Hook Norton CE Primary School Curriculum Skills, Knowledge and Progression - Handwriting

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Handwriting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Form lower case and capital letters correctly. Develop small motor to use pencils safely and confidently Develop the foundations of a handwriting style which is fast accurate and efficient	Sit correctly at a table, holding a pencil comfortably and correctly. Form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters and digits 0-9.	Form lower-case letters of the correct size relative to one another. Begin to use some of the diagonal and horizontal strokes needed to join letters. Know which letters are best left unjoined. Use capital letters and digits of the correct size, orientation and relationship to one another and lowercase letters. Use spacing between words that reflects the size of the letters.	Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters should be left unjoined.	Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters should be left unjoined. Handwriting is legible and consistent; downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	Choose the style of handwriting to use when given a choice. Choose the handwriting that is best suited for a specific task.	Choose the style of handwriting to use when given a choice. Choose the handwriting that is best suited for a specific task.

Hook Norton CE Primary School Curriculum Skills, Knowledge and Progression - Spelling

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Spelling

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spell words by identifying the sounds and then writing the sounds with letter/s	Identify known phonemes in unfamiliar words. Use syllables to divide words when spelling Use alternative phonemes to narrow down possibilities for accurate spelling. Use spelling rule for adding s or es to verbs in the 3rd person singular. Name all the letters of the alphabet in order. Use letter names to show alternative spellings of same phoneme.	Segment spoken words into phonemes and record these as graphemes. Spell words with alternative spellings including a few common homophones. Spelling longer words using suffixes such as ment, ness, ful, less, ly. Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling. Identify phonemes in unfamiliar words and use syllables to divide words.	Spell words with additional prefixes and suffixes and understand how to add them to root words. Recognise and spell homophones. Use the first two or three letters of a word to check spelling in a dictionary. Spell words which are in a family correctly. Spell the commonly mis-spelt words from the Y3/4 list. Identify the root in longer words.	Spell words with prefixes and suffixes and add them to root words. Recognise and spell homophones. Use the first two or three letters of a word to check a spelling in a dictionary. Spell the commonly mis-spelt words from the Y3/4 list.	Form verbs with prefixes Convert nouns or adjectives into verbs by adding a suffix. Understand the rules for adding prefixes or suffixes Spell words with silent letters. Distinguish between homophones and other words that are often confused. Spell the commonly mis-spelt words from the Y5/6 list. Use the first 3 or 4 letters of a word to check spelling or meaning in a dictionary. Use a thesaurus. Use a range of spelling strategies.	Convert verbs into nouns by adding a suffix. Distinguish between homophones and other words which are often confused. Spell the commonly mis-spelt words from the Year 5/6 word list. Understand that the spelling of some words need to be learnt specifically. Use any dictionary or thesaurus. Use a range of spelling strategies.

Hook Norton CE Primary School Curriculum Skills, Knowledge and Progression – Composition

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Composition

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write simple phrases and sentences that can be read by others Re-read what they have written to check that it makes sense	Persevere in ensuring written compositions are correct. Compose a sentence orally before writing it. Sequence sentences in chronological order to recount an event or experience. Re-read what is written to check it makes sense. Leave spaces between words. Know the prefix un can be added to words to change meaning. Use suffixes s es ed and ing	Persevere in ensuring written compositions are correct. Write narratives about personal experiences and those of others, both real and fictional. Write for different purposes, including real events. Plan and discuss the content of writings and record ideas. Orally rehearse structured sentences or sequence of sentences.	Persevere in ensuring written compositions are correct. Discuss models of writing, noting its structure, grammatical features and use of vocabulary. Compose sentences using a wider range of structures. Write a narrative with a clear structure, setting, characters and plot. Produce non-narrative writing suing simple organisational devices such as headings. Suggest improvements to writing and that of others. Make improvements to grammar, vocabulary and punctuation.	Persevere in ensuring written compositions are correct. Compose sentences using a range of sentence structures. Orally rehearse a sentence or sequence of sentences. Write a narrative with a clear structure, setting and plot. Improve writing by changing grammar and vocabulary to improve consistency. Use a range of sentences which have more than one clause. Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.	Persevere in ensuring written compositions are correct. Discuss the audience and purpose of writing. Start sentences in different ways. Use the correct features and sentence structure matched to the text type. Develop characters through action and dialogue. Establish a viewpoint as the writer through commenting on characters and events. Use grammar and vocabulary to create an impact on the reader. or events.	Persevere in ensuring written compositions are correct. Identify the audience for and purpose for writing. Choose the appropriate form and register for the audience and purpose of the writing. Use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degrees of formality to make meaning clear and create effect. Use a range of sentence starters to create specific effects. Use developed noun phrases to add detail to sentences. Use the passive voice to present information with a different emphasis.

