

Overview of the Marish Academy Trust Literacy Curriculum

In teaching children Literacy, our intent is for children to communicate effectively using a wide and varied vocabulary and engage confidently in interesting conversations. In reading, children develop a love and thirst for literature by enjoying books across a wide range of genres and contexts in the wider curriculum. In writing, children develop a vivid imagination, use high level vocabulary and become authors in their own right incorporating accurate spelling and neat handwriting.

Through our curriculum intent, children will access extensive learning opportunities within the school and the wider community, which endow pupils with cultural capital and character education, regardless of background, needs or abilities. Learners will aspire for greater things and succeed in the world confidently.

In EYFS in our trust schools children develop literacy skills through communication and language, understanding, speaking, reading and writing. The curriculum in EYFS is based upon Early Learning Goals 01, 02, 03, 09 and 10 and the guidance provided in the Early Years and Foundation Stage Profile handbook as outlined in the extract below:

Literacy involves providing children with opportunities for:

Communication and Language

ELG Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG Speaking:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

ELG Comprehension:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play

ELG Word Reading:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

ELG Writing:

- 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.

Transition from EYFS to KS1

At the end of Reception, we move on to transition work with the vast majority of children to consolidate their skills and prepare them for the Literacy Curriculum in year 1 and beyond, which is based upon the revised national curriculum.

Literacy Curriculum Design and Coverage in Year 1-7 at Marish Academy Trust

Our Reading Curriculum Design is divided into Bands of work and learning for each year group. Within each band are several strands of Literacy learning. **In KS1 and KS2 these are:**

Spoken language

Reading (word)

Reading Comprehension 1

Reading Comprehension 2

The progression for each of these strands is shown on the following pages.

The entirety of the Reading curriculum for each Band is outlined in the separate Year Group Band coverage documents for Literacy.

Bands are subdivided into steps which are taught over the course of the year and are not necessarily hierarchical or sequential.

The order in which steps are taught depends on the needs of the children and may change over time.

The curriculum described here, is the minimum entitlement for each child in a Trust school.

Year 7 Bands are shown for progression and extension purposes.

Literacy is also taught across and beyond the core curriculum and through rich extension opportunities.

Progression of Reading Strand Spoken Language Years 1-7 Literacy Curriculum Marish Academy Trust 2019

Spoken Language	Step B	Step B+	Step W	Step W+	Step S	Step S+
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Birth to three						
Three and four year olds	<p>Listening Skills</p> <p>CL: Enjoy listening to longer stories and can remember much of what happens.</p> <p>CL: Can find it difficult to pay attention to more than one thing at a time.</p> <p>CL: Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>EAD Listen with increased attention to sounds.</p> <p>Following instructions</p> <p>CL: Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</p>	<p>Asking and Answering Questions</p> <p>CL: Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</p> <p>CL: Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Drama, Performance and Confidence</p> <p>CL: Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p>	<p>Building Vocabulary and standard English</p> <p>CL: Use a wider range of vocabulary.</p> <p>CL: Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'.</p> <p>CL: Use longer sentences of four to six words.</p> <p>L: Engage in extended conversations about stories, learning new vocabulary.</p> <p>UTW: Talk about what they see, using a wide vocabulary.</p>	<p>Speaking for a Range of Purposes</p> <p>CL: Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>CL: Can start a conversation with an adult or a friend, and continue it for many turns.</p> <p>CL: Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>.L: Engage in extended conversations about stories, learning new vocabulary.</p> <p>UTW: Talk about what they see, using a wide range of vocabulary.</p> <p>EAD: Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.</p>	<p>Participating in Discussion</p> <p>SL: Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>L: Engage in extended conversations about stories, learning new vocabulary</p>
Reception	<p>Listening Skills</p> <p>CL: Understand how to listen carefully and why listening is important.</p> <p>CL: Listen to and talk about stories to build familiarity and understanding.</p> <p>CL: Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Asking and Answering Questions</p> <p>CL: Ask questions to find out more and check they understand what has been said to them.</p>	<p>Drama, Performance and Confidence</p> <p>CL: Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>CL: Learn rhymes, poems and songs.</p>	<p>Building Vocabulary and standard English</p> <p>CL: Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>CL: Articulate their ideas and thoughts in well-formed sentences.</p> <p>CL: Develop social phrases.</p>	<p>Speaking for a Range of Purposes</p> <p>CL: Ask questions to find out more and to check they understand what has been said to them.</p> <p>CL: Describe events in some detail.</p> <p>CL: Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>CL Develop social phrases.</p> <p>CL: Listen to and talk about stories to build familiarity and understanding. CL:</p>	

	CL: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.			CL: Use new vocabulary in different contexts	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. CL: Use new vocabulary in different contexts. CL: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
Year 1	I can listen to adults and peers	I can ask questions about a topic.	I can take part in discussions, presentations, performances, role play, improvisations and debates.	I can gain and monitor the interest of the listener.	I can explain clearly my understanding of what is read to me.	I can join in group activities where I take turns in speaking.
Year 2	I can listen and respond appropriately to adults and peers.	I can articulate and justify answers, arguments and opinions	I can speak audibly and fluently.	I can use relevant strategies to build vocabulary	I can listen to the speaker and contribute my own ideas in a discussion.	I can give well-structured descriptions, explanations and narratives for different purposes.
Year 3	I can compose and rehearse sentences orally.	I can ask relevant questions to extend understanding and knowledge	I can speak audibly and fluently with an increasing command of Standard English	I can control the tone and volume of my voice so that my meaning is clear.	I can talk about words and phrases used in discussion to capture the listener's attention.	I can use appropriate language to discuss my ideas and communicate findings in ways that are appropriate for different audiences.
Year 4	I can compose and rehearse sentences orally.	I can ask relevant questions to extend understanding and knowledge	I can speak audibly and fluently with an increasing command of Standard English	I can control the tone and volume of my voice so that my meaning is clear.	I can talk about words and phrases used in discussion to capture the listener's attention.	I can use appropriate language to discuss my ideas and communicate findings in ways that are appropriate for different audiences.
Year 5	I can ask relevant questions to extend my knowledge and understanding.	I can discuss and identify themes and conventions in and across a wide range of reading and writing.	I can participate in discuss that build on my own and others ideas, challenging views courteously.	I can discuss and evaluate how authors use figurative language to show the impact on the reader.	I can use relevant spoken language to discuss my ideas with reasoning, and communicate findings in ways that are suitable for different audiences.	I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comment
Year 6	I can speak audibly and fluently with an accurate command of Standard English	I can ask specific reasoned questions to extend my understanding and knowledge	I can articulate and justify answers, arguments and opinions	I can consider and evaluate different viewpoints, attending to and building on the contributions of others	I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Year 7	I can give well-structured descriptions, explanations, explanations and narratives for different purposes, including for expressing feelings	I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas				

Progression of Reading Strand Reading (word) Years 1-7 Literacy Curriculum Marish Academy Trust 2019

Reading (word)	Step B	Step B+	Step W	Step W+	Step S	Step S+
Birth to three						
Nursery	<p>Phonics and Decoding</p> <p>L: Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother 	<p>Words in Context and Authorial Choice</p> <p>CL: Use a wider range of vocabulary.</p> <p>L: Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Fluency</p> <p>L: Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • the names of different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom <p>L: Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes 		<p>Comparing, Contrasting and Commenting</p> <p>CL: Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Inference and Prediction</p> <p>CL: Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>

			<ul style="list-style-type: none"> • count or clap syllables in words • recognise words with the same initial sound, such as money and mother 			
Reception	<p>Phonics and Decoding</p> <p>L: Read individual letters by saying the sounds for them.</p> <p>L: Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>L: Read some letter groups that each represent one sound and say sounds for them.</p> <p>L: Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	<p>Words in Context and Authorial Choice</p> <p>CL: Learn new vocabulary. CL: Use new vocabulary throughout the day.</p> <p>CL: Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>CL: Use new vocabulary in different contexts.</p> <p>CL: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Fluency</p> <p>L: Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>L: Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>L: Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>		<p>Comparing, Contrasting and Commenting</p> <p>UTW: Compare and contrast characters from stories, including figures from the past.</p> <p>Non-Fiction</p> <p>CL: Engage in non-fiction books.</p> <p>CL: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Inference and Prediction</p> <p>S: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Common Exception Words</p> <p>L: Read a few common exception words matched to the school's phonic programme.</p>
Year 1	I can follow print with my eyes and use my finger to point at words I am reading.	I can use my initial letter sounds to understand the words I am reading.	I can recognise some familiar key words.	I can use phonics to help me read words I don't know.	I can read words with contractions. (I'll, I'm)	I can show I understand punctuation in a text.
Year 2	I can use phonics to help me read words I don't know confidently.	I can read words of two or more syllables that contain sounds I have been taught.	I can re-read book sounding out new words correctly to improve my speed and confidence.	I can read longer and harder sentences and paragraphs.	I can correct my own mistakes when I read.	I can show I understand punctuation in a text. E.g. the reason for speech marks.
Year 3	I can read with expression and volume.	I can read in silence most of the time.	I can read a range of texts fluently.	I can use other words in place of words I am reading to understand meaning.	I can recognise and pronounce words using apostrophes.	I can show I understand punctuation in a story by pausing or changing my voice.
Year 4	I can read independently with understanding.	I can apply growing knowledge of root words to read aloud and to understand the meaning of new words met	I can read a range of texts accurately with fluency and intonation.	I can read words that do not follow any spelling patterns.	I can apply growing knowledge of prefixes and suffixes both to read aloud and to understand the meaning of new words met	I can read a range of texts fluently with meaningful pauses.

Year 5	I can read with stamina e.g. can be relied upon to read and understand several chapters between reading sessions.	I can read and understand the meaning of half the words on the y5/6 list.	I can read aloud and understand the meaning of new words that I meet by using a range of strategies to support me.	I can ask sensible and interesting questions about a text to help me understand it.		
Year 6	I can use connectives as signposts to change my tone when reading aloud.	I can read independently with understanding, fluency and intonation maintaining the interest of my audience.	I can read, enjoy, understand and discuss books that are written by different authors, in different styles.	I can read and understand the meaning of all of the words on the y5/6 list.		
Year 7	<p>I can learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</p> <p>I can check understanding to make sure that what I have read makes sense</p>	Some appreciation of how the writer's language choices contribute to the overall effect on the reader, e.g. demonstrating the greater effectiveness of imagery in poem A than poem B, or arguing that the use of highly emotive language in a campaign leaflet is/is not counterproductive in audience effect	I can read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	<p>Across a range of reading: evidence for identifying main purpose precisely located at word/sentence level or traced through a text, e.g. commenting on repetition of 'Brutus was an honourable man'.</p>	<p>Across a range of texts: exploration of textual conventions or features as used by writers from different periods, e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing</p>	

