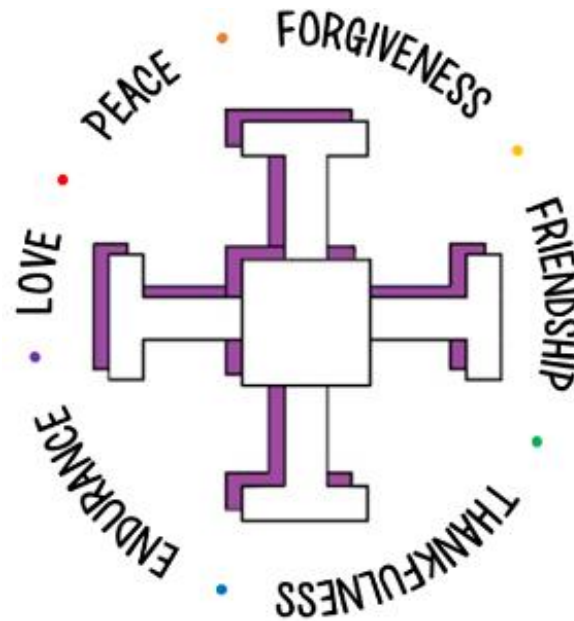


Christ Church CE Primary School



English Writing Year Group Checklists

'We value all children as unique 'Children of God' and welcome them into our safe, loving and supportive Christ Church family. We endeavour to use nurture to encourage individuals to flourish and aspire to reach their God given potential. We rejoice in our rich diversity and our broad, balanced curriculum provides opportunities for all to achieve excellence, open minds and inspire dreams both now and the future.'

Achieving excellence, opening minds, inspiring dreams, creating futures.

I am a clever writer checklists

National Curriculum - Punctuating Sentences	I am a Clever Writer because I
<p><u>Year 1</u> NC - write sentences by: saying out loud what they are going to write about. composing a sentence orally before writing it. sequencing sentences to form short narratives. re-reading what they have written to check that it makes sense. leaving spaces between words. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	<p><u>Year 1</u> Children must be able to say sentences out loud then progress to writing.</p> <ol style="list-style-type: none"> 1. Use a capital letter at the start of a sentence. 2. Use a capital letter for I. 3. Use a capital letter for 'who' or 'where' when it is a name in the middle of a sentence. <ol style="list-style-type: none"> 1. Write 5 sentences beginning with a 'when' word (First, Then, Next, Last) 2. Write 5 sentences beginning with a 'who' word (He, She, We, They, I) 3. Write questions beginning with 'What' or 'Will' 4. Write an excited sentence beginning with 'suddenly' or 'quickly'.
<p><u>Year 2</u> NC - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). NC - sentences with different forms: statement, question, exclamation, command.</p>	<p><u>Year 2</u></p> <ol style="list-style-type: none"> 1. Write sentences beginning with a 'where' word (topic specific). 2. Write questions beginning with 'When?', 'How?' and 'Where?'. 3. Write an excited sentence beginning with 'How' 4. Write an excited sentence beginning with 'What' 5. Write a command sentence containing who, what doing and what colours. 6. Write a list containing up to 5 single word items (E.G – I ate a banana, apple, cake and biscuit.) 7. To contract words where a letter or space is omitted. (it's) 8. To contract words where the verb spelling changes (won't) 9. To use an apostrophe for possession where the singular word does not end in an s. (E.g – Kim's house). 10. To use an apostrophe for possession where the singular words does end in an a.. (E.g – James' house). <ol style="list-style-type: none"> 1. To use a capital letter for special days. (E.g Christmas).

Year 3 and 4

NC - using commas after fronted adverbials.

NC - indicating possession by using the possessive apostrophe with plural nouns.

Year 3

I can use full stops, capital letters for proper nouns and to begin sentences, questions marks and exclamation marks (including exclamation sentences).

I can use commas for lists.

e.g. write a list with up to 5 single word items.

I can use an apostrophe for singular possession, including words ending in s.

e.g. Laura's. James'

I can use an apostrophe for contracted words.

e.g. didn't.

Year 4

I can use full stops, capital letters for proper nouns and to begin sentences, questions marks and exclamation marks (including exclamation sentences).

I can use commas for lists.

e.g. write a list with up to 5 single word items.

I can use fronted adverbials with the correct position of comma. (Colourful semantics - **When? **Where?** **How like?**)**

e.g. **Before sunrise**, Zach ate his breakfast.

I can use commas to separate clauses.

I can use apostrophes for singular possession, including words ending in s.

e.g. Tim's, Francis'

I can use apostrophes for plural possession.

e.g. men's, women's.

I can use apostrophes for contracted words to show omission.

I can use a colon to introduce a list.

e.g. In my bag there was: a purse, and apple and a hairbrush.

Year 5 and 6

NC - using commas to clarify meaning or avoid ambiguity in writing

NC - using hyphens to avoid ambiguity

NC - using brackets, dashes, or commas to indicate parenthesis

NC - using semi-colons, colons, or dashes to mark boundaries

between independent clauses

NC - using a colon to introduce a list

NC - Punctuating bullet points consistently

NC - proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning.

NC - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

Year 5

I can use full stops, capital letters, questions marks, exclamation marks (including exclamation sentences).

I can use fronted adverbials with correct comma position. (Colourful semantics - **When? Where? How like?)**

I can use complex sentences, varying position of the main and subordinate clause with the correct comma use.

I can use commas to separate main and subordinate clauses.

I can use relative clauses (who, which, that), including relative pronouns with accuracy.

I can use commas to avoid ambiguity with increasing confidence.

I can use question tags using commas and question marks accurately.

I can use parenthesis (dashes, commas, brackets).

I can use hyphens.

I can use colons to demarcate speech and to begin a list.

I can use semi-colons for lists.

e.g. You will need to bring the following: sleeping bag, pillow, and pyjamas for the overnight stay; water bottle, waterproof jacket, sweatshirt, and walking boots for the afternoon trek; and a swimming kit for the river activities

I can punctuate bullet points consistently.

I can structure my writing to guide the reader.

e.g. paragraphs, headings, bullet points, underlining.

Year 6

I can use full stops, capital letters, questions marks, exclamation marks (including exclamation sentences).

I can use fronted adverbials with correct comma position. (Colourful semantics - **When?** **Where?** **How like?**)

I can use complex sentences, varying position of the main and subordinate clause with the correct comma use.

I can use commas to separate main and subordinate clauses.

I can use relative clauses (who, which, that, whose, whom), including relative pronouns with accuracy.

I can use commas to avoid ambiguity with increasing confidence.

I can use parenthesis (dashes, commas, brackets).

I can use hyphens to avoid ambiguity.

I can use colons to mark the boundary between independent clauses.

I can use semi-colons for lists.

e.g. You will need to bring the following: sleeping bag, pillow, and pyjamas for the overnight stay; water bottle, waterproof jacket, sweatshirt, and walking boots for the afternoon trek; and a swimming kit for the river activities.

I can use semi-colons to mark the boundary between independent clauses.

e.g. It was cold; the sun was shining.

I can propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning.

NC - Speech

Years 1 and 2

I am a Clever Writer because I use:

Year 3 - NC

Indicate grammatical and other features by:

- using and punctuating direct speech.

I can use inverted commas to punctuate speech where the speaker comes first and show an awareness of 'new speaker, new line'.

I can show increasing understanding of purpose and audience (adapting writing to make it more interesting for the reader)

I can begin speech with a capital letter.

I can use words other than 'said'.

I can write speech that ends with either a full stop, exclamation mark or question mark.

Year 4 - NC

Indicate grammatical and other features by:

- using and punctuating direct speech.

I can use inverted commas when punctuating dialogue when the speaker comes first and use 'new speaker, new line'.

I can use inverted commas when punctuating dialogue when the speaker comes after the speech. E.G "Can I have a drink please?" asked Harry.

I can use all necessary punctuation in direct speech. E.G "Help!" yelled Mrs Jones.

Years 5 and 6

I can use all necessary punctuation in direct speech. E.G "Help!" yelled Mrs Jones. "Can I have a drink please?" asked Harry.

I can punctuate broken speech accurately. E.G "Why," asked Harry, "do you insist on getting in the way?"

I can use inverted commas when punctuating dialogue when the speaker comes before and after the speech and use 'new speaker, new line'.

I can use dialogue to convey character and advance the action with increasing confidence

NC – Adjectives/ambitious vocabulary	I am a Clever Writer because I use:
<p>Year 1</p>	<p><u>Year 1</u> a purple arrow to describe how a 'what' looks. E.G – yellow flower a purple arrow to describe how a 'what' feels. E.G. – slippery slide smooth snake a purple arrow to describe how a 'who'. E.G – The kind man</p>
<p><u>Year 2</u> NC - expanded noun phrases to describe and specify (the blue butterfly)</p>	<p><u>Year 2</u> a purple arrow to describe how a 'what' looks and feels and separate these with a comma. E.G – yellow, soft banana adding with/that The yellow, soft banana that the monkey ate. adding where E.G bright, yellow sun in the distance</p>
<p><u>Years 3 and 4</u> NC - composing and rehearsing sentences orally (including dialogue), progressively building a <u>varied and rich vocabulary</u> and an increasing range of sentence structures. NC - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p><u>Year 3</u></p> <p>I can use adjectives to describe the noun. e.g. Adjective, adjective Noun adding with / that / where</p> <p>I can identify nouns and pronouns.</p> <p>I can use synonyms for overused words. e.g. said, nice, went, looked.</p> <p>I can use a thesaurus.</p> <p>I can use onomatopoeia.</p> <p>I can use idioms <i>and</i> alliteration.</p> <p>I can use simple and compound sentences.</p> <p>I can use fronted adverbials and subordinate clauses.</p>

Year 4

I can use adjective, adjective noun with correct use of the comma.

I can use expanded noun phrases.

e.g. expanding before or after the noun

I can identify nouns.

e.g. collective, common, proper, abstract.

I can use antonyms and synonyms.

I can use the thesaurus to develop word choices.

I can use onomatopoeia and alliteration.

I can use similes.

I can use deliberate ambitious word choices for effect.

e.g. the **timid miniscule** mouse **trembled** in fear

I can use simple and compound sentences.

I can use fronted adverbials and subordinate clauses with correct position of the comma.

Year 5

I can use adjective, adjective noun with correct use of the comma.

I can add more detail with a modifier.

e.g. that... which...

I can use expanded noun phrases with ambitious vocabulary choices to add detail, qualification and precision.

e.g. Expansion before *and* after the noun.

I can select antonyms / synonyms using the thesaurus effectively.

I can select pronouns and nouns varying choice.

Years 5 and 6

NC - draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

NC - draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

NC - evaluate and edit by assessing the effectiveness of their own and others' writing

evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

NC - using expanded noun phrases to convey complicated information concisely.

NC - use a thesaurus.

I can engage the reader with detailed narrative (e.g. deliberately creating suspense in order to make the reader want to read on).

I can use imagery and figurative language.
e.g. similes and metaphors.

I can describe settings using appropriate vocabulary to enhance meaning.

I can use dialogue to convey character and advance the action.

I can use short sentences to build suspense and develop atmosphere.

I can use 'show not tell' to show a character's feelings.

I can edit writing to improve vocabulary, grammar and punctuation.

I can use a thesaurus to develop my writing.

Year 6

I can use adjective, adjective noun with correct use of the comma.

I can add more detail using a modifier.
e.g. that... which...

I can use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision.

I can select antonyms / synonyms using the thesaurus effectively.

I can select pronouns and nouns varying choice.

I can engage the reader with detailed narrative (e.g. deliberately creating suspense in order to make the reader want to read on).

Use of imagery and figurative language – personification, similes and metaphors.

I can create atmosphere to convey character and advance the action.

I can integrate dialogue to convey character and advance the action.

I can edit writing to improve vocabulary, grammar and punctuation.

I can use a thesaurus to develop my writing.

National Curriculum - Conjunctions

I am a Clever Writer because I use:

Year 1

NC - joining words and joining clauses using and.

Year 1

'and' to join two colourful blocks (who/what/where)

E.G: Ben and Sam like to paint.

I ate pizza and chips.

They went to the park and the cinema.

'and' to join two ideas (who, what doing, what and who, what doing what)

EG: Dan likes to play football and Kim likes to play netball.

Year 2

NC - subordination (using when, if, that, or because) and co-ordination (using or, and, or but).

Year 2

Co-ordination

I can use a sentence using – and

I can use a sentence using – or

I can use a sentence using – but

Subordination

I can use sentences using – when

I can use sentences using when/if

I can use sentences using when / if / that

Adding an adverb of time at the beginning of the sentence

EG – Yesterday, I played football and basketball.

Adding an adverb of time at the beginning of each clause.

EG – Yesterday, Dan played football and today Kim played netball. (Introduce the use of pronouns to change the 'who').

Years 3 and 4

NC – extending range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

NC - Understand what the following words mean: conjunction, clause, subordinate clause.

Year 3

Co-ordination

I can write a sentence using – and , or, but

I can write a sentence using - so

Subordination

I can write sentences using – when / if / that

I can write a sentence using – because

I can write a sentence using – before

I can write a sentence using - until

I can write a sentence using – after

I can write a sentence using – while

I can identify clauses – simple sentences, main and subordinate

I can identify coordinating conjunctions.

I can identify subordinating conjunctions.

Use of complex sentences where the main clause appears first, then the subordinate clause.

e.g. The teacher put up his umbrella **because** it was raining.

Year 4

Co-ordination

I can write a sentence using – and , or, but, so

I can write a sentence using - yet

Subordination

I can write sentences varying the position of the subordinating conjunction.

I can write a sentence using – when / if / that / because / while / after / before / until

I can write a sentence using – although

I can write a sentence using – as

I can write a sentence using – unless

I can write a sentence using – since

I can identify main and subordinate clauses.

Beginning complex sentences with the subordinate clause and correct positioning of the comma.

e.g. **Although** it was raining, we still went out to play.

Years 5 and 6

NC - using commas to clarify meaning or avoid ambiguity in writing.

NC - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Year 5

Relative Clauses

I can identify relative pronouns (who, which, that) within sentences.

I can identify the relative clause.

I know that the relative clause is also a subordinate clause.

I can add a relative clause using (who, which, that) to provide more information about the noun.

I can position commas correctly within complex sentences.

E.G.

Tommy, who was an exceptional footballer, played for Manchester United.

Commas

I can use a comma to separate words in a list.

I can use a comma to separate main and subordinate clauses.

I can use a comma to clarify meaning of the noun.

E.G. "Careful, **children!**" shouted the teacher. "Let's leave, **Samira!**" he shouted.

Year 6

Relative Clauses

I can identify the relative pronouns (who, which, that, when, where, whose) within sentences.

I can add a relative clause using (who, which, that, whose, when, where) to provide more information about the noun.

I can position commas correctly within complex sentences.

E.G.

Tommy, who was an exceptional footballer, played for Manchester United.

Commas

I can use a comma to clarify meaning.

E.G.

"Careful, **children!**" shouted the teacher. "Let's leave, **Samira!**" he shouted.

"Please, pass me the salt," Mrs Till said.

I can use commas to avoid ambiguity.

E.G.

Hurry up and shoot, **Dad**.

Hurry up and shoot Dad.

The room was full of crying babies, and mothers.

The room was full of crying babies and mothers.

I can describe how the comma affects the meaning a sentence.

E.G. How do commas affect the meaning of these sentences? Explain briefly.

As the sun shone orange, people looked desperately for shade.

As the sun shone, orange people looked desperately for shade.

National Curriculum - Tenses

I am a Clever Writer because I use:

Year 1

Year 1

The past tense correctly where 'ed' is added.

The past tense correctly where the verb changes.

Year 2

NC - the present and past tenses correctly and consistently including the progressive form.

Year 2

I can use simple past tense.

E.G - Yesterday, I went to the park.

I can use irregular and regular verbs (past tense)

E.G - Yesterday, I saw a monster.

I can use past progressive.

E.G – Yesterday, I was eating and drinking.

I can use present tense correctly.

E.G – I am skipping.

Years 3 and 4

NC - using the **present perfect form of verbs** in contrast to the past tense.

Year 3

I can use simple past tense.

e.g. He went out to play.

I can use past progressive tenses.

e.g. I was walking with my iguana.

I can use future tense.

e.g. Tomorrow, I will go to school.

I can use present perfect tense.

e.g. He has gone out to play. I have walked, you have walked, he/she/it has walked, we have walked, they have walked.

Year 4

I can use present and present progressive tenses.

e.g. I am walking with my iguana.

I can use present perfect form of verbs in contrast to the past tense.

e.g.

Positive – I have tried sushi.

Subject + have/has + past participle.

Negative – I have not tried sushi.

Subject + have not/has not + past participle.

Question – Have you tried sushi?

Have/has + subject + past participle + ?

Years 5 and 6

NC - ensuring the consistent and correct use of tense throughout a piece of writing.

NC - using the **perfect form of verbs** to mark relationships of time and cause.

NC - using **passive verbs** to affect the presentation of information in a sentence.

Year 5

I can use past, present and future tenses correctly throughout a piece of writing.

I can use a variety of modal verbs e.g. will, might, can, could, should, must

I can use present progressive tense.

e.g. You *are rushing* to the shops. She *is walking* to the shops. I *was going* to the shops when I lost my glove.

I can use present perfect tense.

e.g. I have baked.

Year 6

I can use past, present and future tenses correctly throughout a piece of writing.

I can use a variety of modal verbs e.g. will, might, can, could, should, must, may ought to, shall.

I can use present perfect tense.

e.g. I have baked.

I can use present perfect continuous tense.

e.g. I have been baking.

I can use progressive (or continuous) form of the present / past tense.

e.g. You *are rushing* to the shops. She *is walking* to the shops. I *was going* to the shops when I lost my glove.

I can use passive verbs appropriately.

e.g. A visit was arranged by the school. The bone was buried by the dog.

National Curriculum - Spelling

Year 1

Common exception words
Using 40+ known phonemes/alternate phonemes
Suffixes (-ed, -er, -est, ing) when the root word spelling does not change.
Prefix (un) when the root word spelling does not change.
Days of the week

Year 2

Year 3 - N/C Spelling

Adding suffixes beginning with vowel letters to words of more than one syllable
e.g. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled

I am a Clever Writer because I use:

Year 1

I can spell my red words correctly. (Linked to RWI Colour group)

Year 2

Year 3

I can add suffixes beginning with vowel letters to words of more than one syllable. (E.G. forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation)

before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.

The sound spelt y elsewhere than at the end of words

The sound spelt ou

More prefixes

e.g. Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings

The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.

Words with endings sounding like /ʒə/ or /tʃə/

e.g. The ending sounding like /ʒə/ is always spelt -sure. The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.

Endings which sound like /ʒən/

e.g. If the ending sounds like /ʒən/, it is spelt as -sion.

Words with the /k/ sound spelt ch (Greek in origin)

Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)

Words with the /s/ sound spelt sc (Latin in origin)

e.g. In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.

I can spell words with the sound spelt y.

myth, gym, Egypt, pyramid, mystery

I can spell words with ou. (young, touch, double, trouble, country)

I can spell words with the prefix – un

I can spell words with the prefix – dis (dis-: disappoint, disagree, disobey)

I can spell words with the prefix – mis (mis-: misbehave, mislead, misspell (mis + spell))

I can spell words with the prefix – re (re-: redo, refresh, return, reappear, redecorate)

I can spell words ending in –sure. (measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure)

I can spell words ending in –ture and can compare to words ending in (t)ch with an -er ending.

I can spell words ending in –sion. (division, invasion, confusion, decision, collision, television, expansion, extension, comprehension, tension)

I can spell words with the k sound spelt ch (scheme, chorus, chemist, echo, character)

I can spell words with the g sound spelt -gue and the k sound spelt –que. (league, tongue, antique, unique)

I can spell words with the s sound spelt sc. (science, scene, discipline, fascinate, crescent)

Words with the /eɪ/ sound spelt ei and ey

I can spell words with ei and ey. (vein, weigh, eight, they, obey)

Homophones and near-homophones

I can spell the long sound a spelt ai.

I can spell words ending in -al.

I can spell homophones and near homophones.

(accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's)

Words to learn from the Y3/4 Common Exception Words: Year 3

actual(ly) address answer appear arrive believe breath build calendar caught certain complete consider continue decide describe different early earth enough extreme February forward(s) fruit group guide heard heart history increase important interest learn library material mention minute notice often ordinary particular perhaps popular position possible potatoes pressure probably purpose quarter question recent regular remember sentence strange thought woman

Year 4 – N/C Spelling

Adding suffixes beginning with vowel letters to words of more than one syllable

e.g. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.

More prefixes

e.g. Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings

The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.

re- means 'again' or 'back'.

sub- means 'under'.

inter- means 'between' or 'among'.

super- means 'above'.

Year 4

I can add suffixes beginning with vowel letters to words of more than one syllable. (E.G. forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation)

I can spell words with the prefix – in (in-: inactive, incorrect)

I can spell words with the prefix – ir (ir-: irregular, irrelevant, irresponsible)

I can spell words with the prefix – im (im-: immature, immortal, impossible, impatient, imperfect)

I can spell words with the prefix – il (il: illegal, illegible, illiterate, illogical)

I can spell words with the prefix - bi

anti- means 'against'.

Words with the /ʃ/ sound spelt ch (mostly French in origin)

Words with the /eɪ/ sound spelt ei, eigh, or ey

Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian

e.g. Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t or te. -ssion is used if the root word ends in ss or -mit. -sion is used if the root word ends in d or se. Exceptions: attend - attention, intend - intention. -cian is used if the root word ends in c or cs.

The suffix -ous

e.g. Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e

The suffix -ly

I can spell words with the prefix - sub (sub-: subdivide, subheading, submarine, submerge)

I can spell words with the prefix - inter (inter-: interact, intercity, international, interrelated (inter + related))

I can spell words with the prefix - super (super-: supermarket, superman, superstar)

I can spell words with the prefix - anti (anti-: antiseptic, anticlockwise, antisocial)

I can spell words with the prefix auto (auto- means 'self' or 'own'. auto-: autobiography, autograph)

I can spell words with the sh sound spelt ch. (chef, chalet, machine, brochure)

I can spell words with ei, eigh or ey. (vein, weigh, eight, neighbour, they, obey)

I can spell words ending in -tion, -sion and -cian.

(invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission, musician, electrician, magician, politician, mathematician)

I can spell words ending in -ation and describe the rule. (information, adoration, sensation, preparation, admiration)

I can spell words ending in -ous. (poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous)

I can spell words with the s sound spelt c before i and e.

e.g. The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words.

Possessive apostrophe with plural words

e.g. The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s (i.e. is an irregular plural – e.g. children’s).

I can spell words ending in the suffix -ly and describe the rule. (sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly))

I can use the possessive apostrophe with plural words.

(girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population)

Words to learn from the Y3/4 Common Exception Words: Year 4

accident(ally) bicycle breathe busy/business century certain circle difficult disappear eight/eighth exercise experience experiment famous favourite grammar guard height island knowledge length medicine natural naughty occasion(ally) opposite peculiar perhaps popular possess(ion) potatoes promise quarter reign separate special straight strength suppose surprise therefore though/although through various weight women

Year 5 – N/C Spelling

Endings which sound like /ʃəs/ spelt -cious

e.g. Not many common words end like this. If the root word ends in -ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.

Words ending in -able and -ible

e.g. The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation

Adding suffixes beginning with vowel letters to words ending in -fer.

e.g. 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.

Words with the /i:/ sound spelt ei after c –

e.g. The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).

Year 5

I can spell words ending in -cious.

(E.G. vicious, precious, conscious, delicious, malicious, suspicious)

I can spell words ending in -able.

(E.G. adorable, applicably, considerably, tolerably, changeable, noticeable, forcible, legible, dependable, comfortable, understandable, reasonable, enjoyable, reliable)

I can spell words ending in -ible.

(E.G. possible, horrible, terribly, visibly, incredibly, sensibly)

I can add suffixes beginning with vowel letters to words ending in -fer.

(E.G. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference)

I can spell words using the ‘i before e except after c’ rule.

e.g. deceive, conceive, receive, perceive, ceiling

I can explain the exceptions to the rule.

Words containing the letter-string ough

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

Homophones and other words that are often confused

Use of the hyphen

e.g. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.

I can spell words containing the letter-string –ough.

(E.G. ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough)

I can spell words with silent letters at the start.

I can spell words with 'silent' letters.

(E.G. doubt, island, lamb, solemn, thistle, knight)

I can spell homophones or near homophones with the same pronunciation but different meaning/spelling.

(E.G. farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on)

(E.G. principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?))

I can spell words with a hyphen.

Words to learn from the Y5/6 Common Exception Words: Year 5

accompany according achieve aggressive apparent attached available average awkward bargain category community competition controversy desperate determined develop dictionary disastrous environment equip (–ped, –ment) especially excellent explanation familiar forty frequently government identity immediate(ly) individual language lightning marvellous muscle necessary occupy opportunity parliament queue recognise relevant shoulder signature soldier stomach suggest system temperature variety vegetable

Year 6 – N/C – Spelling

Endings which sound like /ʃəs/ spelt –tious

Words ending in –ant, –ance/–ancy, –ent, –ence/–ency

Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.

Endings which sound like /ʃəl/

e.g. –cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).

Words ending in –ably and –ibly

e.g. The –ably endings are far more common than the –ibly endings.

Use of the hyphen

e.g. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.

Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

Homophones and other words that are often confused

Year 6

I can spell words ending in –tious. (E.G. ambitious, cautious, fictitious, infectious, nutritious)

I can spell words ending in –ant.

I can spell words ending in –ent.

I can spell words ending in –ence.

I can spell words ending in –ency.

(E.G. observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence)

I can spell words with the prefix over.

I can spell words with the prefix – im (im–. immature, immortal, impossible, impatient, imperfect)

I can spell words with the prefix – un

I can spell words with the prefix – dis (dis–: disappoint, disagree, disobey)

I can spell words ending in –cial. (E.G official, special, artificial)

I can spell words ending in –tial. (E.G partial, confidential, essential)

I can spell words ending in –ably and –ibly.

e.g. possibly, horribly, terribly, visibly, incredibly, sensibly adorably (adoration), applicably (application), considerably (consideration), tolerably (toleration).

I can spell words with a hyphen.

(E.G. co-ordinate, re-enter, co-operate, co-own)

I can spell words with silent letters at the start.

I can spell words with ‘silent’ letters.

(E.G. doubt, island, lamb, solemn, thistle, knight)

I can spell homophones or near homophones with the same pronunciation but different meaning/spelling.

(E.G. In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.)

(E.G More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).

(E.G. descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.)

(E.G. advice/advise device/devise licence/license practice/practise prophecy/prophesy)

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I can spell words ending in the suffix –ful.

I can spell words with the f sound spelt ph.

I can spell words with the o sound spelt ou and ow.

I can spell words with unstressed vowel sounds.

I can spell words with the common letter string acc.

I can spell words ending in –er, –or and –ar.

Words to learn from the Y5/6 Common Exception Words: Year 6

accommodate amateur ancient appreciate bruise cemetery committee communicate conscience* conscious* convenience correspond criticise (critic + ise) curiosity
 definite embarrass environment exaggerate foreign guarantee harass hindrance interfere interrupt leisure mischievous neighbour nuisance occur persuade physical
 prejudice privilege profession programme pronunciation recommend restaurant rhyme rhythm sacrifice secretary sincere(ly) sufficient symbol twelfth variety
 vegetable vehicle thorough yacht

National Curriculum - Handwriting	I am a Clever Writer because I use:
<p><u>Year 1</u></p>	<p><u>Year 1</u></p> <p>I can form curly caterpillar letters (a,s,d) I can form long ladder family letters (t) I can form one armed robot letters (m)</p> <p>I can form curly caterpillar letters (g,o) I can form long ladder family letters (i) I can form one armed robot letters (n,p)</p> <p>I can form curly caterpillar letters (c,f) I can form long ladder family letters (u) I can form one armed robot letters (b,k)</p> <p>I can form curly caterpillar letters (e) I can form long ladder family letters (l) I can form one armed robot letters (h,r)</p> <p>I can form long ladder family letters (j) I can form zig zag monster letters (v,y,w,z and x)</p>
<p><u>Year 2</u></p>	<p><u>Year 2</u></p>

Year 3 – N/C Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

I can use spacing between words that reflects the size of the letters.

I can use the diagonal and horizontal strokes needed to join some letters.

I can use continuous cursive handwriting with clear ascenders and descenders.

Year 4 - N/C Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

I can use spacing between words that reflects the size of the letters.

I can use the diagonal and horizontal strokes needed to join some letters.

I can use continuous cursive handwriting with clear ascenders and descenders.

Year 5 – N/C Handwriting and Presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task

I can use continuous cursive handwriting with clear ascenders and descenders.

I can write legibly, fluently and with increasing speed.

I can use an unjoined style. (E.G. For labelling a diagram or data, writing an email address and capital letters for filling in a form.)

Year 6 - N/C Handwriting and Presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task

I can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

I can use an unjoined style. (E.G. For labelling a diagram or data, writing an email address and capital letters for filling in a form.)

I can choose the best writing implement that is best suited for a task.

See KS2 Handwriting Guidance Document for further details