

Autumn Term - Year 1 Entering

For the exclusive use of Duke of Norfolk CE Primary School

Handwriting

Sit at a table properly and hold my pencil correctly.

I form lower case letters correctly, starting and finishing in the right place.
a b c d e f g h i j k l m n o p q r s t u v w x y z

All letters sit on the line.

Tall letters (ascenders) touch the line above.

Use short letters.

Form uppercase letters correctly, starting and finishing in the right place.
A B C D E F G H I J K L M N O P Q R S T U W X Y Z

Use finger spaces between words.

Planning, Composition and Editing

Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally).

Think, say and remember a sentence that starts with an opener. (The, He, She, It, They).

Think, say and remember a sentence that starts with a time word or an opener.

Read a sentence by putting my finger under each word checking it makes sense. Add missing words to a sentence.

Think, say and remember a sentence that starts with an exciting opener and ends with an exclamation mark. (Suddenly, As quick as a flash, Quickly).

Correct any missing capital letters at the start of a sentence and for names of people.

Grammar and Punctuation

Write a sentence starting with a time word (time adverb / time adverbial) and ending with a full stop.

Write a sentence starting with an opener and ending with a full stop.

Time word / opener always starts with a capital letter.

Use a capital letter for names of people.

Use adjectives to describe a noun (size and colour).

Use the conjunction 'and' to join two words. (The tree was tall and green).

Include an exclamation mark to demarcate exciting sentences (Suddenly, Quickly, As quick as a flash).

Write in the past tense.

Write in the present tense (character description / instructions).

Spelling

a	the	is	to	do	of
put	I	was	today	his	has
were	you	your	they	be	he
me	she	we	no	go	so
by	my	here	there	where	love
come	some	one	once	ask	friend
school	said	push	pull	full	house
our					

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Spelling cont.

Use 'ed' suffix as past tense where no change is required to the root word.

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz, ck (off, well, miss, buzz, back)

The /ŋ/ soundn spelt n before k (bank, think, honk, sunk)

The /v/ sound at the end of words (have, live, give)

-tch (catch, fetch, kitchen, notch, hutch)

Vowel digraphs and trigraphs

ai (rain, wait, train, paid, afraid)

oi (join, coil, point, soil)

ay (day, play, say, way, stay)

oy (boy, toy, enjoy, annoy)

a-e (made, came, same, take, safe)

i-e (five, ride, like, time, side)

oo (/u:/) (food, pool, moon, zoo, soon)

oo (/ʊ/) (book, took, foot, wood, good)

igh (high, night, light, bright, right)

Spring Term - Year 1 Developing

For the exclusive use of Duke of Norfolk CE Primary School

Planning, Composition and editing			
Think, say and remember a sentence that starts with a question opener and ends with a question mark. (Will, What)			
Think, say and remember a sentence that starts with new time adverbial and ends with a full stop or an exclamation mark.			
Correct any misspelt Year 1 Common Exception Words.			
Correct any missing capital letters (Start of a sentence, proper nouns and personal pronoun I)			
Grammar and Punctuation			
Use the personal pronoun 'I' (when writing a personal recount).			
To write in the first person, I, My, We.			
Use adjectives to describe thoughts and feelings (diary entry as a character, informal letter).			
Use a wider variety of openers (Once upon a time...)			
Increase use of a variety of time words (time adverbials / time adverbs) (Later, Soon, At last....)			
Use a question mark to demarcate a question sentence starting with Will and What.			
Use 'and' to join words and to join clauses in sentences.			
Handwriting			
My letters are close together when I write a word (snuggle my letters).			
I fill the line with my writing.			
Spelling Vowel digraphs and trigraphs			
o-e (home, those, woke, hope, hole)			
u-e (June, rule, rude, use, tube, tune)			
ar (car, start, park, arm, garden)			
ee (see, tree, green, meet, week)			
ea (/i:/) (sea, dream, meat, each, read (present tense))			
e-e (these, theme, complete)			
er (/ɜ:/) (stressed sound) (her, term, verb, person)			
er (/ə/) (unstressed schwa sound) (better, under, summer, winter, sister)			
ir (girl, bird, shirt, first, third)			
ur (turn, hurt, church, burst, Thursday)			
oa (boat, coat, road, coach, goal)			
oe (toe, goes)			
ou (out, about, mouth, around, sound)			
ow (/aʊ/) (now, how, brown, down, town)			
ow (/əʊ/) (own, blow, snow, grow, show)			
ue (blue, clue, true, rescue, Tuesday)			
ew (new, few, grew, flew, drew, threw)			

Summer Term - Year 1 Secure

For the exclusive use of Duke of Norfolk CE Primary School

Handwriting			
Fill the line with writing and start a new line when there is not enough space to write the complete word.			
Planning, Composition and Editing			
Use vocabulary and grammar from books that have been exposed to me to inspire my writing.			
Check use of punctuation at the end of a sentence.			
Correct any misspelt Year 1 Common Exception Words and many Year 1 Spelling rules.			
Addition of an adjective to improve a sentence.			
Grammar and Punctuation			
Use new sentence openers - I have, I am, You (riddles).			
Focus on using the question words - Where and Who to begin a question sentence.			
Use a capital letter for names of places and the days of the week.			
Spelling			
ie (/aɪ/) (lie, tie, pie, cried, tried, dried)			
ie (/i:/) (chief, field, thief)			
or (for, short, born, horse, morning)			
ore (more, score, before, wore, shore)			
aw (saw, draw, yawn, crawl)			
au (author, August, dinosaur, astronaut)			
air (air, fair, pair, hair, chair)			
ear (dear, hear, beard, near, year)			
are (/ɛə/) (bare, dare, care, share, scare)			
ea (/ɛ/) (head, bread, meant, instead, read - past tense)			
y (/i:/ or /ɪ/) (very, happy, funny, party, family)ea (/ɛ/) (head, bread, meant, instead, read - past tense)			
Consonant spellings (ph) (dolphin, alphabet, elephant) wh (when, wheel, while)			
Using k for the /k/ sound (Kent, sketch, kit, skin)			
Adding the prefix - un (unhappy, undo, unload, unfair, unlock)			
Compound words (football, playground, farmyard, bedroom, blackberry)			
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper)			
Use the spelling rule for adding -s (plural of nouns and third person singular of verbs),			
Use -er and -est where no change is needed in the spelling of root words (grander, grandest, fresher, freshest, quicker, quickest)			
Adding s and es to words (plural of nouns and third person singular of verbs (cats, dogs, spends, rocks, thanks, catches, boxes, foxes, churches, bushes)			

Autumn Term - Year 2 Entering

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Handwriting

Lower case letters are the same height.

Leave equal spaces between words.

Start using some of the diagonal strokes to join letters.

Planning, Composition and Editing

Discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.

Planning / saying out loud what they are going to write about.

Encapsulating what they want to say, sentence by sentence.

Grammar and Punctuation

Use a wider range of time words (time adverbials / time adverbs) at the start of my sentences.

Use a wider range of openers at the start of my sentences.

Use a wider range of question openers and end with a question mark.

Use a wider range of exciting openers and use an exclamation mark at the end of an exciting sentence.

Recognise and write a command sentence with a imperative (bossy) verb and punctuate it with an exclamation mark or a full stop.

Use commas in a list (to list nouns in a sentence).

Use an expanded noun phrase (noun phrase) using one or more adjectives.

Use the conjunctions 'because', 'that' and 'and' in fiction writing.

Use the present and past tense correctly.

Spelling

Spell many of the Year 2 Common Exception Words

door	floor	poor	because	Mr
find	kind	mind	behind	Mrs
child	children	wild	climb	parents
most	only	both	old	Christmas
cold	gold	hold	told	money
every	everybody	even	great	half
break	steak	pretty	beautiful	again
after	fast	past	last	water
father	class	grass	pass	people
plant	path	bath	hour	busy
move	prove	improve	sure	clothes
sugar	eye	could	would	any
should	who	whole		

-c (s) (race, ice, cell, city, fancy)

-kn (n) (knock, know, knee)

-wr (r) (write, written, wrote, wrong, wrap)

-gn (n) (gnat, gnaw)

-dge (j) (badge, edge, bridge, dodge, fudge)

Autumn Term - Year 2 Entering

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Spelling cont.			
--ge (j) (age, huge, change, charge, bulge, village, gem, giant, magic, giraffe, energy)			
The /aɪ/ sound spelt -y at the end of words (cry, fly, dry, try, reply, July)			
Contractions - can't, didn't, hasn't, couldn't, wouldn't, it's, he's, she's, I'll, he'll, we'll, she'll <u>homophones and near homophones</u> -there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, by/buy, blue/blew, night/knight			

Handwriting			
Start using some of the horizontal strokes to join letters.			
Planning, composition and editing			
Write down ideas and key words.			
Write narratives about personal experiences and those of others (real and fictional)			
Write about real events.			
Write poetry.			
Note key ideas / new words / subject specific vocabulary.			
Make simple corrections to my writing. (spelling, punctuation marks and missing words / correct tense).			
Grammar and Punctuation			
I can use an apostrophe to show contraction in my written work.			
Use the conjunction 'but'.			
Recognise and write an exclamative sentence using What or How.			
Use commas in a list (to list adjectives in a sentence).			
Use a question in non-fiction writing.			
Use when and if as openers/at the start of a sentence.			
Use the conjunctions 'because', 'that' and 'and' in non-fiction writing.			
Use the conjunction 'or'.			
Spelling			
/l/ (table, apple, bottle, little, middle)			
/l/ or /əl/ sound spelt -el at the end of words (camel, tunnel, squirrel, travel, towel, tinsel)			
/l/ or /əl/ sound spelt -al (metal, pedal, capital, hospital, animal)			
Words ending -il (pencil, fossil, nostril)			
The /ɔ:/ sound spelt a before -l and ll (all, ball, call, walk, talk, always)			
The /ʌ/ sound spelt o (other, mother, brother, nothing, Monday)			
The /i:/ sound spelt -ey (key, donkey, monkey, chimney, valley)			
The /b/ sound spelt a after w (want, watch, wander) and qu (quantity, quality, squash)			
The /ɜ:/ sound spelt or after w (word, work, worm, world, worth)			
The /ɔ:/ sound spelt ar after w (war, warm, towards)			
The /ɜ/ sound spelt s (television, treasure, unusual)			
Words ending in -tion (shun) (station, fiction, motion, national, section)			
adding -s and -es to nouns and verbs ending in -y (flies, tries, copies, babies, carries)			

Summer Term - Year 2 Secure

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Handwriting			
Start to join handwriting.			
Planning, Composition and Editing			
Make simple additions to own writing.			
Make simple revisions to own writing.			
Grammar and Punctuation			
Use an apostrophe to show singular possession.			
Use a comma to separate adjectives when describing a noun.			
Use effective word choices and create a list of adjectives to describe a noun.			
Add the suffix -ly to change a word from an adjective to an adverb and use as a sentence openers.			
Write in the progressive present tense.			
Write in the progressive past tense.			
Spelling			
Adding - ed, -ing, -er and -est to a root word ending in -y with a consonant before it. (copied, copier, happier, happiest, cried, replied, copying, crying, replying).			
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. (hiking, hiked, hiker, nicer, nicest, shiny).			
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny).			
adding the suffix -ness (sadness, kindness, coldness, tenderness, weakness, goodness, happiness, emptiness, silliness).			
adding the suffix -ment to (development, enjoyment, employment, amusement, agreement, entertainment, amazement, payment, disagreement, merriment).			
adding the suffix -ly (badly, happily, weekly, quietly, carefully, , bravely, openly, merrily).			
adding the suffix -ful (careful, fearful, powerful, dreadful, wonderful, playful, beautiful).			
adding the suffix -less (hopeless, fearless, penniless, helpless).			

Autumn Term - Year 3 Entering

For the exclusive use of Duke of Norfolk CE Primary School

Handwriting						
Use the diagonal and horizontal strokes that are needed to join letters.						
Planning, Composition and Editing						
Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.						
Use a class story map (with pictures) to plan the order of my story.						
Use the class story map to share sentences that may be included in my story.						
Draft and write by composing and rehearsing sentences orally (including dialogue) progressively building a rich and varied vocabulary.						
Make corrections, revisions and additions.						
Read aloud writing, to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.						
Grammar and Punctuation						
Understanding what a noun, adjective, verb, adverb means.						
Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing.						
Use a comma to separate adjectives when describing a noun.						
Use similes to add description to my writing.						
Use powerful verbs to make my writing more interesting.						
Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself.						
Use adverbs of manner as openers (fronted adverbials)						
Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet).						
Use a comma before some co-ordinating conjunctions (or, but, so)						
Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence. Before, After, While, As (+ Year 2)						
Use prepositions to express place.						
Use a question in a non-fiction introduction.						
Use a colon before a list in instructional writing (what you need:)						
Use tense accurately most of the time.						
Use verb tenses correctly most of the time (was/were) (is/are).						
Use of a comma to list expanded noun phrases.						
Use show don't tell to convey a character's emotions.						
Consistently use an apostrophe to show possession and use apostrophes in my writing to show singular possession.						
Spelling						
address	answer	appear	arrive	breath	breathe	build
busy	calendar	complete	consider	continue	decide	different
describe	early	earth	exercise	experiment	extreme	February
forward	fruit	group	heard	heart	history	imagine
increase	important	interest	island	learn	natural	often
perhaps	popular	possible	promise	quarter	question	recent
regular	reign	remember	straight	strange	surprise	forwards

Autumn Term - Year 3 Entering

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Spelling cont.			
suffix ly (no change to root word) (kindly, friendly, properly)			
Homophones/near homophones brake/ break, grate/great, eight/ ate, weight/wait, son/sun, heel/heal/he'll, plain/ plane, groan/grown and rain/rein/reign			

Spring Term - Year 3 Developing

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Handwriting			
Ascenders and descenders do not interfere with writing above or below.			
Planning, composition and editing			
Use my own story map (with pictures) to plan the order of my story.			
Use my own story map (with pictures) to rehearse all the writing skills that need to be included.			
Grammar and Punctuation			
Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place)			
Use short sentences to make key points.			
Change the place of the adverb in the sentence.			
Use a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence.			
Use inverted commas at the start and end of speech.			
Put the reporting clauses at the end of speech.			
Use a comma, an exclamation mark or a question mark before the closing inverted commas when the reporting clause is at the end of the speech.			
Beginning to vary the range of verbs used in the reporting clause to avoid repeating, 'said'.			
Use ellipses to build suspense.			
Organise similar ideas into paragraphs in non-fiction writing.			
Use a subheading to guide the reader.			
Start a new paragraph to show a change in time in narrative writing.			
Spelling			
The /ɪ/ sound spelt 'y' elsewhere than the end of words (myth, gym, Egypt, pyramid, mystery)			
Words ending with the /g/ sound spelt '-gue' (league, tongue) the /k/ sound spelt '-que' (antique, unique)			
/ʃ/ sound spelt ch (chef, chalet, machine, brochure)			
Words with the /k/ sound spelt 'ch' (Greek in origin) (scheme, chorus, chemist, echo, character)			
The /ʌ/ sound spelt 'ou' (young, touch, double, trouble, country)			
Words with the /e / sound spelt 'ei' (vein), 'eigh' (eight, weight, neighbour), or 'ey' (they, obey, prey)			

Summer Term - Year 3 Secure

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Handwriting			
My handwriting style is consistent throughout my work.			
Planning, Composition and Editing			
Referring to the story map, start a new paragraph when the setting, action or time change in narrative writing.			
Retrieve information from a non-fiction text and note down ideas under given subheadings.			
Up-level word choices			
Make appropriate additions to the writing.			
Grammar and Punctuation			
Use two -ly adverbs in a sentence.			
Use adverbs to show when something happened (Time)			
Use of a comma for rule of three.			
Start a new paragraph when the setting changes in narrative writing.			
Begin to use a comma after a fronted adverbial.			
Use conjunctions to show when something happened. (time - After, Before, While))			
Use conjunctions for cause (because, as, so)			
Use the Present Perfect Tense.			
Use prepositions to express time.			
Use adverbs to show where something happened. (Place)			
Use conjunctions for place (Where and Wherever).			
Spelling			
prefixes (root word unchanged): /dis/ (disappoint, disagree, disobey, dislike, disembark, disinfect, disconnect, disappear, disqualify, displease, disown, dislike)			
prefixes (root word unchanged): /mis/ (misbehave, miscalculate, misplace, miscount, misdeal, misfire, misfortune, mishear, misinform, misread, mistake)			
prefixes (root word unchanged): /re/ (rebound, revisit, rewrite, return, rebuild, recycle, recall, refill, reform, retreat, recede, replace, replay, repay)			
prefixes (root word unchanged): /super/ (supernatural, Superman, supernova, superpower).			
prefixes (root word unchanged): /auto / (automatic, autograph, autobiography, automobile)			
prefixes (root word unchanged): /sub/ (submarine, submerge, subtitle, subscription)			
prefix anti- (antidote, antibiotic, antifreeze, antiseptic, anti-freeze).			
Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble).			

Autumn Term - Year 4 Entering

For the exclusive use of Duke of Norfolk CE Primary School

Handwriting						
Understand which letters, when adjacent to one another, are best left unjoined.						
Planning, Composition and Editing						
Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.						
Use individual story map to plan the order of a story.						
Plan the order of the writing, begin to understand the importance of cohesion and make notes under appropriate sections.						
Decide appropriate paragraph breaks for work.						
Grammar and Punctuation						
Modify a noun phrase with an adjective, noun or preposition.						
Use ambitious adjectives to enhance the nouns in the writing.						
Use more sophisticated similes to describe things in my writing.						
Choose the most appropriate verbs to accurately describe to the reader what is being described.						
Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during, since) at the start and in the of a sentence.						
Use the acronym FANBOYS to help me remember coordinating conjunctions (All of Year 3 + for, nor).						
Use a comma after a fronted adverbial.						
Use prepositions as fronted adverbials and include an adjective to give the reader more information.						
Know the difference between the plural and possessive 's'.						
Use an apostrophe for plural possession with regular plurals.						
Use the Standard Form of English, drawing on my knowledge of Subject Verb Agreement.						
Identify the difference between simple past and simple present tense.						
Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end).						
Mark the reporting clause (who said it) with a comma when it is not at the end of the sentence.						
Spelling						
accident	accidentally	believe	bicycle	business	caught	centre
century	certain	circle	difficult	disappear	eight	eighth
enough	experience	famous	favourite	grammar	guard	guide
height	knowledge	length	library	material	medicine	mention
minute	naughty	notice	occasion	occasionally	opposite	ordinary
particular	peculiar	position	possess	possession	potatoes	pressure
probably	purpose	sentence	separate	special	strength	suppose
therefore	though	although	thought	through	various	weight
woman	women					
Suffix '-ly' added to words ending in 'y', (happily, angrily, prettily, lazily, hungrily, windily, readily, heavily, emptyly)						
suffix 'ly' to words ending in 'le' (gently, simply, humbly, nobly)						
suffix 'ly' to 'ic' words (basically, frantically, dramatically)						
Homophones (peace/piece, main/ mane, fair/fare, scene/seen, mail/male, bawl/ball)						

Spring Term - Year 4 Developing

For the exclusive use of Duke of Norfolk CE Primary School

Handwriting				
Use a consistent and efficient style of handwriting				
Planning, composition and editing				
Retrieve information in note form from a non-fiction text and begin to group similar information using appropriate subheadings.				
Grammar and Punctuation				
Adverbs to show how (manner) root word spelling change				
Use a simile as a sentence opener.				
Use more sophisticated metaphors to describe things in my writing.				
Short sentences to move events on quickly in a story.				
Start a new paragraph when the setting, action or time change in narrative writing.				
Use a wider a range of conjunctions for cause.				
I can explain how to use Present Perfect Tense and use irregular verbs.				
Choose the most appropriate nouns.				
Write a complex question sentence to emphasis my point in both fiction and non-fiction writing.				
Use a wider variety of conjunctions for cause.				
Spelling				
Words ending /ʒə / sure (measure, treasure, pleasure, enclosure)				
Words endings sounding like /tʃe/ 'ture' endings (creature, furniture, picture, nature, adventure)				
Endings that sound like /ʒən/ spelt, '-sion', (collision, confusion, division, invasion, decision, television)				
Endings that sound like /ʃən/ spelt '-tion' (invention, injection, action, hesitation, completion, fiction, fraction, direction, attention, reduction)				
Endings that sound like /ʃən/ spelt -sion (expansion, extension, comprehension, tension.				
Endings that sound like /ʃən/ spelt '-ssion (profession, session, percussion, discussion, oppression, passion, mission, possession)				
Endings that sound like /ʃən/ spelt '-cian', (musician, electrician, magician, politician, mathematician, optician, physician)				
suffix 'ation' (information, adoration, sensation, preparation, admiration)				
Words with the /s/ sound spelt 'sc' (Latin in origin) (science, scene, discipline, fascinate, crescent).				

Spring Term - Year 4 Secure

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Handwriting			
Use a fluent, consistent style and write at speed			
Planning, composition and editing			
Correct, edit and improve writing.			
Propose grammatical changes to improve writing.			
Grammar and Punctuation			
Beginning to use personification to describe things in my writing.			
Use a mixture of short sentences, simple sentences, compound and complex sentences.			
Use fronted adverbials followed by a comma. When (Frequency) and How (Degree).			
Include complex sentences in my writing which start with a subordinating conjunction and marking the subordinating clause with a comma.			
Add an 's' to show plural and use irregular plural noun forms of plural (children, women)			
Add an 's' to show plural and use irregular plural noun forms of plural. -es words (foxes, boxes).			
Understand the difference between the use of conjunctions, adverbs and prepositions and can explain this.			
Spelling			
prefix in- (inactive, indecent, incapable, inconvenient, inattentive, incredible, inverted, inaccurate).			
prefix il- (illegal, illiterate, illegible)			
prefix im- (immature, immobile, impractical, impossible, improper, improbable, impatient, impolite)			
Prefix ir- (irregular, irrelevant, irresponsible)			
prefix inter- (interact, interfere, international)			
Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed') (forgetting, forgotten, beginning, beginner, preferred, gardening, gardener, limiting, limited, limitation).			
Suffix '-ous' (poisonous, dangerous, mountainous, famous, various)			
suffix 'ous' (words ending in 'our' - humorous, glamorous, vigorous)			
suffix 'ous' (words ending in 'ge' - courageous, outrageous)			
suffix 'ous' words ending in an 'e' sound. (serious, obvious, curious, hideous, spontaneous, courteous)			
Converting nouns or adjectives into verbs using suffixes -ate (pollinate, medicate) -ise (apologise, standardise) -ify (notify, purify)			
Verb prefixes (over- and re) -mis (misbehave, misfire, miscalculate, misread) -dis (disappear, disarm, disagree) -de (deform, decode, deflate) -re (bound, recycle, replace, rewrite) -over (overanxious, overload, overheard, oversized)			

Autumn Term - Year 5 Entering

For the exclusive use of Duke of Norfolk CE Primary School

Handwriting						
Adapt handwriting style according to the purpose of the writing.						
Planning, Composition and Editing						
Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.						
Plan writing (noting and developing initial ideas. drawing on reading and research and consider how authors have developed characters and settings) using a given model.						
Plan writing identifying when tense changes are needed.						
Evaluate and edit ensuring the consistent and correct use of tense.						
Plan writing for an identified audience and purpose, selecting the appropriate form, and use other similar writing as models.						
Proof-read for spelling and punctuation errors.						
Grammar and Punctuation						
Use more sophisticated metaphors to describe things in my writing.						
Use a metaphor as an opener.						
Use personification.						
Insert whole sentences to describe setting and characters.						
Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions.						
Understand the importance of cohesion in my writing in fiction writing. I use place, time or manner adverbials to ensure cohesion in and across paragraphs.						
Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).						
Adding a new line whenever a new person starts speaking.						
Use speech within a piece of writing to move the story on.						
Use noun phrases with a modifier, choosing words carefully to really 'show' the reader what I am describing.						
Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.						
Use a colon to introduce a list within a sentence.						
Punctuate bullet points consistently in non-fiction.						
Understand and identify the main clause & subordinate clause.						
Include complex sentences, which start with a subordinating conjunction followed by a comma.						
Link sentences and paragraphs using coordinating and subordinating conjunction.						
In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action.						
Ask a rhetorical question to appeal directly to the reader.						
Use ISPACED (ing word, simile, preposition, adverb, conjunction, -ed word, dialogue) to open a sentence.						
Confidently use the correct tense throughout a piece of writing (even if it means a change of tense).						
Spelling						
foreign	average	attached	according	accompany	ancient	achieve
apparent	bargain	bruise	conscious	critic	community	competition
criticise	category	cemetery	curiosity	definite	desperate	vegetable

Autumn Term - Year 5 Entering

For the exclusive use of Duke of Norfolk CE Primary School

Spelling cont.						
variety	embarrass	environment	equip	equipped	especially	excellent
forty	frequently	government	identify	immediate	immediately	individual
lightning	marvellous	muscle	twelfth	occur	occupy	opportunity
persuade	profession	programme	queue	thorough	recommend	relevant
restaurant	shoulder	sacrifice	soldier	stomach	suggest	symbol
temperature						
homophones/ near homophones (advice / advise, device / devise, who's / whose, steal / steal, profit / prophet, morning / mourning, stationary/stationery).						

Spring Term - Year 5 Developing

For the exclusive use of Duke of Norfolk CE Primary School

Handwriting			
Choose the writing implement that best suits the task.			
Planning, composition and editing			
Understand the importance of cohesion in my writing in non-fiction writing.			
In non-fiction use a given model to make notes and plan writing.			
Understand the importance of cohesion in non-fiction writing and plan effectively.			
Plan which linking adverbials will be used at the start of paragraphs to make it clear how ideas fit together.			
The final sentence in non-fiction writing gives cohesion by referring to the text.			
Use a variety of structures to help guide the reader (headings, subheadings, bullet points, underlining and capitalisation).			
Plan work to use specific, precise and varied vocabulary for the subject.			
Evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning and use purple pen to improve vocabulary to clarify meaning.			
Grammar and Punctuation			
Use modal verbs and adverbs to show the possibility of something happening.			
Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions.			
Use short sentences to build suspense.			
Use rich description for interest, (metaphors, personification, onomatopoeia)			
Use a metaphor as an opener.			
Use an embedded relative clause, marked with commas for parenthesis.			
Use a rhetorical question to make the reader think.			
Use the past perfect form to mark relationship of time and cause.			
Spelling			
Words ending in -ible (horrible, terrible, responsible, possible, visible, incredible, sensible, forcible, legible)			
Words ending in -able (adorable, applicable, considerable, tolerable, changeable, noticeable, comfortable, reliable, enjoyable)			
Words ending in -ably (adorably, applicably, considerably, tolerably)			
Words ending in -ibly endings (possibly, horribly, terribly, visibly, incredibly, sensibly)			

Spring Term - Year 5 Secure

For the exclusive use of Duke of Norfolk CE Primary School

Handwriting			
Maintain legibility in joined handwriting when writing at speed.			
Planning, composition and editing			
Use informal or formal language appropriate to the task that has been given.			
Draft and write by using a wide range of devices to build cohesion within and across paragraphs using adverbials of time (later), place (nearby), number (secondly) or tense choices (he had seen her before).			
Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.			
Evaluate and edit by performing their own compositions, using appropriate intonation, volume and movement so the meaning is clear.			
Grammar and Punctuation			
Use brackets to add parenthesis.			
Use dashes to add parenthesis.			
Use a comma before the relative clause if it is providing extra, non-essential information and is after the main clause.			
Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials.			
Know the difference between direct speech and reported speech.			
Spelling			
Words with silent letters (doubt, island, lamb, solemn, thistle, knight)			
Use of the hyphen (co-ordinate, re-enter, co-operate, co-own)			
Words with the /i:/ sound spelt ei after c (receive, deceive, ceiling, conceive, perceive)			
letter-string -ough (thought, ought, brought, nought, bought, fought) (rough, tough, enough) (cough) (though, although, dough) (through) (thorough, borough) (plough, bough)			

Autumn Term - Year 6 Entering

For the exclusive use of Duke of Norfolk CE Primary School

Handwriting			
Maintain legibility and consistency in joined handwriting when writing at speed.			
Planning, Composition and editing			
Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.			
Identify the audience and plan for a range of purposes, selecting the appropriate language (using technical terms and synonyms effectively).			
Identify the audience and write for a range of purposes, selecting the appropriate form.			
Identify whether the writing is informal or formal and plan appropriate format and language.			
Deliberately consider the length of sentences within a paragraph, mixing single words, fragments, short sentences and detailed descriptive sentences.			
Use a thesaurus to effectively select better vocabulary; Use a dictionary to reverse check that the word fits the context.			
Grammar and Punctuation			
In narratives, describe settings, characters and atmosphere.			
Inverted commas and other punctuation to indicate direct speech.			
Integrate dialogue to convey character and advance the action.			
Use a range of figurative language (metaphors, onomatopoeia, personification).			
Use colons to introduce a list and punctuate bullet points consistently.			
Use sentences with lists to give a number of pieces of information succinctly (e.g., component parts, features of locations...)			
Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first.			
Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.			
Use simple sentences to build tension.			
Use hyphens and ellipses.			
Spelling			
accommodate	hindrance	system	communicate
conscience	leisure	yacht	correspond
explanation	nuisance	existence	dictionary
harass	prejudice	available	exaggerate
language	vehicle	committee	amateur
neighbour	controversy	convenience	awkward
physical	determined	develop	mischievous
recognise	privilege	sincere	disastrous
secretary	signature	sincerely	rhyme
appreciate	interrupt	guarantee	interfere
equipment	parliament	sufficient	rhythm
familiar	necessary	aggressive	pronunciation

Autumn Term - Year 6 Entering

For the exclusive use of Duke of Norfolk CE Primary School

Spelling cont.

Ending which sound like /ʃəs/ spelt -cious endings (vicious, precious, conscious, delicious, malicious, suspicious)			
Ending which sound like /ʃəs/ -tious endings (ambitious, cautious, fictitious, infectious, nutritious)			
Endings which sound like /ʃəl/ -cial endings (official, special, artificial) -tial endings (partial, confidential, essential)			
How words are related by meaning as synonyms and antonyms (big, large, little)			

Spring Term - Year 6 Developing

For the exclusive use of Duke of Norfolk CE Primary School

Handwriting			
Maintain legibility and consistency in joined handwriting when writing at speed.			
Planning, composition and editing			
Draft and write by using selecting an appropriate range of devices to build cohesion within and across paragraphs using adverbials of time (later), place (nearby), number (secondly) or tense choices (he had seen her before).			
Deliberately select and improve vocabulary for effect, formality, and precision.			
Proof-read and edit work for vocabulary, grammar, spelling and punctuation errors. Evaluating it for effect and meaning.			
Perform own compositions, using appropriate intonation, volume, and movement.			
Grammar and Punctuation			
Use extended reporting clauses in speech to show character's thoughts, actions, or feelings.			
Use senses to "show not tell" settings, characters' feelings, and thoughts.			
Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on.			
Use quotes for effective purpose in newspaper reports - to add authenticity and make them more memorable.			
Use colons, semi-colons and dashes deliberately, according to formality, context and the effect that is trying to be created.			
Integrate dialogue in narratives to convey character and advance the action.			
Distinguish between the language of speech and writing and choose the appropriate register.			
Use adverbials to introduce an argument (Firstly).			
Use adverbials to form links between arguments and develop arguments, to signal an illustration of a proceeding point.			
Use linking adverbials (adverbials of cause) in an explanation text to show reasons or results.			
Use linking adverbs to show opposition or a counter argument.			
Use adverbials to introduce a concluding paragraph (Having considered all of the arguments... In Summary, To conclude,).			
Use adverbials to move time in a narrative (Later on, Meanwhile).			
Use adverbials to move place on in a narrative (Over in Blackwell Heath, ...)			
Use adverbials in different places in a sentence (On one hand... whereas/yet/however...).			
Use the passive voice to make the object more important in the sentence than the subject.			
Consistently use the correct subject and verb when using singular and plural.			
Distinguish between the language of speech and writing and choose the appropriate register.			
Use the perfect form of verbs to mark relationships of time and cause.			
Exercise a conscious control over levels of formality (particularly through manipulating grammar and vocabulary).			
Spelling			
Words ending in -ant (observant, expectant, hesitant, tolerant)			
Words ending in -ance (observance, tolerance, substance)			
Words ending in -ancy (hesitancy)			

Spring Term - Year 6 Developing

For the exclusive use of Duke of Norfolk CE Primary School

Spelling cont.

Words ending in -ent (innocent, decent, frequent, confident, obedient, independent)

Words ending in -ence (innocence, confidence, obedience, independence)

Words ending in -ency (decency, frequency)

Adding suffixes beginning with vowel letter to words ending in -fer (is still stressed)(referring, referred, referral, preferring, preferred, transferring, transferred)

Adding suffixes beginning with vowel letter to words ending in -fer is no longer stressed (reference, referee, preference, transference)

Summer Term - Year 6 Secure

For the exclusive use of Duke of Norfolk CE Primary School

Handwriting			
Maintain legibility and consistency in joined handwriting when writing at speed.			
Planning, composition and editing			
Break the rules to add flair to my writing using one-word sentences / fragments.			
Précising longer passages extracting the key information.			
Describe settings and characters (narrative) based on what has been read, listened to or seen performed.			
Identify the audience and write for a range of purposes, selecting the appropriate form.			
Use a range of organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining) in non-fiction writing.			
Choose words to make writing more engaging, powerful and to have greater effect on the audience.			
Make deliberate choices about the order of clauses within my sentences.			
Grammar and Punctuation			
Write in the subjunctive form, use the verb 'were' instead of 'was' to create a more formal sentence.			
Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.			
Spelling			
Confidently spell the Year 5 and 6 statutory spellings and spelling rules.			