

Year	Writing	Spelling	Handwriting
EYFS	<p>In Nursery I can:</p> <ul style="list-style-type: none"> • Can copy some letters, e.g. letters from their name • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places <p>In reception I can:</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other 	<p>In reception I can:</p> <p>Early learning goal:</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>In Nursery I can:</p> <ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. <p>In reception I can:</p> <ul style="list-style-type: none"> • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • <p>Early learning goal:</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some</p>

	<p>things such as labels, captions.</p> <ul style="list-style-type: none"> • Attempts to write short sentences in meaningful contexts. <p>Early learning goal:</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>		<p>irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
1	<p>I can:</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about. • Composing sentences orally before writing. • Leaving spaces between words. • Joining words and clauses using and. • Beginning to punctuate sentences using capital letters, full stops. • Using a capital letter for people's names places, days of the week and the 	<p>I can:</p> <ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught. • Spell common exception words. • Spell the days of the week. • name the letters of the alphabet in order. • Use letter names to distinguish between alternative spellings of the same sound. • Use the spelling rule for adding -s or -es as the plural marker for nouns and 	<p>I can:</p> <ul style="list-style-type: none"> • 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 capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.

	<p>personal pronoun I.</p> <ul style="list-style-type: none"> • Re aloud their writing clearly enough to be heard by the teacher and their peers. • Sequencing sentences to form short narratives. 	<p>the third person singular marker for verbs.</p> <ul style="list-style-type: none"> • Use the prefix un-. • Use -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]. • Apply simple spelling rules and guidance, as listed in English Appendix 1. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	
2	<p>I can:</p> <ul style="list-style-type: none"> • To use apostrophes to mark singular possession in nouns and contractions. • Use commas to separate items in a list • Sentences with different forms: statements, commands, exclamations and questions. • Expanded noun phrases to describe and specify. • The present and past tense correctly and consistently including the 	<p>I can:</p> <ul style="list-style-type: none"> • Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learn to spell common exception words. 	<p>I can:</p> <ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one. • 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 not joined. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Use spacing between words that reflects the size of the letters.

	<p>progressive form.</p> <ul style="list-style-type: none"> • Subordination and coordination. • Re-read what they have written to check it makes sense. • Beginning to punctuate sentences with question marks and exclamation marks. 	<ul style="list-style-type: none"> • Learn to spell more words with contracted forms. • Learn the possessive apostrophe (singular) [for example, the girl's book]. • Distinguish between homophones and near-homophones. • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. • <i>Apply spelling rules and guidance, as listed in English Appendix 1.</i> • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	
3	<p>I can:</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using fronted adverbials. • Using direct speech. 	<p>I can:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1) • Spell further homophones • Spell words that are often misspelt (English Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular 	<p>I can:</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined. • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders

		<p>plurals [for example, children's]</p> <ul style="list-style-type: none"> • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>of letters do not touch].</p>
4	<p>I can:</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Using conjunctions, adverbs and prepositions to express time and cause. • Using commas after fronted adverbials. • indicating possession by using the possessive apostrophe with plural nouns. • Punctuating direct speech. 	<p>I can:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1) • Spell further homophones • Spell words that are often misspelt (English Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>I can:</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined • Increase the legibility, consistency and quality of their handwriting [for example, 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].

<p>5</p>	<p>I can:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing. • Noting and developing initial ideas, drawing on reading and research where necessary □ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. • Using passive verbs to affect the presentation of information in a sentence. • Using the perfect form of verbs to mark relationships of time and cause. • Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of possibility, probability and certainty. • Using relative clauses beginning with who, which, where, when, whose. • Using commas to clarify 	<p>I can:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters [for example, knight, psalm, solemn]. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus. • Spell endings which sound like spelt –cious or –tious /ʃəs/. • Spell endings which sound like /ʃəl/. • Spell words ending in –ant, –ance/–ancy, –ent, – 	<p>I can:</p> <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by: • Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. • Choose the writing implement that is best suited for task.
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	<p>meaning or avoid ambiguity in writing</p> <ul style="list-style-type: none"> Using semi-colons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list Punctuating bullet points consistently. Using modal verbs or adverbs to indicate degrees of possibility. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Proof reading for spelling and punctuation errors. 	<p>ence/–ency.</p> <ul style="list-style-type: none"> Spell words ending in –able and –ible. Spell words ending in –ably and –ibly. Add suffixes beginning with vowel letters to words ending in –fer. Use the hyphen Spell words with the /i:/ sound spelt ei after c. Spell words containing the letter-string ough. Spell words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word). 	
6	<p>I can:</p> <ul style="list-style-type: none"> Selecting the appropriate form and using other similar writing as models for their own. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using brackets, dashes or commas to indicate 	<p>I can:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and 	<p>I can:</p> <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by: Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choose the writing implement that is best suited for task.

	<p>parenthesis.</p> <ul style="list-style-type: none"> • Using hyphens to avoid ambiguity. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Proof-reading for spelling and punctuation errors. • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Using expanded noun phrases to convey complicated information concisely. 	<p>etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <ul style="list-style-type: none"> • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus. • Spell endings which sound like spelt –cious or –tious /ʃəs/. • Spell endings which sound like /ʃəl/. • Spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency • Spell words ending in –able and –ible • Spell words ending in –ably and –ibly • Add suffixes beginning with vowel letters to words ending in –fer • Use the hyphen • Spell words with the /i:/ sound spelt ei after c. • Spell words containing the 	
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