Progression of Reading Strand Reading Comprehension (1) Years 1-7 Literacy Curriculum Marish Academy Trust 2019

Reading comprehension (1)	Step B	Step B+	Step W	Step W+	Step S	Step S+
Birth to three						
Nursery	<p>CL: Enjoy listening to longer stories and can remember much of what happens.</p> <p>CL: Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>CL: Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>L: Engage in extended conversations about stories, learning new vocabulary.</p>					
Reception	<p>CL: Listen to and talk about stories to build familiarity and understanding.</p> <p>CL: Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>CL: Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>CL: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>					
Year 1	I can say the sequence of a story	I can guess the end of a story.	I can identify rhyming words.	I can make links to stories I am reading and my own experiences.	I can remember the main ideas in a story or information text.	I can enjoy and understand a wide range of texts including fiction, non-fiction and poetry.
Year 2	I can say what I have found out from reading a book.	I can remember the main ideas in a story or information text.	I can say what I like and dislike about a book. I am beginning to say why.	I can show I understand how characters behave.	I am beginning to tell what is important and what is not important in a text.	I can talk about the effect of specific words.
Year 3	I can understand what has been read independently by asking questions to improve understanding of the text	I can understand implied meanings. E.g <i>It was a dream.</i>	I can use dictionaries to check the meaning of words that I have read	I can make use of book styles and organisations of texts.	I can distinguish between more or less important items.	I can use clues from what characters do or say to explain their motives.

Year 4	I can understand what has been read independently by drawing inferences such as inferring characters' feelings, thoughts, actions and motives and justifying inferences with evidence.	I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning	I can compare the feelings of characters at different stages of the story.	I can summarise what I have read in a text using themes from paragraphs to help me.	I can discuss words and phrases that capture the interest and imagination.	I can comment on the effect of specific words and how they convey meaning.
Year 5	I can visualise settings and events from descriptions.	I can skim to get the general impression of what I am reading and scan to locate specific information.	I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	I can make comparisons within and across books	I understand what I read by asking questions to improve my understanding	I can find examples of figurative language, and explain the impact it has on the reader.
Year 6	I can use the skills of skimming, scanning and text-marking to identify the general idea of a text.	I understand what I read by drawing inferences such as inferring characters' feelings, thoughts and motives from my actions, and justifying inferences with evidence	I can comment on the genre-specific language an author has used to present information in a non-fiction text.	I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of genres.	I can discuss and compare events, issues, characters and their feelings within a text.	I can identify themes across a range of texts – social, cultural and historical.
Year 7	I can make inferences and refer to evidence in the text <ul style="list-style-type: none"> some detailed exploration of how structural choices support the writers' theme or purpose, e.g. tracing how main ideas/characters develop over the text as a whole 	I can read critically through recognising a range of poetic conventions and understanding how these have been used	I can read critically through making critical comparisons across texts	I can read critically through studying setting, plot and characterisation, and the effects of these	I can read critically through studying a range of authors, including at least two authors in depth each year	I can read critically through understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play

Progression of Reading Strand Reading Comprehension (2) Years 1-7 Literacy Curriculum Marish Academy Trust 2019

Reading comprehension (2)	Step B	Step B+	Step W	Step W+	Step S	Step S+
Year 1	I can use pictures to understand what I am reading.	I can guess what happens next in what I am reading.	I can explain clearly the main ideas in a story or that has been read to me.	I can say what I like and dislike about the book.	I can explain the meaning of new words.	I can usually spot if I have read a word wrong because the text doesn't make sense.
Year 2	I can recognise word patterns. E.g. alliteration and repetition.	I can ask and answer simple questions about the texts I am reading.	I can explore the feelings of a character.	I can guess what happens next or at the end of the story based on what has happened so far.	I can compare the main characters in what I am reading.	I can look at the plot using time related language.
Year 3	I can use non-fiction texts to find out information on a subject or topic.	I can listen to and discuss a wide range of fiction, poetry,	I can increase my familiarity with a wide range of books that are	I am beginning to compare books of the same type.	I can say what I like or dislike about a text and give reasons for my viewpoint.	I can talk about the effect of specific words and how they show meaning.

		plays, non-fiction and reference or textbooks	structured in different ways and for a range of purposes			
Year 4	I can join in a clear, reasoned discussion about the text that I have read.	I can find and record key information from a wide range of texts.	I can predict what is going to happen in a text using details I have already read to help me.	I can talk about books of the same type or by the same author.	I can ask questions or look for answers using organisational devices e.g. contents page, index	I can say what I liked or disliked about a book and give reasons.
Year 5	I can use clues from what characters do and say to explain their motives	I can tell the difference between statements of fact and opinion.	I can identify how language, structure and presentation contribute to meaning	I can predict what might happen in increasingly complex texts by using evidence from the text.	I can write or give a detailed book review including reasons why I recommend the book.	I can write down and find facts from non-fiction texts.
Year 6	I can say what I liked or disliked by referring to the text to explain my views.	I can identify how the author hooks the reader into the book, mystery or cliff hanger.	I can explain the techniques the author has used to organise a text	I can refer to the text to support my predictions and opinions and extend my responses to include an explanation. (Point + evidence + explanation)	I can analyse how the author has created different messages, moods, feelings and attitudes through vocabulary choices.	I can compare and contrast the styles of individual writers and provide examples.
Year 7	I can choose and read books independently for challenge, interest and enjoyment	I can know the purpose, audience for and context of writing and draw on this knowledge to support comprehension • comments consider wider implications or significance of information, events or ideas in the text, e.g. tracing how details contribute to overall meaning	I can read a wide range of fiction and non fiction, including in particular whole books, short stories, poems and plays with a wide range coverage of genres, historical periods, forms and authors	I can re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons	I can read high quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama	I can read high-quality works from seminal world literature I can read high-quality works from Shakespeare

Our Writing Curriculum Design is divided into Bands of work and learning for each year group. Within each band are several strands of Literacy learning. **In KS1 these are:**

Writing Comprehension (composition and effect)

Writing Comprehension (text structure and organisation)

Vocabulary, grammar and punctuation (punctuation)

Vocabulary, grammar and punctuation (sentence structure)

Writing transcript (spelling)

Writing transcript (handwriting)

From Year 3, the strands are slightly reorganised as shown below:

Writing Comprehension

Writing Comprehension (composition and effect)

Vocabulary, grammar and punctuation (sentence structure and punctuation)

Writing transcript (spelling and handwriting)

The progression for each of these strands is shown on the following pages.

The entirety of the Literacy curriculum for each Band is outlined in the separate Year Group Band coverage documents for Literacy.

Bands are subdivided into steps which are taught over the course of the year and are not necessarily hierarchical or sequential.

The order in which steps are taught depends on the needs of the children and may change over time.

The curriculum described here, is the minimum entitlement for each child in a Trust school.

Year 7 Bands are shown for progression and extension purposes.

Literacy is also taught across and beyond the core curriculum and through rich extension opportunities.

Progression of Writing Strand Comprehension (Composition and effect) Years 1-7 Literacy Curriculum Marish Academy Trust 2019

	Step B	Step B+	Step W	Step W+	Step S	Step S+

Nursery						
Reception						
Year1	I can write sentences by saying out loud what I want to write about	I can consider what I am going to write by listing key words.	I can discuss what I have written with my teacher and other pupils.	I can read aloud my writing to be heard clearly by peers and teacher.	I can show I have an awareness of the purpose with basic ideas.	I can write sentences by re-reading what I have written to check that it makes sense
Year2	I can encapsulate what I want to say, sentence by sentence	I can consider what is going to be written before beginning by writing down ideas and/or key words, including new vocabulary.	I can develop positive attitudes towards and stamina for writing by writing for different purposes.	I can include some awareness of purpose with ideas and content generally relevant to the task. (memories in a recount, sequence of events in a story)	I can make simple additions, revisions and corrections to my own writing by reading aloud what has been written with appropriate intonation to make the meaning clear	I can make simple additions, revisions and corrections to my own writing by proof-reading to check for errors in spelling, grammar and punctuation
Year3	I can include a brief introduction and ending in my writing.	I can use headings and sub-headings to aid presentation.	I can express time, place and cause using prepositions and adverbs. E.g. suddenly, later, at that moment.	I am beginning to use powerful verbs E.g. I stormed out of the room. I plodded out of the room.	I can add detail by using adventurous words which are appropriate to the task.	I can show my viewpoint by including a simple opinion.
Year 4	I can use the first 2 letters or three letters of a word to check its spelling in the dictionary. I can use a thesaurus to extend my writing	I can show that my writing is clear in purpose and incorporates relevant content to inform/engage the reader.	I can expand noun phrases using modifying adjectives and preposition phrases. The strict maths teacher with curly hair.	I can use fronted adverbials in my writing. Later that day, I went fishing.	I can show an awareness of purpose through selection of relevant content and an attempt to interest the reader.	I can show some variation in sentence structure through a range of openings, e.g: adverbials, subject reference, speech
Year 5	I can use a thesaurus to extend my writing and dictionary to check the meaning of new words.	I can write using a variety of sentence types eg questions, directed speech, commands used appropriately.	I can use a wide range of subordinating connectives and expanded noun phrases to create complex sentences that convey information.	I can ensure viewpoint is established in my writing and generally maintained	I can link ideas across paragraphs using tense choices. ...standing across the room was a dark figure. He had seen her before.	I can identify the difference between structures for informal speech and structures for formal speech and writing. He's your friend, isn't he? or If I were
Year 6	I can use a dictionary and thesaurus to check the spelling and meaning of words and extend my writing.	I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for purpose.	I can link connections between and within paragraphs generally maintained through ongoing references pronouns, adverbials, and connectives.	I can use the passive voice to affect the presentation of information in a sentence I broke the window in the greenhouse vs The window in the greenhouse was broken by me.	I can ensure ideas and events are developed through elaboration, nominalisation and imaginative detail.	I can use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.
Year 7	Carefully consider the vocabulary, structure and grammar to most appropriately match to need of the writing and the audience- drawing on the work of others.	Purposefully engage and influence the readers experience through literary techniques explored in the work of others	Have a clear control over formal standard English and informal uses of English, showing control over switching between different 'voices' with control	Make deliberate grammatical and syntactical choices based on the reader's experience of writing, influenced or inspired by other writers.	A distinct voice and character through the text utilising a range of writing techniques. I narratives, this will also be seen	Use a precise range of literary devices to engage the reader effectively, showing inspiration from other writers.

					through the clear creation of distinct characters.	
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Progression of Writing Strand Comprehension (text structure and organisation) Years 1- 7- Literacy Curriculum Marish Academy Trust 2019

	Step B	Step B+	Step W	Step W+	Step S	Step S+
Birth to three						
Nursery	<p align="center">Awareness of Audience, Purpose and Structure</p> <p align="center">CL: Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p align="center">L: Engage in extended conversations about stories, learning new vocabulary.</p> <p align="center">L: 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 align="center">L: Write some or all of their name.</p> <p align="center">L: Write some letters accurately.</p> <p align="center">EAD: Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p>					
Reception	<p align="center">Awareness of Audience, Purpose and Structure</p> <p align="center">CL: Learn new vocabulary.</p> <p align="center">CL: Articulate their ideas and thoughts in well-formed sentences.</p> <p align="center">CL: Describe events in some detail.</p> <p align="center">CL: Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p align="center">CL: Listen to and talk about stories to build familiarity and understanding.</p> <p align="center">CL: Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p align="center">CL: Use new vocabulary in different contexts.</p> <p align="center">CL: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>					

	<p>L: Form lower case and capital letters correctly.</p> <p>L: Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>L: Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>L: Re-read what they have written to check it makes sense.</p> <p>EAD: Develop storylines in their pretend play.</p>					
Year1	I can include a simple opening in my writing.	I can show an awareness of ideas by putting them in an order.	I can use simple word choice help to convey information and ideas.	I can include a simple closing phrase in my writing.	I can use simple description. E.g. red, pretty, warm, fluffy.	I can use simple connecting vocabulary. E.g. Then, Next
Year2	I can include a simple opening or ending.	I can link sentences using simple pronouns or time connectives.	I can sequence ideas or events using line breaks or time connectives.	I can attempt to organise and group related ideas together.	I can include some detail in my writing through adventurous word choice appropriate to the task. (a big, hairy caterpillar)	I can include viewpoint by using simple comments or actions. E.g. My teacher was nice, Apples are good for you.
Year 3	Direct speech is beginning to be accurately punctuated.	Simple organisation features (i.e. headings or subheadings) are used	Simple structures and basic paragraphing is used	The use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play v.s. he went out to play) is present	Simple examples of literary devices such as figurative language are used.	A wider range of coordinating connectives (beyond 'and' or 'but') are used. Subordinating connectives (i.e. 'if', 'when', and 'because') are also present.
Year 4	I can use including the use of modals in my writing. (E.g. can, will).	I can use paragraphs to group topics around a theme.	I can show that the content of my work is balanced, e.g.: between action and dialogue; fact and comment.	I can show links between paragraphs, although transitions may be awkward or abrupt.	I can include and begin to maintain my viewpoint. (opinion, attitude, expression)	I can appropriately choose a noun or pronoun to aid cohesion and avoid repetition in sentences. I, he, she, they, we, John
Year 5	Punctuation is mostly accurately applied and helps avoid ambiguity.	Writing is structured around organisational and presentational devices to structure text and guide the reader	Connections between opening and ending of text clearly present, links made throughout the text gives simple cohesion	A range of clause structures are present, including relative clauses.	A range of appropriate literary devices are included, although these may be brief or reliant on guidance by other writers/peers/ teacher.	The use of parenthesis (brackets, dashes and commas) helps to appropriately add detail and information
Year 6	I can use a dictionary and thesaurus to check the spelling and meaning of words and extend my writing. A wide range of punctuation is accurately used and helps avoid ambiguity.	I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for purpose.	I can link connections between and within paragraphs generally maintained through ongoing references pronouns, adverbials, and connectives.	I can use the passive voice to affect the presentation of information in a sentence I broke the window in the greenhouse vs The window in the greenhouse was broken by me.	I can ensure ideas and events are developed through elaboration, nominalisation and imaginative detail.	I can use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.
Year 7	I can use a range of stylistic features contribute to the effect of the text, e.g. rhetorical questions; repetition for effect; figurative language. - Viewpoint conveys an individual voice and is generally sustained throughout a piece, e.g.	- Some paragraphs and / or sections are shaped and developed to support meaning and purpose, e.g. priority subjects / events / ideas developed in greater detail and depth.	- A range of features are used to inform the reader of the overall direction of the writing, e.g. opening paragraphs clearly introduce themes or create interest; withholding of information for effect; paragraph or sentence markers; references	I can write accurately, fluently, effectively and at length for pleasure and information through applying my growing knowledge of vocabulary, grammar and text structure to my writing and selecting the appropriate form.	- A range of cohesive devices contribute to the effect of the text on the reader and the placing of emphasis for impact, e.g. precise adverbials as sentence starters; a range of appropriate connectives; subject specific vocabulary; select use of pronoun referencing; complex	A range of sentence features are used to give clarity or emphasis of meaning, e.g. fronted adverbials (<i>As a consequence of...Glancing backwards...Some weeks later...</i>), complex noun phrases (The mysterious young girl in the portrait.),

	authoritative expert view; convincing characterisation; opposing opinions.		link information / ideas across the text.	The use of punctuation is accurate and enhances the reading experience.	noun phrases; prepositional phrases.	prepositional phrases (From behind the bike shed...In the event of...).
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Progression of Writing Strand Composition Years 2-7 Literacy Curriculum Marish Academy Trust 2019

	Step B	Step B+	Step W	Step W+	Step S	Step S+
Birth to three						
Nursery	Planning, Writing and Editing CL: Know many rhymes, be able to talk about familiar books, and be able to tell a long story. L: Engage in extended conversations about stories, learning new vocabulary. L: 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. L: Write some or all of their name. L: Write some letters accurately. EAD: Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.					
Reception	Planning, Writing and Editing CL: Learn new vocabulary. CL: Articulate their ideas and thoughts in well-formed sentences. CL: Describe events in some detail. CL: Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. CL: Listen to and talk about stories to build familiarity and understanding. CL: Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. CL: Use new vocabulary in different contexts. CL: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. L: Form lower case and capital letters correctly. L: Spell words by identifying the sounds and then writing the sound with the letter/s. L: Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. L: Re-read what they have written to check it makes sense. EAD: Develop storylines in their pretend play.					
Year 2	I can consider what I am about to write by either verbally discussing it or forming a simple plan	I can make simple additions and revisions to my own writing with support of peers or the teacher	I can write for different purposes and develop a positive attitudes and stamina for writing	I can use present tense and past tense mostly consistently, making corrections with support when needed.	I can use expanded noun phrases for description and specification	I can write about real life events, recording these simply and clearly
Year3	I can plan my writing by discussing it and talking about how to improve it using examples other writers have given me.	I can draft and write by composing and rehearsing sentences orally building a varied and rich vocabulary and an increasing range of sentence structures.	I can begin to use paragraphs as a way to group related material together.	I can use the correct tense throughout my writing. Eg She ran along the road and saw the robber vanishing down a trapdoor.	I can make sure my writing uses most of the features of that particular genre.	I can re-read my work to improve it for my audience thinking about changes to grammar and vocabulary.

Year 4	I can understand that writing can be first person or third person and show this in my own work.	I can write using sentences that are correct, e.g: corrects subject/verb agreement; security of tense and person and correct use of subordination	I can plan writing by discussing writing similar to that which is being planned to write in order to understand and learn from its structure, vocabulary and grammar.	I can edit my work by changing the grammar, spelling and punctuation to improve the way my work reads.	I can use features of text type/genre that are appropriate to task, e.g: choice of tense/verb form; layout; formality.	I can organise my ideas and develop the events through deliberate choice of phrases and vocabulary, e.g: technical terminology; vivid terminology; vivid language; word choice for emphasis for effect or emphasis.
Year 5	I can plan my writing by noting down my initial ideas, drawing on reading other writing where necessary.	I can draft and write by selecting the correct grammar in my writing.	I can draft and write by summarising longer passages.	I can ensure the features of the chosen genre are appropriate to the task. (tense, verb form, layout, formality)	I can mark and edit work to have the correct verb and subject agreement, vocabulary and grammar throughout a piece of writing.	I can organise my writing with paragraphs and sections which enable coherent development.
Year 6	I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own	I can draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	I can ensure my writing is balanced and controlled. (describing the setting, character, using speech and developing action)	I can ensure the features of the chosen genre are appropriate to the task. (tense, verb form, layout, formality)	I can mark and edit work to have the correct verb and subject agreement, vocabulary and grammar throughout a piece of writing.	I can include some use of stylistic features to support purpose and effect eg formal/informal, appropriate use of similes etc

Year 7	I can plan, draft, edit and proof read through considering how my writing reflects the audiences and purposes for which it was intended - Vocabulary is varied, precise and often ambitious.	- Varying levels of formality are adopted according to purpose and audience, e.g. appropriate use of controlled informality; impersonal constructions; shifts between formal narrative and informal dialogue. - choose to use the most appropriate language and literary techniques from the range of techniques experienced through own reading to create specific effects	I can write for a wide range of purposes and audiences, including a range of other narrative and non-narrative texts, including arguments, and personal and formal letters; formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations	I can write accurately, fluently, effectively and at length for pleasure and information through summarising and organising material, and supporting ideas and arguments with any necessary factual detail	Confident, imaginative treatment of subject / material, though not always successful. Writing generally adapted appropriately to different forms, purposes and audience, e.g. a persuasive speech that shocks the listener; a narrative that focuses on the perpetrator's perspective; a magazine column that is used to comment on moral / social issues.	Sustain a distinctive voice and character through selection and using writers' techniques explored in the works of others
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Progression of Writing Strand Vocabulary, grammar and punctuation (Punctuation) Years 1-7. Year 5 incorporates sentence structure and punctuation Literacy Curriculum Marish Academy Trust 2019

	Step B	Step B+	Step W	Step W+	Step S	Step S+
Birth to three						
Nursery	Use of Phrases and Clauses					

	<p>CL: Use longer sentences of four to six words</p> <p>Poetry and Performance</p> <p>CL: Sing a large repertoire of songs.</p> <p>CL: Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>EAD: Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>EAD: Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>EAD: Remember and sing entire songs.</p> <p>EAD: Sing the pitch of a tone sung by another person ('pitch match').</p> <p>EAD: Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>EAD: Create their own songs, or improvise a song around one they know.</p>					
Reception	<p>Use of Phrases and Clauses</p> <p>CL: Articulate their ideas and thoughts in well-formed sentences.</p> <p>CL: Connect one idea or action to another using a range of connectives.</p> <p>Poetry and Performance</p> <p>CL: Engage in story times.</p> <p>CL: Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. CL: Learn rhymes, poems and songs.</p> <p>EAD: Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>EAD: Develop storylines in their pretend play.</p>					
Year1	I can separate words with finger spaces.	I can show an awareness of where to place capital letters on a piece of writing.	I can show an awareness of where to place full stops on a piece of writing.	I can use a capital letter and full stop to mark the beginning and end of sentences.	I can show an awareness of when to use a question mark or exclamation mark.	I can use capital letters for names and for the personal pronoun I.
Year2	I can use capital letters, full stops, question marks and exclamation marks 50% accurately to mark the beginning and end of sentences.	I can use commas in a list.	I can use apostrophes to mark singular possession in nouns.	I can use apostrophes to mark where letters are missing in spelling.	I can use capital letters, full stops, question marks, exclamation marks, commas in lists and apostrophes to mark singular possession 75% accurately.	I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense, apostrophe and comma.

Year3	I can recognise and use nouns , adjectives and adjectival phrases. The big, black dog sat on the green table.	I can use the present perfect form of verbs instead of the simple past. He has gone out to play instead of he went out to play.	I can express time, place and cause using conjunctions Eg When, while, because, also	I am beginning to use speech marks. “I’m hungry!” yelled the big, bad wolf. “Give me some FOOD!”	I can use capital letters, full stops, question marks, exclamation marks, commas in lists and apostrophes to mark singular possession 80% accurately.	I can use simple sentences and begin to recognise compound and complex sentences. E.g. The boat arrived late and the man walked down the gangway. When the rain stopped, the girls went back to the playground.
Year 4	I can accurately punctuate a compound and complex sentence with a capital letter, comma and full stop. I am feeling better, but I still must rest.	I can use colons in a list. My favourite foods are: bananas, chocolate ice cream, pizza and Chinese.	I can use apostrophes to mark plural possession. Eg the girl’s name, the girls’ name.	I can use commas after fronted adverbials. Later that day, I went fishing.	I can use an exclamation mark or comma as the end punctuation within inverted commas. “Sit down!” “Very much indeed,” Alice said politely.	I can write in sentences that are correctly demarcated, e.g: some commas mark phrases or clauses; apostrophes mark contractions. If used, inverted commas demarcate the beginning and end of direct speech, correctly on most occasions.
Year 5 (Sentence structure and Punctuation)	I can add information to my sentences using relative clauses starting with: who, what, where, whose, that or by missing out the pronoun. Eg The dark shadow, with a hooded cloak, crept through the forest silently.	I can use devices to build cohesion within a paragraph.	I can indicate degrees of possibility using adverbs. Eg perhaps, surely might, should, will, must	I can use brackets to indicate parenthesis. E.g. In the museum, the toys (always the most popular exhibit) are on display as you enter the hall.	I can use brackets, dashes or commas for the same purpose. E.g. In the museum, the dinosaur – first seen from the stairs – is the largest exhibit they possess. In the museum, the fossils, never easy to display, have lights behind them.	I can use commas to clarify meaning and avoid ambiguity.
Year 6	I can use bullet points accurately. The benefits of eating healthily are: <ul style="list-style-type: none"> ● balanced diet ● more energy. 	I can use the colon to introduce a list and use of semi-colons within lists. New playground rules: • No running in the quiet area; and no food in the sitting area.	I can use hyphens to avoid ambiguity. Carl is far too chatty. Phillip is another far-too chatty individual.	I can use the semi-colon, colon and dash to mark the boundary between independent clauses. It’s raining; I’m fed up	I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points	I can use full stops, commas in lists, commas in clauses, exclamation marks, speech marks, question marks and brackets to punctuate sentences accurately.
Year 7	I can consolidate and build on my knowledge of grammar and vocabulary through extending and applying the grammatical knowledge set out in English Appendix 2 to the KS1 and 2 programmes of study to analyse more challenging texts	I can consolidate and build on my knowledge of grammar and vocabulary through studying the effectiveness and impact of the grammatical features of the texts I read	I can consolidate and build on my knowledge of grammar and vocabulary through using standard English confidently in my own writing and speech	I can consolidate and build on my knowledge of grammar and vocabulary through drawing on new vocabulary and grammatical constructions from my reading and listening, and using these consciously in my writing and speech to achieve particular effects	I can consolidate and build on my knowledge of grammar and vocabulary through discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology	

	Step B	Step B+	Step W	Step W+	Step S	Step S+
Birth to three						
Nursery	<p style="text-align: center;">Sentence Construction and Tense</p> <p style="text-align: center;">CL: Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p style="text-align: center;">CL: Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p style="text-align: center;">CL: Use longer sentences of four to six words.</p>					
Reception	<p style="text-align: center;">Sentence Construction and Tense</p> <p style="text-align: center;">CL: Learn new vocabulary.</p> <p style="text-align: center;">CL: Use new vocabulary throughout the day.</p> <p style="text-align: center;">CL: Articulate their ideas and thoughts in well-formed sentences.</p> <p style="text-align: center;">CL: Connect one idea or action to another using a range of connectives.</p>					
Year1	I can compose a sentence orally.	I can join words together to make a sentence and write it down.	I can compose a sentence where the subject and verb match. E.g. I am good at football. Lions have big teeth.	I can use 'and' to join two sentences together.	I can sequence sentences to form short narratives.	I can use 'and', 'but' and 'so' to join two sentences together.
Year2	I can extend sentences using and, or, but, so, accurately.	I can extend my sentences using when, If, that, because.	I can use expanded noun phrases for description and specification. Eg The blue butterfly.	I can use the progressive form of verbs in the present and past tense to mark actions. He ran - He was running. She shouted-She was shouting.	I can compose a question, command, statement and exclamation and explain the differences between each one. I can choose and use the correct tense consistently throughout my writing.	I can include viewpoint by using simple comments or actions. Eg My teacher was nice, Apples are good for you.
Year 3	Consistent and correct use of the past and present tense	Using a wider range of co-ordinating connectives (beyond 'and' 'or' 'but'). Including some subordinating connectives (if, when, because)	When appropriate, choosing language or structures to reflect more formal writing	Describing settings and characters, including expanded noun phrases.	Less reliance on teacher for supporting structure and organising, which is beginning to reflect different genres.	Adding suffixes and prefixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly un-, dis-, mis
Year 4	Consistent tense control (past, present and future), including irregular verbs	Speech is punctuated mostly accurately, with more than just speech marks	Description in narratives includes figurative language for a deliberate impact on the reader (figurative language is carefully considered)	Dialogue between characters is present and can help move the narrative on.	A range of punctuation is used accurately including capitals, full stops, exclamation marks, questions marks, commas for lists, apostrophes for contraction and possession.	The pupil can write for a range of purposes and audiences, inspiration from reading will be present and adapted to suit the purpose

Year 5	Use Dialogue to show what your characters are like and move the narrative on	Select vocabulary and grammatical structures to reflect what the type of writing is.	A range of sentence types are accurately used.	A wider range of cohesive devices are present.	Passive and active sentences are purposefully used for effect	Vocabulary choices reflect the style of writing
Year 6	Dialogue is accurately punctuated and interwoven into narrative description	Grammatical structures are chosen to aid and enhance the reading experience	A confident and deliberate control is shown over formality through grammatical and vocabulary choices.	Punctuation is varied, accurate and enhances the reading experience/ avoids ambiguity	Purposeful and effective choices are made over structure, organisation and literary language which draw inspiration from other writers	The difference between formal language and everyday speech is clear and controlled.
Year 7	Modifiers are used to qualify, intensify or emphasise (<i>exceptional result, insignificant amount</i>)	Subordinating connectives may be manipulated for emphasis or to nominalise for succinctness (<i>Because of that, he failed.</i>).	Verb forms are mostly controlled and selected to convey precision of meaning (<i>It would be helpful if you could let me know, as this will enable me to take further action.</i>).	Controlled use of a variety of simple and more complex sentences contributes to clarity of purpose and overall effect on the reader.	Syntax and full range of punctuation are consistently accurate in a variety of sentence structures, with occasional errors in ambitious structures.	Overall organisation of the text is controlled to take account of the reader's possible reaction / questions / opinion, e.g. use of flashback in narrative; placing of information according to importance; balancing perspectives or points of view; sequencing of events or ideas.

**Progression of Writing Strand Transcription (Spelling and Handwriting) Year 1-6 -Years 1 and 2 contain these strands separately
Literacy Curriculum Marish Academy Trust 2019**

	Step B	Step B+	Step W	Step W+	Step S	Step S+
Nursery Spelling	L: 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.					
Nursery Handwriting	Physical Development • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand. Literacy • Write some letters accurately.					
Reception Spelling	L: Spell words by identifying the sounds and then writing the sound with the letter/s. L: Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.					
Reception Handwriting						
Year 1 Spelling	I can spell words with vowel diagraphs and tri-graphs.	I can spell the Common exception words from the year 1 word list.	I can spell words compound words with some accuracy.	I can add the prefix un- to change the meaning of a verb or adjective.	I can add a suffix to the end of a verb to change its meaning. Eg –er, -ed, -ing and –est.	I can use 'and', 'but' and 'so' to join two sentences together.
Year 1 Handwriting	I can sit at a table correctly holding a pencil using my dominant writing hand.	I can sit correctly and position my paper at approximately 25 degree angle.	I can begin to form lowercase letters in the correct direction starting and finishing in the right place.	I can form the digits 0-9	I understand which letters belong to which handwriting families ie letters that are formed in a similar way)	I can form capital letters

Year2 Spelling	I can use the comparative and superlative forms in adjectives accurately	I can spell words with the same sound but alternative spelling. E.g. dge ge	I can spell the words from the common exception words list for year 2.	I can spell words using suffixes such as -tion.	Words ending in E, al, il, ll at the end of words	I can spell homophones and near homophones.
Year 2 Handwriting	I can form lowercase letters of the correct size relative to one another.	I can write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters.	I can start using some of the diagonal and horizontal strokes needed to join letters.	I can understand which letters when adjacent to one another are best left un-joined.	I can use spacing between words that reflects the size of the letters.	
Year3	I can use 'a' or 'an' correctly according to whether the next word begins with a consonant or vowel. A rock, an open box.	I can spell words that are homophones and near homophones.	I can spell words with the possessive apostrophe accurately. children's.	I can use and spell words ending with the /e_ɪ/ sound and ʒə/ or /t_ʃə/ sounds.	I can spell the common exception words for year 3.	
Year 4	I can spell and use endings which sound like /ʃən/, spelt -tion, -sion, -ssion and -cian	I can identify and spell further homophones.	I can spell and use a range of suffixes in my writing.	I can spell and use more prefixes in my writing.	I can use the /ɪ/ sound spelt y elsewhere than at the end of words	I can spell the common exception words for year 4.
Year 5	I can spell words containing letter strings such as ough, -cious, tious.	I can spell the common exception words for year 5.	I can spell homophones and near homophones.	I can spell words that have suffixes beginning with vowel letters.	I can spell words ending in -ant, -ance, -ancy, -ent, -ence and -ency.	I can spell words ending with -ible, -able, -ibly and -ably.
Year 6	I can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters	I can spell words with silent letters.	I can spell common exception words with accuracy.	I can spell homophones and near homophones.	I can identify how words are related by meaning as synonyms and antonyms.	I can evaluate and edit spelling (tense and plurals) throughout a piece of my writing.