Hook Norton CE Primary School Curriculum Skills, Knowledge and Progression – Composition

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Composition

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Evaluate writing independently, with friends or adult. Proof-read to check for errors in spelling, grammar and punctuation.	Use a range of sentences with more than one clause by using a range of conjunctions. Use the perfect form of verbs to mark the relationship of time and cause. Proof-read to check for errors in spelling and punctuation.	Use direct speech in writing and punctuate it correctly.	Use stylistic devices to create effects in writing. Add well-chosen detail to interest the reader. Summarise a paragraph. Organise writing into paragraphs to show different information	Use commas to marks phrases and clauses. Sustain and develop ideas logically in narrative and non-narrative writing. Use character, dialogue and action to advance events in narrative writing. Summarise a text, conveying key information in writing.

Hook Norton CE Primary School Curriculum Skills, Knowledge and Progression –Punctuation

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Punctuation

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write short sentences with words with known sound –letter correspondences using a capital letter and full stop.	Separate words using finger spaces. Use capital letters to start a sentence. Use a full stop to end a sentence. Use a question mark. Use an exclamation mark. Use capital letters for names. Use I	Use capital letters for names of people, places, days of the week and the personal pronoun I Use question marks and exclamation marks correctly. Use commas to separate items in a list. Use apostrophes to show where letters are missing and to mark singular possession in nouns.	Use inverted commas to punctuate direct speech.	Use inverted commas and other punctuation to indicate direct speech. Use apostrophes to mark plural possession. Use commas after fronted adverbials.	Use brackets, dashes and commas to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity.	Use the semi-colon, colon and dash. Use the colon to introduce a list and the semi-colon within lists. Use a hyphen to avoid ambiguity.
Vocabulary: Spaces, words, lower case, upper case.	**Vocabulary:** finger space, capital letter, lower case, upper case, full stop, sentence, question mark, exclamation mark, I, people, places, comma, apostrophes, possession.		**Vocabulary:** speech, inverted commas, apostrophes, plural, possession, commas, fronted adverbials.		**Vocabulary:** brackets, dashes, commas, parenthesis, semi colon, colon, hyphen.	

Hook Norton CE Primary School Curriculum Skills, Knowledge and Progression –Grammar

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Grammar

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Sentence Structure					
Write short sentences with words with known sound – letter correspondences using a capital letter and full stop..	Combine words to make a sentence. Join two sentences using and	Use subordination and coordination. Use expanded noun phrases Say how the grammatical patters in a sentence indicate its functions.	Express time, place and cause by using conjunctions, adverbs and prepositions.	Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. Use fronted adverbials.	Use relative clauses. Use adverbs or modal verbs to indicate a degrees of possibility.	Use the passive voice. Vary sentence structure to suit formal and informal writing.
	Text Structure					
	Sequence sentences to form a narrative	Consistently use the present tense and past tense correctly. Use the progressive forms of verbs in the past and present tense.	Start to use paragraphs. Use headings and subheadings. Use the present perfect form of verbs instead of the simple past.	Write in paragraphs. Make an appropriate choice of pronouns and noun within and across sentences.	Build cohesion between paragraphs. Use adverbials to link paragraphs.	Use a variety of organisational and presentational devices appropriate to the text type. Write in paragraphs which can clearly signal a change in subject, time, place or event.
	Vocabulary: sentence, words, conjunction, noun, adjective, verb, adverb, tense, past, present, singular, plural, noun, noun phrase, statement, question, adjective, verb, suffix, adverb		**Vocabulary:** conjunction, adverbs, preposition, paragraphs, noun, verb, adjective, pronoun, present, past, sub-heading, heading, clause, determiner, adverbial		**Vocabulary:** clause, adverbs, modal verbs, passive, active, informal, formal, adverbials.	