Writing Curriculum Milestones

Year		
1	Composition	Write sentences by:
Year 1	Composition	Saying out loud what they are going to write about
Year 1	Composition	Composing a sentence orally before writing it
Year 1	Composition	Sequencing sentences to form short narratives
Year 1	Composition	Re-reading what they have written to check that it makes sense
Year 1	Composition	Discuss what they have written with the teacher or other pupils
Year 1	Composition	Read their writing aloud clearly enough to be heard by their peers and the teacher
Year 1	Handwriting	Sit correctly at a table holding a pencil comfortably and correctly
Year 1	Handwriting	Begins to form lower-case letters in the correct direction starting and finishing in the right place
Year 1	Handwriting	Form capital letters
Year 1	Handwriting	Form digits 0-9
Year 1	Handwriting	Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these
Year 1	Transcriptio n - Spelling	Spell:
Year 1	Transcriptio n - Spelling	Common exception words
Year 1	Transcriptio n - Spelling	Spell the days of the week
Year 1	Transcriptio n - Spelling	Spells words containing each of the 40+ phonemes already taught
Year 1	Transcriptio n - Spelling	Name the letters of the alphabet:
Year 1	Transcriptio n - Spelling	Using letter names to distinguish between alternative spellings of the same sound
Year 1	Transcriptio n - Spelling	Names the letters of the alphabet in order
Year 1	Transcriptio n - Spelling	Add prefixes and suffixes:
Year 1	Transcriptio n - Spelling	Using the spelling rule for adding —s or —es as the plural marker for nouns and the third person singular marker for verbs
Year 1	Transcriptio n - Spelling	Using the prefix un-
Year 1	Transcriptio n - Spelling	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]

		A such a stand and the such as a standard to the
Var	Tuene substit	Apply simple spelling rules and guidance as listed in [[English
Year	Transcriptio	appendix 1
1	n - Spelling	https://www.gov.uk/government/uploads/system/uploads/attachmen
		t_data/file/239784/English_Appendix_1Spelling.pdf]]
Year	Transcriptio	Writes from memory simple sentences dictated by the teacher that
1	n - Spelling	include words using the GPCs and common exception words taught
	-1 5	so far
	Vocabulary	Develop their understanding of the concepts set out in [[English
Year	grammar	appendix 2
1	and	https://www.gov.uk/government/uploads/system/uploads/attachmen
	punctuation	t_data/file/335190/English_Appendix_2
	Vecebulary	Vocabulary_grammar_and_punctuation.pdf]] by:
Voor	Vocabulary	
Year 1	grammar and	Leaving spaces between words
T		
	punctuation Vocabulary	
Year	grammar	
1	and	Joining words and joining clauses using `and'
1	punctuation	
	Vocabulary	
Year	grammar	demarcating most sentences with capital letters ad full stops and with
1	and	some use of ? and ! (greater depth would be using a wider range of
-	punctuation	punctuation than this.
	Vocabulary	
Year	grammar	Using a capital letter for names of people places the days of the
1	and	week and the personal pronoun 'i'
	punctuation	
	Vocabulary	Learning the grammar for year 1 in [[English appendix 2
Year	grammar	https://www.gov.uk/government/uploads/system/uploads/attachmen
1	and	t_data/file/335190/English_Appendix_2
	punctuation	Vocabulary_grammar_and_punctuation.pdf]]
	Vocabulary	Use the grammatical terminology in [[English appendix 2
Year	grammar	https://www.gov.uk/government/uploads/system/uploads/attachmen
1	and	t_data/file/335190/English_Appendix_2
	punctuation	_Vocabulary_grammar_and_punctuation.pdf]] in discussing their
Mara		writing
Year	Composition	Develop positive attitudes towards and stamina for writing by:
2		
Year 2	Composition	Writing narratives about personal experiences and those of others
Z Year		(real and fictional)
2	Composition	Writing about real events
Year		
2	Composition	Writing poetry
Year	.	Develops positive attitudes towards and stamina for writing by
	Composition	
	C	
2	Composition	Consider what they are going to write before beginning by:
	•	
Year	Composition	Planning what they are going to write about
2 Year 2	Composition Composition	Consider what they are going to write before beginning by:

Composition	Writing down ideas and/or key words including new vocabulary
Composition	Makes simple additions revisions and corrections to their own writing by:
Composition	Evaluating their writing with the teacher and other pupils
Composition	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
Composition	Proofreading to check for errors in spelling grammar and punctuation
Composition	Segmenting spoken words into phonemes and representing these by graphemes spelling many correctly
Composition	Learning new ways of spelling phonemes for which one or more spellings are already known; and learn some words with each spelling including a few common homophones.
Composition	Read aloud what they have written with appropriate intonation to make the meaning clear
Handwriting	Form lower-case letters of the correct size relative to one another
Handwriting	Demonstrate consistent joins in their wiriting
Handwriting	Writes capital letters and digits of the correct size orientation and relationship to one another and to lower-case letters
Handwriting	Use spacing between words that reflects the size of the letters
Transcriptio n - Spelling	spell by:
Transcriptio n - Spelling	Segmenting spoken words into phonemes and representing these by graphemes spelling many correctly
Transcriptio n - Spelling	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
Transcriptio n - Spelling	Learning to spell common exception words
Transcriptio n - Spelling	Learning to spell more words with contracted forms
Transcriptio	Learning the possessive apostrophe (singular) [for example the girl's book]
Transcriptio	Distinguishing between homophones and near-homophones
Transcriptio	Add suffixes to spell longer words including –ment –ness –ful –less –ly
Transcriptio n - Spelling	Apply spelling rules and guidance as listed in [[English appendix 1 https://www.gov.uk/government/uploads/system/uploads/attachmen t_data/file/239784/English_Appendix_1Spelling.pdf]]
Transcriptio n - Spelling	Write from memory simple sentences dictated by the teacher that include words using the GPCs common exception words and punctuation taught so far
Vocabulary grammar	Develop their understanding of the concepts set out in [[English appendix 2
	Composition Composition Composition Composition Composition Composition Composition Composition Handwriting Handwriting Handwriting Handwriting Transcriptio n - Spelling Transcriptio n - Spelling

	and punctuation	https://www.gov.uk/government/uploads/system/uploads/attachmen t_data/file/335190/English_Appendix_2
	punctuation	_Vocabulary_grammar_and_punctuation.pdf]] by:
		Learning how to use both familiar and new punctuation correctly -
		see [[English appendix 2
	Vocabulary	https://www.gov.uk/government/uploads/system/uploads/attachmen
Year	grammar	t_data/file/335190/English_Appendix_2
2	and	
	punctuation	capital letters exclamation marks question marks commas for lists
		and apostrophes for contracted forms and the possessive (singular)
	Vocabulary	
Year	grammar	Uses capital letters full stops question marks and exclamation marks
2	and	to demarcate sentences
	punctuation	
	Vocabulary	
Year	grammar	Lleo commos to conserva itares in a list
2	and	Use commas to separate items in a list
	punctuation	
	Vocabulary	
Year	grammar	Learn how to use:
2	and	Learn now to use.
	punctuation	
	Vocabulary	
Year	grammar	Sentences with different forms: statement question exclamation
2	and	command
	punctuation	
	Vocabulary	
Year	grammar	Expanded noun phrases to describe and specify [for example the
2	and	blue butterfly]
	punctuation	
N/	Vocabulary	
Year	grammar	The present and past tenses correctly and consistently including the
2	and	progressive form
	punctuation	The growmer for year 2 is [[English array div 2
Voor	Vocabulary	The grammar for year 2 in [[English appendix 2
Year 2	grammar and	https://www.gov.uk/government/uploads/system/uploads/attachmen
2	punctuation	t_data/file/335190/English_Appendix_2 _Vocabulary_grammar_and_punctuation.pdf]]
	Vocabulary	
Year	grammar	
2	and	Some features of written standard english
	punctuation	
	Vocabulary	
Year	grammar	Uses the correct choice and consistent use of present tense and past
2	and	tense throughout a written piece
-	punctuation	
	Vocabulary	
Year	grammar	Constructs subordination (using when if that because) and co-
2	and	ordination (using or and but)
	punctuation	
Year	Vocabulary	Uses the suffixes –er –est in adjectives and –ly to turn adjectives
2	grammar	into adverbs
_		

	and	
	punctuation	Use and understand the grammatical terminology in [[English
Year 2	Vocabulary grammar and punctuation	appendix 2 https://www.gov.uk/government/uploads/system/uploads/attachmen t_data/file/335190/English_Appendix_2 _Vocabulary_grammar_and_punctuation.pdf]] in discussing their writing
Year 3	Composition	Plan their writing by:
Year 3	Composition	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar
Year 3	Composition	Discussing and recording ideas
Year 3	Composition	Draft and write by:
Year 3	Composition	Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures [[English appendix 2 https://www.gov.uk/government/uploads/system/uploads/attachmen t_data/file/335190/English_Appendix_2 Vocabulary_grammar_and_punctuation.pdf]]
Year 3	Composition	In non-narrative material using simple organisational devices [for example headings and sub-headings]
Year 3	Composition	Organises paragraphs around a theme
Year 3	Composition	In narratives creates settings characters and plot
Year 3	Composition	Uses headings and sub-headings to aid presentation
Year 3	Composition	Evaluate and edit by:
Year 3	Composition	Assessing the effectiveness of their own and others' writing and suggesting improvements
Year 3	Composition	Proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences
Year 3	Composition	Proof-reads for spelling and punctuation errors
Year 3	Composition	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
Year 3	Handwriting	Use a consistently legible joined script
Year 3	Handwriting	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]
Year 3	Transcriptio n - Spelling	Use further prefixes and suffixes and understand how to add them - see [[English appendix 1

		https://www.gov.uk/government/uploads/system/uploads/attachmen t_data/file/239784/English_Appendix_1Spelling.pdf]]
Year 3	Transcriptio n - Spelling	Spell further homophones
Year 3	Transcriptio n - Spelling	Spell words that are often misspelt - see [[English appendix 1 https://www.gov.uk/government/uploads/system/uploads/attachmen t_data/file/239784/English_Appendix_1Spelling.pdf]]
Year 3	Transcriptio n - Spelling	Place the possessive apostrophe accurately in words with regular plurals [for example girls' boys'] and in words with irregular plurals [for example children's]
Year 3	Transcriptio n - Spelling	Use the first 2 or 3 letters of a word to check its spelling in a dictionary
Year 3	Transcriptio n - Spelling	Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far
Year 3	Vocabulary grammar and punctuation	Develop their understanding of the concepts set out in [[English appendix 2 https://www.gov.uk/government/uploads/system/uploads/attachmen t_data/file/335190/English_Appendix_2 _Vocabulary_grammar_and_punctuation.pdf]] by:
Year 3	Vocabulary grammar and punctuation	Extending the range of sentences with more than one clause by using a wider range of conjunctions including: when if because although
Year 3	Vocabulary grammar and punctuation	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Year 3	Vocabulary grammar and punctuation	Using conjunctions adverbs and prepositions to express time and cause
Year 3	Vocabulary grammar and punctuation	Using fronted adverbials
Year 3	Vocabulary grammar and punctuation	Learning appropriate sections of the grammar for years 3 and 4 in [[English appendix 2 https://www.gov.uk/government/uploads/system/uploads/attachmen t_data/file/335190/English_Appendix_2 _Vocabulary_grammar_and_punctuation.pdf]]
Year 3	Vocabulary grammar and punctuation	Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'
Year 3	Vocabulary grammar and punctuation	Expresses time place and cause using conjunctions
Year 3	Vocabulary grammar	Indicate grammatical and other features by:

	and	
	and punctuation	
	Vocabulary	
Year	grammar	
3	and	Using commas after fronted adverbials
5	punctuation	
-	Vocabulary	
Year	grammar	Indicating possession by using the possessive apostrophe with plural
3	and	nouns
	punctuation	
	Vocabulary	
Year	grammar	Using and beginning to punctuate direct speech
3	and	Using and beginning to punctuate direct speech
	punctuation	
	Vocabulary	
Year	grammar	Introduces inverted commas to punctuate direct speech
3	and	Indoddees inverted commus to punctade direct speech
	punctuation	
	Vocabulary	
Year	grammar	Uses the forms 'a' or 'an' according to whether the next word begins
3	and	with a consonant or a vowel eg a rock an open box
	punctuation	Lies and understand the grammatical terminals as in [[[] adiab
	Vacabulary	Use and understand the grammatical terminology in [[English appendix 2
Year	Vocabulary grammar	https://www.gov.uk/government/uploads/system/uploads/attachmen
3	and	t_data/file/335190/English_Appendix_2
	punctuation	_Vocabulary_grammar_and_punctuation.pdf]] accurately and
	punctuation	appropriately when discussing their writing and reading
Year	Composition	
4	Composition	Plan their writing by:
Year		Discussing writing similar to that which they are planning to write in
4	Composition	order to understand and learn from its structure vocabulary and
		grammar
Year	Composition	Discussing and recording ideas
4		
Year 4	Composition	Draft and write by:
		Composing and rehearsing sentences orally (including dialogue)
		progressively building a varied and rich vocabulary and an increasing
Year	Composition	range of sentence structures [[English appendix 2
4	composition	https://www.gov.uk/government/uploads/system/uploads/attachmen
		t_data/file/335190/English_Appendix_2
		Vocabulary_grammar_and_punctuation.pdf]]
Year 4	Composition	In non-narrative material using simple organisational devices [for
Year		example headings and sub-headings]
4	Composition	Organises paragraphs around a theme
Year	Composition	In narratives creates settings characters and plot
4	Composition	In narratives creates settings characters and plot
Year	Composition	Evaluate and edit by:
4		,

Year 4	Composition	Assessing the effectiveness of their own and others' writing and
Year 4	Composition	suggesting improvements Proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences
Year 4	Composition	Proof-reads for spelling and punctuation errors
Year 4	Composition	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
Year 4	Handwriting	Use a consistently fluent joined script
Year 4	Handwriting	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]
Year 4	Transcriptio n - Spelling	Use further prefixes and suffixes and understand how to add them - see [[English appendix 1 https://www.gov.uk/government/uploads/system/uploads/attachmen t_data/file/239784/English_Appendix_1Spelling.pdf]]
Year 4	Transcriptio n - Spelling	Spell further homophones
Year 4	Transcriptio n - Spelling	Spell words that are often misspelt - see [[English appendix 1 https://www.gov.uk/government/uploads/system/uploads/attachmen t_data/file/239784/English_Appendix_1Spelling.pdf]]
Year 4	Transcriptio n - Spelling	Place the possessive apostrophe accurately in words with regular plurals [for example girls' boys'] and in words with irregular plurals [for example children's]
Year 4	Transcriptio n - Spelling	Use the first 2 or 3 letters of a word to check its spelling in a dictionary
Year 4	Transcriptio n - Spelling	Writes from memory simple sentences dictated by the teacher that include words and punctuation taught so far
Year 4	Vocabulary grammar and punctuation	Develop their understanding of the concepts set out in [[English appendix 2 https://www.gov.uk/government/uploads/system/uploads/attachmen t_data/file/335190/English_Appendix_2 _Vocabulary_grammar_and_punctuation.pdf]] by:
Year 4	Vocabulary grammar and punctuation	Extending the range of sentences with more than one clause by using a wider range of conjunctions including: when if because although
Year 4	Vocabulary grammar and punctuation	Using the present perfect form of verbs in contrast to the past tense
Year 4	Vocabulary grammar and punctuation	Using conjunctions adverbs and prepositions to express time and cause
Year 4	Vocabulary grammar	Learning the grammar for years 3 and 4 in [[English appendix 2 https://www.gov.uk/government/uploads/system/uploads/attachmen

	and	t_data/file/335190/English_Appendix_2
	punctuation	_Vocabulary_grammar_and_punctuation.pdf]]
	Vocabulary	
Year	grammar	
4	and	Uses fronted adverbials
•	punctuation	
	Vocabulary	
Year	grammar	Can choose an appropriate pronoun or noun within and across
4	and	sentences to aid cohesion and avoid repetition
•	punctuation	
	Vocabulary	
Year	grammar	Uses standard English forms for verb inflections instead of local
4	and	spoken forms
	punctuation	oponen ronno
	Vocabulary	
Year	grammar	
4	and	Indicate grammatical and other features by:
	punctuation	
	Vocabulary	
Year	grammar	
4	and	Using commas after fronted adverbials
	punctuation	
	Vocabulary	
Year	grammar	Indicating possession by using the possessive apostrophe with plural
4	and	nouns
	punctuation	
	Vocabulary	
Year	grammar	Using and punctuating direct speech
4	and	Using and punctuating direct speech
	punctuation	
Year	Composition	Plan their writing by:
5	composition	
Year	Composition	Noting and developing initial ideas drawing on reading and research
5	composition	where necessary
Year		In writing narratives considering how authors have developed
5	Composition	characters and settings in what pupils have read listened to or seen
		performed
Year	Composition	Identifies the audience for and purpose of the writing
5	P	
Year	Composition	Selects the appropriate form and uses other similar writing as models
5	•	for their own
Year	Composition	draft and write by:
5	•	
Year	Composition	Selecting appropriate grammar and vocabulary understanding how
5	•	such choices can change and enhance meaning
Year	Composition	In narratives describing settings characters and atmosphere and
5	•	integrating dialogue to convey character and advance the action
Year	Composition	Précising longer passages
5 Voor	-	
Year	Composition	Using a wide range of devices to build cohesion within and across
5	•	paragraphs

Year	Composition	Describes settings, characters and atmosphere
5	Composition	Describes settings characters and atmosphere
Year 5	Composition	Uses further organisational and presentational devices to structure text and to guide the reader (eg headings bullet points underlining)
Year 5	Composition	evaluate and edit by:
Year 5	Composition	Assessing the effectiveness of their own and others' writing
Year 5	Composition	Proposing changes to vocabulary grammar and punctuation to enhance effects and clarify meaning
Year 5	Composition	Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register
Year 5	Composition	Ensures the consistent and correct use of tense throughout a piece of writing
Year 5	Composition	Proof-reads for spelling and punctuation errors
Year 5	Composition	Perform their own compositions using appropriate intonation volume and movement so that meaning is clear
Year 5	Handwriting	Write legibly fluently and with increasing speed
Year 5	Transcriptio n - Spelling	Use further prefixes and suffixes and understand the guidance for adding them
Year 5	Transcriptio n - Spelling	Spell some words with 'silent' letters [for example knight psalm solemn]
Year 5	Transcriptio n - Spelling	Continue to distinguish between homophones and other words which are often confused
Year 5	Transcriptio n - Spelling	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically as listed in [[English appendix 1 https://www.gov.uk/government/uploads/system/uploads/attachmen t_data/file/239784/English_Appendix_1Spelling.pdf]]
Year 5	Transcriptio n - Spelling	Use dictionaries to check the spelling and meaning of words
Year 5	Transcriptio n - Spelling	Use the first 3 or 4 letters of a word to check spelling meaning or both of these in a dictionary
Year 5	Transcriptio n - Spelling	Use a thesaurus
Year 5	Vocabulary grammar and punctuation	Develop their understanding of the concepts set out in [[English appendix 2 https://www.gov.uk/government/uploads/system/uploads/attachmen t_data/file/335190/English_Appendix_2 _Vocabulary_grammar_and_punctuation.pdf]] by:
Year 5	Vocabulary grammar and punctuation	Recognising vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms
Year 5	Vocabulary grammar and punctuation	Using passive verbs to affect the presentation of information in a sentence

Year sgrammar andUsing the perfect form of verbs to mark relationships of time and cause5and punctuationcauseVocabulary grammar and punctuationUsing expanded noun phrases to convey complicated information conciselyYear grammar and punctuationUsing relative clauses beginning with who which where when whose that or with an implied (ie omitted) relative pronounYear s and punctuationLearning appropriate parts of the grammar for years 5 and 6 in [[English appendix 2 Vocabulary grammarYear s and punctuationLearning appropriate parts of the grammar for years 5 and 6 in [Learning appropriate parts of the grammar for years 5 and 6 in punctuationYear s and punctuationLearning appropriate parts of the grammar for years 5 and 6 in [Learning appropriate parts of the grammar for years 5 and 6 in punctuationYear s and punctuationIndicates degrees of possibility using adverbs (eg perhaps surely) or modal verbs (eg might should will must)Year s and punctuationIndicate grammar indicate grammatical and other features by: and punctuationYear s and punctuationUsing brackets dashes or commas to indicate parenthesis punctuationYear s and punctuationUsing semicolons colons or dashes to mark boundaries between independent clausesYear s and punctuationUsing a colon to introduce a listYear s and punctuationUsing a colon to introduce a listYear s and punctuationPunctuating bullet points consistentlyYear s and <br< th=""><th></th><th>Vocabulary</th><th></th></br<>		Vocabulary	
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5 grammar ifv)		Vocabulary	Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -
	5	grammar	ify)

	and punctuation	
Year 5	Vocabulary grammar and punctuation	Uses devices to build cohesion within a paragraph (eg then after that this firstly)
Year 5	Vocabulary grammar and punctuation	Use and understand the grammatical terminology in [[English appendix 2 https://www.gov.uk/government/uploads/system/uploads/attachmen t_data/file/335190/English_Appendix_2 _Vocabulary_grammar_and_punctuation.pdf]] accurately and appropriately in discussing their writing and reading
Year 6	Composition	Plan their writing by:
Year 6	Composition	Noting and developing initial ideas drawing on reading and research where necessary
Year 6	Composition	In writing narratives considering how authors have developed characters and settings in what pupils have read listened to or seen performed
Year 6	Composition	Identifies the audience for and purpose of the writing
Year 6	Composition	Selects the appropriate form and uses other similar writing as models for their own
Year 6	Composition	draft and write by:
Year 6	Composition	Selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning
Year 6	Composition	In narratives describing settings characters and atmosphere and integrating dialogue to convey character and advance the action
Year 6	Composition	Précising longer passages
Year 6	Composition	Using a wide range of devices to build cohesion within and across paragraphs
Year 6	Composition	Uses further organisational and presentational devices to structure text and to guide the reader (eg headings bullet points underlining)
Year 6	Composition	Can describe settings characters and atmosphere
Year 6	Composition	evaluate and edit by:
Year 6	Composition	Assessing the effectiveness of their own and others' writing
Year 6	Composition	Proposing changes to vocabulary grammar and punctuation to enhance effects and clarify meaning
Year 6	Composition	Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register
Year 6	Composition	Ensures the consistent and correct use of tense throughout a piece of writing
Year 6	Composition	Proof-reads for spelling and punctuation errors

Year 6	Composition	Perform their own compositions using appropriate intonation volume and movement so that meaning is clear
Year 6	Handwriting	Write legibly fluently and with increasing speed
Year 6	Handwriting	Able to use different script for emphasis
Year 6	Transcriptio n - Spelling	Use further prefixes and suffixes and understand the guidance for adding them
Year 6	Transcriptio n - Spelling	Spell some words with 'silent' letters [for example knight psalm solemn]
Year 6	Transcriptio n - Spelling	Continue to distinguish between homophones and other words which are often confused
Year 6	Transcriptio n - Spelling	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically as listed in [[English appendix 1 https://www.gov.uk/government/uploads/system/uploads/attachmen t_data/file/239784/English_Appendix_1Spelling.pdf]]
Year 6	Transcriptio n - Spelling	Use the first 3 or 4 letters of a word to check spelling meaning or both of these in a dictionary
Year 6	Transcriptio n - Spelling	Use a thesaurus
Year 6	Vocabulary grammar and punctuation	Uses dictionaries to check the spelling and meaning of words
Year 6	Vocabulary grammar and punctuation	Develop their understanding of the concepts set out in [[English appendix 2 https://www.gov.uk/government/uploads/system/uploads/attachmen t_data/file/335190/English_Appendix_2 _Vocabulary_grammar_and_punctuation.pdf]] by:
Year 6	Vocabulary grammar and punctuation	Recognising vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms
Year 6	Vocabulary grammar and punctuation	Using the perfect form of verbs to mark relationships of time and cause
Year 6	Vocabulary grammar and punctuation	Using expanded noun phrases to convey complicated information concisely
Year 6	Vocabulary grammar and punctuation	Using modal verbs or adverbs to indicate degrees of possibility
Year 6	Vocabulary grammar and punctuation	Using relative clauses beginning with who which where when whose that or with an implied (ie omitted) relative pronoun

T		
	Vocabulary	Learning the grammar for years 5 and 6 in [[English appendix 2
Year	grammar	https://www.gov.uk/government/uploads/system/uploads/attachmen
6	and	t_data/file/335190/English_Appendix_2
ļ	punctuation	Vocabulary_grammar_and_punctuation.pdf]]
	Vocabulary	Can understand and apply the difference between vocabulary typical
Year	grammar	of informal speech and vocabulary appropriate for formal speech and
6	and	writing (eg find out - discover; ask for - request; go in - enter)
	punctuation	
	Vocabulary	Uses the passive voice to affect the presentation of information in a
Year	grammar	sentence (eg 'I broke the window in the greenhouse' versus 'The
6	and	window in the greenhouse was broken (by me)'
	punctuation	
	Vocabulary	
Year	grammar	Indicate grammatical and other features by:
6	and	Indicate grannatical and other reatures by.
	punctuation	
	Vocabulary	
Year	grammar	Using common to clarify magning or avoid ambiguity in writing
6	and	Using commas to clarify meaning or avoid ambiguity in writing
	punctuation	
	Vocabulary	
Year	grammar	Licing hyphone to sweid embiguity
6	and	Using hyphens to avoid ambiguity
	punctuation	
	Vocabulary	
Year	grammar	
6	and	Using brackets dashes or commas to indicate parenthesis
	punctuation	
	Vocabulary	Using semicolons colons or dashes to mark boundaries between
Year	grammar	
6	and	independent clauses
	punctuation	
	Vocabulary	
Year	grammar	Uses the colon to introduce a list
6	and	
	punctuation	
	Vocabulary	
Year	grammar	Dunctuator hullot points to list information
6	and	Punctuates bullet points to list information
	punctuation	
	Vocabulary	Can use layout devices such as headings sub-headings columns
Year	grammar	
6	and	bullets or tables to structure text
	punctuation	
		Use and understand the grammatical terminology in [[English
	Vocabulary	appendix 2
Year	grammar	https://www.gov.uk/government/uploads/system/uploads/attachmen
6	and	t_data/file/335190/English_Appendix_2
	punctuation	_Vocabulary_grammar_and_punctuation.pdf]] accurately and
		appropriately in discussing their writing and reading