

Spoken Language	Y1/2	Y 3/4	Y 5/6
	listen and respond appropriately to adults and their peers		
	For Instance: Listen and respond to the speaker making simple comments and suggestions Make helpful contributions when speaking in turns, in pairs and in small groups	For Instance: Respond to a speaker's main ideas, developing them through comments and suggestions. Build on ideas shared Work in a variety of group situations following appropriate etiquette for group dynamics	For Instance: Show a clear understanding of the main points of a conversation / discussion. Be able to articulate and develop the speaker's ideas in different ways. Make reference to other's comments when articulating own ideas Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group
	ask relevant questions to extend their understanding and knowledge		
	For Instance: Begin to ask questions that link clearly to the topic being discussed Show that the conversation is being followed	For Instance: Generate questions to ask a specific speaker /audience in response to a talk / conversation Ask questions in direct response to some- thing heard / presented	For Instance: Spontaneously ask questions which develop the conversation and take ideas or knowledge further
	use relevant strategies to build their vocabulary		
	For Instance: To be encouraged to listen to and use new vocabulary to develop their own vocabularies Given opportunities to use this vocabulary in a variety of meaningful contexts To be encouraged to think of alternatives for simple vocabulary choices	For Instance: To be encouraged to develop their individual vocabulary using words they hear and see in their reading and across curriculum subjects To use new vocabulary within the correct context Can discuss a wider range of topics which are perhaps unfamiliar to own direct experience.	For Instance: Using vocabulary appropriately and for effect Use appropriate terminology linked to other curriculum subjects Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions
	articulate and justify answers, arguments and opinions		
	For Instance: Can answer questions clearly in sentences Can give a reason for their answer when asked Are encouraged to explore why they have certain thoughts or opinions	For Instance: Can give answers to questions that are support- ed by justifiable reasons Can support own ideas and opinions with explanation	For Instance: Can sustain an argument and follow a train of thought, returning to main ideas throughout the course of the conversation Can present ideas / opinions coherently, supported with reasons
	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings		
	For Instance: Being able to describe their immediate world and environment Can talk about themselves clearly and confidently Can retell simple stories / recounts	For Instance: Can develop ideas and feelings through sustained talk Can organise what they want to say so that it is clear to the listener Can give descriptions. Recall events / stories / recount experiences with some added detail to engage the listener	For Instance: Can talk about feelings, thought sand ideas with some detail to make meaning explicit Can present information clearly and in an appropriate form to the listener Can plan and present information verbally selecting the appropriate format and style to match the purpose Can sustain a longer conversation about a given topic

Spoken Language	Y 1/2	Y 3/4	Y 5/6
	maintain attention/ participate actively in collaborative conversations, staying on topic and initiating and responding to comments		
	For Instance: Can remain focused on a conversation when not directly involved and are able to recall the main points when questioned	For Instance: Can show through the contributions made and questions asked that they have followed a conversation	For Instance: Can summarise another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard
	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas		
	For Instance: Begin to offer ideas and suggestions based on what has been heard - for example in response to reading / watching an experiment	For Instance: Develop ideas and expand on these building on what others say Adapt these ideas in light of new information	For Instance: Offer ideas and support these with reasoning. Be prepared to change these as new information comes to light and make reference back to original thoughts providing either further evidence to support ideas or reasons for the change of focus
	speak audibly and fluently with an increasing command of Standard English		
	For Instance: Can speak clearly when talking in class. Speak in grammatically correct sentences	For Instance: Can speak to a wider audience e.g. whole school in assembly Can adapt speaking style to suit the audience	For Instance: Can articulate thoughts clearly when presenting to a range of audiences Can adopt a formal / informal tone as appropriate to the situation
	participate in discussions, presentations, performances, role play, improvisations and debates		
	For Instance: Know when it is their turn to speak in a simple presentation / discussion Take part in role play to find out about different characters and situations Take different roles in a drama / role play to explore how others felt about a character's actions	For Instance: Prepare and present information orally Participate in discussions by listening to others and building on from what has been said Participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotions	For Instance: Can present information in a variety of ways to a range of audiences Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused Perform to wider audiences combining words, gestures and movement Participate in debates, following appropriate etiquette, and conventions
	gain, maintain and monitor the interest of the listener (s)		
	For Instance: Speak clearly so that the listener can hear what is said Organising thoughts into sentences before expressing them Choosing words to add interest or detail	For Instance: Adapt language, tone and style to suit the purpose of the listener Planning talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener	For Instance: Be aware of the listener - adapt talk to maintain the listener's interest Express and explain relevant ideas with some elaboration to make meaning explicit Maintain control and effective organisation of a talk to guide the listener Adapt vocabulary, grammar and non-verbal features to maintain listener's interest
	consider and evaluate different viewpoints, attending to and building on the contributions of others		
	For Instance: Know that different people have different ideas / responses and recognise that these are as valuable as their own	For Instance: Take account of the viewpoints of others when building own arguments and offering responses	For Instance: Make reference to the viewpoints of others providing supporting evidence or counter-balancing these with their own opinions
	select and use appropriate registers for effective communication.		
	For Instance: Notice how different speakers talk and consider why this might be the case	For Instance: Begin to adapt suitable styles of delivery dependent on task / audience Recognise how language choices vary in different situations	For Instance: Explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk

EYFS Literacy: Word Reading

Children in reception will be learning to:

Read individual letters by saying the phonemes for them.

Blend phonemes into words so that they can read short words made up of letter-sound correspondences.

Read some letter groups (digraphs) that each represent one sound and say sounds for them.

Read simple phrases and sentences made up of words with known letter-sound correspondences

Read a few common exception words matched to the school's phonic programme.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Early Learning Goals

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.

Reading: Word reading	Year 1	Year 2	Year 3/4	5/6
	apply phonic knowledge and skills as the route to decode words	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent		
	respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes		
	read common exception words , noting unusual correspondences between spelling and sound and where these occur in the word	read further common exception words , noting unusual correspondences between spelling and sound and where these occur in the word	read further exception words , noting the unusual correspondences between spelling and sound, and where these occur in the word	
	read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings			
	read other words of more than one syllable that contain taught GPCs	read accurately words of two or more syllables that contain the same graphemes as above		
		read most words quickly and accurately without overt sounding and blending when they have been frequently encountered		
	read words with contractions , e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)			
	read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words			
	re-read these books to build up their fluency and confidence in word reading			
		read words containing common suffixes	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet	

EYFS Literacy: Reading Comprehension

Children in reception will be learning to:

- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Early Learning Goals

- 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.

Reading: Comprehension	Year 1	Year 2	Year 3/4	Year 5/6
	• develop pleasure in reading, motivation to read vocabulary, and understanding by:		• develop positive attitudes to reading, and an understanding of what they read, by:	
	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	being encouraged to link what they read or hear read to their own experiences			
		discussing the sequence of events in books and how items of information are related	reading books that are structured in different ways and reading for a range of purposes	reading books that are structured in different ways and reading for a range of purposes
			using dictionaries to check the meaning of words that they have read	
	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	increasing their 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
			recommending books that they have read to their peers, giving reasons for their choices	
	recognising and joining in with predictable phrases	recognising simple recurring literary language in stories and poetry		
		discussing their favourite words and phrases	discussing words and phrases that capture the reader's interest and imagination	
			identifying themes and conventions in a wide range of books	identifying and discussing themes and conventions in and across a wide range of writing
			recognising some different forms of poetry (e.g. free verse,	making comparisons within and across books
	learning to appreciate rhymes and poems , and to recite some by heart	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
	Discussing word meaning , linking new meaning to those already know	Discussing and clarifying the meaning Being introduced to non-fiction books that are structures on different ways of words , linking new meanings to know vocabulary		

	Year 1	Year 2	Year 3/4	
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Reading: Comprehension	Year 1		Year 2	Year 3/4	Year 5/6
	Understand both the books they have already read accurately and fluently and those they listen to by:			Understand what they read, in books they can read independently by:	
	Draw on what they already know or on background information & vocab provided by the teacher.				
	checking that the text makes sense to them as they read and correcting inaccurate reading			checking that the text makes sense to them, discussing their understanding & explaining the meaning of the words in context	
	discussing the significance of the title and events				
	making inferences on the basis of what is being said and done			drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	
	predicting what might happen on the basis of what has been read so far			predicting what might happen from details stated and implied	
		answering and asking questions		asking questions to improve their understanding of the text	
					provide reasoned justifications for their views
					discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
				identifying main ideas drawn from more than one paragraph and summarising these	summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
				identifying how language, structure, and presentation contribute to meaning	
				retrieve and record information from non-fiction	
					distinguish between statements of fact and opinion
	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say			participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	
	explain clearly their understanding of what is read to them	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves			explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

EYFS Literacy: Writing – Letter formation, placement and positioning

Children in reception will be learning to:

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Develop the foundations of a handwriting style that is fast, accurate and efficient.
Form lower case and capital letter correctly.

Early Learning Goals

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
Write recognisable letters, most of which are correctly formed

Writing: Handwriting	Year 1	Year 2	Year 3/4	Year 5/6
	sit correctly at a table, holding a pencil comfortably and correctly			
	begin to form lower-case letters in the correct direction, starting and finishing in the right place	form lower-case letters of the correct size relative to one another		
		start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	
	form capital letters	write capitals of the correct size, orientation and relationship to one another and to lower case letters		
		use spacing between words that reflects the size of the letters		
	form digits 0-9	write digits of the correct size and formation		
	understand which letters belong to which handwriting ' families ' and to practise these			
			increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters - choosing the writing implement that is best suited for a task

EYFS Literacy: Writing – Grammar and Punctuation, sentence construction and tense

Children in reception will be learning to:

- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.

Early Learning Goals

- 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 the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher

Writing: punctuation & grammar	Year 1	Year 2	Year 3	Year 4	Year 5	Year/6
	Sentence structure How words can combine to make sentences Joining words and joining sentences using and	Sentence structure Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification (eg. the blue butterfly) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation and command	Sentence structure expressing time, place and cause using: conjunctions (e.g. when, before, after, while, so, because) adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because of)	Sentence structure noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) fronted adverbials eg, <u>Later that day</u> , I heard the bad news.	Sentence structure relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)	Sentence structure use of the passive voice to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse,' versus 'The window in the greenhouse was broken (by me)]. the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive forms such as If I were or were they to come in some very formal writing and speech)
	Text structure sequencing sentences to form short narratives	Text structure the consistent use of present tense versus past tense throughout texts use of the progressive form of verbs in the present and past tense to mark actions in progress	Text structure introduction to paragraphs as a way to group related material headings and sub-headings to aid presentation use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play)	Text structure use of paragraphs to organise ideas around a theme appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Text structure devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)	Text structure linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis layout devices , such as headings, sub-headings, columns, bullets, or tables, to structure text
	Punctuation separation of words with spaces introduction to the use of capital letters , full stops , question marks and exclamation marks to demarcate sentences capital letters for names of people, places, days of the week and for the personal pronoun I	Punctuation capital letters , full stops , question marks and exclamation marks to demarcate sentences commas to separate items in a list apostrophes to mark contracted forms in spelling & to mark singular possessions in nouns	Punctuation introduction to inverted commas to punctuate direct speech	Punctuation use of inverted commas and other punctuation to indicate direct speech apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names) use of commas after fronted adverbials	Punctuation brackets , dashes or commas to indicate parenthesis use of commas to clarify meaning or avoid ambiguity	Punctuation use of the semi-colon , colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) use of the colon to introduce a list and use of semi-colons within lists punctuation of bullet points to list information how hyphens can be used to avoid ambiguity

EYFS Literacy: Writing Composition

Children in reception will be learning to:

Plan writing - Articulate their ideas and thoughts in well-formed sentences.

Describe events in some detail.

Drafting Writing - Spell words by identifying the sounds and then writing the sound with the letter/s.

Write short sentences with words with known letter-sound correspondences using a capital letter and a full-stop.

Editing - Re-read what they have written to check it makes sense

Early Learning Goals

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.

Invent, adapt and recount narratives and stories with peers and teachers.

Writing: composition	Year 1	Year 2	Year 3/4	Year 5/6
		develop positive attitudes towards and stamina for writing by writing: - narratives about personal experiences and those of others (real and fictional) - about real events / poetry / for different purposes		
	Plan writing say out loud what they are going to write about	Plan writing plan or say out loud what they are going to write about write down ideas and/or key words, including new vocabulary	Plan writing discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discuss and record ideas	Plan writing identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own note and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed
	Drafting and Writing compose a sentence orally before writing it		Drafting and Writing compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures	Drafting and Writing selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
	sequence sentences to form short narratives	encapsulating what they want to say, sentence by sentence	organise paragraphs around a theme in non-narrative material, using simple organisational devices (for examples headings and sub-headings)	use a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
			in narratives , creating settings, characters and plot	in narratives , describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages
	Re-reading what they have written to check that it makes sense	Make additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that verbs to indicate time are used correctly and consistently. Proof read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) of pronouns in sentences	Evaluate and edit: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use Proof read for spelling and punctuation errors	Evaluate and edit: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
	Discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher	Read aloud read aloud what they have written with appropriate intonation to make the meaning clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing: spelling	Year 1	Year 2	Year 3/4	Year 5/6
	Phonics Spell words containing each of the 40+ phonemes already taught - words with consonant digraphs and some vowel digraphs/trigraphs - alternative spellings for vowel phonemes e.g. /ai/, /ay/, /a-e/ - new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel, - words ending in -y e.g. very, happy, funny	Phonics Spell by segmenting words into phonemes and representing these graphemes, spelling many correctly Spell words with alternative pronunciations from Letters and Sounds Phase 5	Phonics Use the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym Spell words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight Spell words containing the /u/ sound spelt 'ou' e.g. double, trouble	Phonics Spell words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough
	Rules and conventions - Spell words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words) - the /ng/ sound spelt n before k - Spell words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch')	Rules and conventions - words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words) - words with the /s/ sound spelt 'c' before 'e', 'i', 'y' - words ending -le, -el, -al and -il - adding -ies to nouns and verbs ending in 'y' - adding -ed, -ing, -er-est to a root word ending in 'y' with a consonant before it - adding -ing, -ed,-er, -est, -y - words ending in 'e' with a consonant before it - words of one syllable ending in a single letter after a short vowel		Rules and conventions Spell words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize
	Spell common exception words High frequency words (HFW) - the first 100 /200 from Letters and Sounds		Spell words from the NC word list for Years 3 and 4 (pg 64) Spell words that are often misspelt (appendix 1 of NC)	Spell words from NC word list for Years 5 and 6 (pg. 71)
		Distinguish between homophones and near homophones e.g. there/their/ they're, hear/here, see/ sea	Spell further homophones and near homophones e.g. affect/ effect, berry/bury, fair/ fare, male/mail	Continue to distinguish between homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed
	Spell days of the week numbers to 20	Spell more words with contractions e.g. can't, didn't		Spell words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own
	Name the letters of the alphabet in order using letter names to distinguish between alternative spellings of same sound		Use the first two or three letters of a word to check its spelling in a dictionary	Use the first two or three letters of a word to check its spelling in a dictionary . Use dictionaries to check the spelling and meaning of words. Use a thesaurus
	Add prefixes & suffixes -s and -es - un— - ing, -ed, -er, -est (where no change is needed to the root word)	Add suffixes to spell longer words -ment, -ness, -ful, -less and -ly Spell words ending in -tion	Add prefixes : un-,dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- Add suffix - es: -ly, -ation, -ous Spell words with endings sounding / shun/: -tion, -sion, -ssion, -cian Spell words ending with the schwa sound: measure, creature	Affixes and roots - words with the ending /shus/ spelt -cious or -tious - words with the ending /shul/ spelt -cial or -tial - words with the endings -ant, -ance/-ancy, / -ent, -ence/-ency - words ending in -able and -ible,, -ably and -ibly adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the -fer is no longer stressed)
	Write from memory simple sentences dictated by the teacher - include words using the GPC's and common exception words taught so far.	Write from memory simple sentences dictated by the teacher - include words using the GPC's and common exception words and punctuation taught so far.	Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far	Spell words with silent letters e.g. doubt, island, lamb
		Spell by using the possessive apostrophe (singular nouns) e.g. the man's, Claire's	Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	Use knowledge of morphology& etymology in spelling and understand that the spelling of some words needs to be learnt specifically