesion and coherence

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Transcription – Spelling and Handwriting	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters;	Write from memory simple dictated sentences Make phonically-plausible attempts to spell words that have not yet been learnt Some words containing previously taught phonemes are spelt accurately Some common exception words are spelt accurately Days of the week are spelt accurately Some accurate use of adding -s and -es for nouns and verbs (cats, foxes, runs, catches) Some accurate use of -ing, -ed, -er, -est where no change is needed to the root word Some accurate use of the prefix 'un-' (e.g. untie, unhappy) Leave spaces between words Some lower case letters are accurately formed, starting and finishing in the correct place Many capital letters are mostly accurately formed Digits 0-9 are mostly accurately formed Holds a pencil comfortably and correctly	Write from memory simple dictated sentences Make phonically-plausible attempts to spell words, spelling many correctly Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. to, too, two/there, they're, their/floated/many/coat) Many common exception words are spelt accurately (refer to spelling appendix and phonics programme used in school, e.g. Letters and Sounds) Some words with contracted forms are spelt correctly e.g. don't, can't, I'll, didn't, I'm, it's Some accurate use of the suffixes: -ing, -ed, -er, -est, -y where change is needed to the root word (nicer, nicest, shiny, running, dropped) Some accurate use of longer words formed by the addition of suffixes (-ment, -ness, -ful, -less, -ly)	Use joined writing throughout their independent writing with greater consistency using diagonal and horizontal strokes Most common exception words are spelt accurately Write from memory simple dictated sentences - apply punctuation taught so far with some accurate spelling of words from Y3/4 word list Some words from the year 3 and 4 word list are spelt accurately Some accurate use of suffixes and prefixes from the year 3 /4 spelling appendix (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-) A/an used accurately, e.g. a rock, an open book Begin to use dictionaries (the first 2 or 3 letters of a word) **WORKING DEEPER** Suffixes and prefixes are used mostly accurately (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-) Accurate spelling of common exception words	Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency Write from memory sentences, dictated by the teacher, that include words and punctuation included in the Y3/4 word list Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices (refer to spelling appendix for Years 3 and 4) Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-) The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3/4 are mostly accurate Mostly accurate spelling of words from the year 3 /4 wordlist Use dictionaries efficiently **WORKING DEEPER** Use suffixes and prefixes accurately (refer to year 3/4 spelling appendix)	To know the full range of spelling rules and patterns, as listed in Appendix 1 for Years 3/4 To know some rules and patterns from appendix 1 for years 5/6 are accurately applied, including: accurate spelling of some suffixes from appendix 1, years 5/6 (e.g. -cial, -tial, -ant, -ance/-ancy, -ation, -ent, -ence/-ency, -fer) To know some rules and patterns from appendix 1 for years 5/6 are accurately applied, including: accurate spelling of some common homophones and other words which are often confused To know some rules and patterns for years 5/6 are accurately applied, including: accurate spelling of words that are often misspelt, including most words from the year 3/4 wordlist and some from the year 5/6 word list Write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum Handwriting is usually legible and fluent when writing at an increased speed, including appropriate choice of letter shape and whether or not to join letters (depending on personal style)	The full range of spelling rules and patterns, as listed for Years 5/6, are mostly accurately applied, including: Accurate spelling of most prefixes and suffixes The full range of spelling rules and patterns, for Years 5/6, are mostly accurately applied, including: Accurate spelling of most words with silent letters The full range of spelling rules and patterns, for Years 5/6, are mostly accurately applied, including: Accurate spelling of most homophones and other words which are often confused The full range of spelling rules and patterns, for Years 5/6, are mostly accurately applied, including: Accurate spelling of most words that need to be specifically learnt Write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum

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		WORKING DEEPER Mostly accurate formation of lower case letters, starting and finishing in the correct place Mostly accurate use of the prefix un- when required Mostly accurate use of suffixes (-s, -es, -er, -est, -ing, -ed) where no change is needed to the root of the word Growing accuracy when spelling words using taught phonemes Growing accuracy when spelling common exception words previously taught (refer to Letters & Sounds 100 high-frequency words)	Some accurate use of adding -es to nouns and verbs ending in -y (flies, tries, babies, carries) Start joining letters and understand which letters are best left un joined Write capital letters, lower case letters and digits with correct size and orientation. Use spacing between words that reflects the size of the letters **WORKING DEEPER** Spell most common exception words correctly Spell most words with contracted forms Add suffixes to spell most words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly Use the diagonal and horizontal strokes needed to join letters in most writing			**WORKING DEEPER** Greater accuracy of spelling taught in year 5	Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement