



## BHP English progression map: Spoken Language

	Nursery	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening and responding</b>	-Enjoy listening to longer stories and can remember much of what happens. - Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	-Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Listen carefully to rhymes and songs, paying attention to how they sound. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen carefully and respond to others.	Listen and respond to the contributions of others.	Listen and respond to the instructions, contributions or viewpoints of others.	Listen and respond appropriately to the instructions, contributions or viewpoints of others.	Listen to and build on the contributions of others in discussions and debates.	Listen to and evaluate a range of different contributions and viewpoints.
<b>Questioning</b>	-Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"		Ask and answer questions using who, what, where, why, how and when.	Ask and answer relevant questions in different contexts.	Ask for specific additional information with a supplementary question.	Ask a series of questions to speculate, imagine and explore ideas.	Ask and answer questions to solve problems, hypothesise and think critically.	Explore complex questions.
<b>Vocabulary</b>	-Use a wider range of vocabulary. Literacy - Engage in extended conversations about stories, learning new vocabulary. -Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'. -Use longer sentences of four to six words.	-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Use subject-specific vocabulary to explain and describe.	Suggest words or phrases that are appropriate to the topic.	Use interesting adverbial phrases and noun phrases in a discussion or presentation.	Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud.	Use challenging and sophisticated vocabulary to gain and maintain the interest of the listener.	Use a wide range of phrases, including determiners and other grammatical elements, to add interest and clarity for the listener.
<b>Discussion</b>	- Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	-Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Participate in group talk, role play and performances.	Talk confidently in a group or whole class scenario in a range of different contexts.	Articulate and justify an idea or opinion.	Challenge opinions and points of view, offering an alternative viewpoint or opinion.	Present opinions, points of view and arguments related to a topic or debate.	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
<b>Articulating</b>	- Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	-Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Speak in a way that is clear and easy to understand.	Speak clearly, pronouncing words correctly and audibly.	Use a range of sentence lengths and vocabulary to add interest and clarity to different forms of communication.	Respond appropriately to others and make some extended contributions in formal and informal discussions.	Give clear, concise descriptions, explanations and narratives in different contexts.	Choose between formal and informal language, depending on the situation.



## BHP English progression map: Reading

	Nursery	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word reading – phonic knowledge</b>	-Develop their phonological awareness, so that they can: -spot and suggest rhymes. - count or clap syllables in words. - recognise words with the same initial sound, such as money and mother.	-Read aloud words/simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Apply phonic knowledge and skills to decode words	Continue to apply phonic knowledge and skills to decode words (until decoding is automatic and reading is fluent).				
<b>Comprehension – word meaning</b>		-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Discuss the meanings of new words in their reading, drawing on known meanings.	Discuss and check the meanings of words, linking them to known and given vocabulary.	Explain the meaning of words based on the context, using a dictionary where appropriate.	Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context.	Explore the meaning of words, including figurative language.	Analyse the meaning of words, including figurative language, and consider the impact of language on the reader.
<b>Comprehension – recommending</b>							Recommend books that they have read to their peers, giving reasons for their choices.	Recommend books that they have read for a range of purposes to their peers, giving persuasive and detailed reasons for their choices.
<b>Comprehension – reading widely</b>							Become familiar with a wide range of books, including those from other cultures and traditions.	Compare a wide range of books and identify fiction from our literary heritage.
<b>Comprehension – structure and purpose</b>				Notice that non-fiction books are structured in different ways.	Read books for a range of purposes that are structured in different ways and describe their structure.	Read books that are structured in different ways and read for a range of purposes, identifying the purpose of the book and how it is structured.	Read books that are structured in different ways and read for an increasing range of purposes.	Read longer and more challenging books that are structured in different ways and read for an increasing range of purposes.
<b>Comprehension – questioning and explaining</b>			Give a simple explanation about the information, characters and events in books or texts that have been read to them.	Answer and ask simple questions about age-appropriate texts that they listen to and those that they read for themselves, explaining what they have learned.	Ask simple questions to improve their understanding of a text.	Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find more information to solve a problem for themselves.	Ask a range of questions to improve their understanding of what they have read, appropriate to the task, and give clear explanations and reasons for their views.	Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views.
<b>Comprehension – predicting</b>	-Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	-Anticipate (where appropriate) key events in stories.	Predict what might happen from what has been read so far.	Make plausible predictions about what might happen from what has been read so far.	Make increasingly plausible predictions based on details stated in the text and their wider knowledge.	Predict what might happen from details stated in the text, giving some examples.	Give evidence from more challenging texts to support their predictions, relying mainly on stated details.	Predict what might happen from details stated and implied.
<b>Comprehension – inference</b>	-Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Make simple inferences from what is being said and done in a text.	Make inferences from what is being said and done.	Draw inferences supported with some evidence from the text.	Draw inferences supported with evidence from the text.	Make inferences supported with specific evidence and distinguish between statements of fact and opinion.	Make inferences, including distinctions between fact and opinion, and justify them with detailed, targeted evidence and extended written responses.
<b>Comprehension – writer's craft</b>		-Anticipate (where appropriate) key events in stories	Discuss the importance of the title, information and events in a short text.	Discuss their favourite words and phrases in a text, giving simple reasons for their choices.	Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest.	Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases.	Discuss the writer's use of language, structure and presentation in a range of texts, and how these contribute to meaning and effect.	Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices.
<b>Comprehension – retrieval</b>			Identify and understand what is happening within a short piece of text.	Identify the main facts or events in simple texts.	Identify key details in a text in response to a retrieval question or research task.	Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose.	Retrieve, record and present a range of information from fiction and non-fiction texts.	Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text.
<b>Comprehension – understanding</b>		-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Check that a simple text makes sense to them as they read and correct inaccurate reading with prompts, drawing on what they already know.	Check that age-appropriate texts make sense to them as they read and confidently correct inaccurate reading, drawing on taught background information and vocabulary.	Check that longer texts make sense to them and talk about what they have read independently, and important or new vocabulary.	Check that texts make sense to them, confidently explaining their understanding and word meanings.	Check that longer, more complicated texts make sense to them, clearly explaining their understanding and word meanings.	Check that longer, more complicated texts make sense to them, presenting their understanding in different ways.



	Nursery	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Comprehension – genre and conventions</b>			Recognise and say aloud predictable phrases from familiar genres of writing.	Recognise simple recurring literary language and conventions in taught fiction genres, non-fiction genres and poems.	Identify some themes and conventions in a range of books, texts and poetry.	Identify the main themes and conventions in a range of text types.	Discuss and compare the themes and conventions used in an increasing range of age-appropriate text types.	Analyse and compare the themes and conventions within and across a wide range of writing.
<b>Word reading – grapheme-phoneme correspondence</b>	-Develop their phonological awareness, so that they can: -spot and suggest rhymes. - count or clap syllables in words. - recognise words with the same initial sound, such as money and mother.	S-say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Respond speedily with the correct sound to graphemes for all 40 or more phonemes, including alternative sounds for graphemes where applicable.					
<b>Comprehension – retelling and performing</b>	- Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	-Engage in story times. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. -Learn rhymes, poems and songs.	Learn and recite some rhymes and poems by heart, retelling fairy stories, traditional tales and other stories.	Retell a range of stories, tales and fairy stories, and recite poems by heart with appropriate intonation to make the meaning clear.	Retell and perform a wide range of texts, including poetry and play scripts, showing understanding using a range of strategies.	Become familiar with a widening range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling or performing these orally with appropriate tone, volume and action.	Prepare and perform a wide range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling these orally with appropriate tone, volume and action so the meaning is clear.	Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so the meaning is clear to an audience.
<b>Comprehension – sequencing and summarising</b>			Link what they read or hear to their own experiences and understanding of a topic or events.	Identify the sequence of events in a simple text, saying what happens next and why it happens.	Identify the main point of each paragraph in a short text.	Identify and summarise the main ideas drawn from more than one paragraph in longer texts.	Summarise the main ideas drawn from more than one paragraph, beginning to identify details that support the main idea.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea or ideas.
<b>Comprehension – pleasure and motivation to read</b>			Listen to, enjoy and talk about poems, stories and non-fiction texts.	Listen to, discuss and give views about a range of poems, stories and non-fiction texts with increasing motivation.	Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding.	Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding.	Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm and understanding, in a range of contexts.	Read, discuss and understand an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm, building on their own and others' ideas and challenging views constructively.
<b>Word reading – fluency</b>	Understand the five key concepts about print: - print has meaning. - print can have different purposes. - we can read English text from left to right and from top to bottom. - names of different parts of a book. - page sequencing.	-Blend sounds into words, so that they can read short words made up of letter-sound correspondences. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Reread books to improve their fluency and word reading.	Read most common words quickly and accurately, continuing to reread books to build their fluency and confidence.				
<b>Word reading – reading aloud</b>			Read books aloud that are consistent with their phonic knowledge and do not require them to use other word-reading strategies.	Read books aloud that are consistent with their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.				
<b>Word reading – contractions</b>			Read words with contractions.					
<b>Word reading – words containing GPCs</b>			Read words of one or more syllables that contain taught GPCs.	Accurately read words of two or more syllables that contain known graphemes.				



	Nursery	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word reading – prefixes, suffixes, morphology and etymology</b>			Read words containing taught GPCs and word endings.	Read words containing common suffixes.	Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to facilitate reading aloud.	Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to read aloud and understand the meaning of new words.	Apply and explain their knowledge of age-appropriate root words, prefixes and suffixes (etymology and morphology) to read aloud and understand the meaning of new words.	Analyse the etymology and morphology of words to read aloud and understand the meaning of new words.
<b>Word reading – common exception words</b>		-Read a few common exception words matched to the school's phonic programme Monster Phonics	Read common exception and high-frequency words, noticing some unusual correspondences between spelling and sound, and where these occur in the word.	Read further common exception words, pointing out unusual correspondences between spelling and sound and where these occur in the word.	Notice words with unusual correspondences between spelling and sound when reading newly encountered vocabulary.	Identify and read further words with unusual correspondences between spelling and sound, drawing on their knowledge of familiar vocabulary.		
<b>Word reading – blending</b>	-Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in words - recognise words with the same initial sound, such as money and mother	-Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them.	Read accurately by blending sounds in unfamiliar words containing taught GPCs.	Read accurately by blending the sounds in words that contain taught graphemes, recognising alternative sounds for graphemes.				



## BHP English progression map: Writing

Aspect	Nursery	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Transcription – spelling – spelling rules and strategies</b>	-Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	-Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Spell words containing taught phonemes.	Use a range of spelling strategies to spell many words correctly, including segmenting and applying spelling rules.				
<b>Vocabulary, grammar and punctuation – grammar rules, concepts and terminology</b>		-Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.	Apply the grammar rules and concepts, and use suitable grammatical terminology.	Apply the grammar rules and concepts, and use suitable grammatical terminology.	Apply the grammar rules and concepts, and use suitable grammatical terminology.	Apply the grammar rules and concepts, and use suitable grammatical terminology.	Apply the grammar rules and concepts, and use suitable grammatical terminology.	Apply the grammar rules and concepts, and use suitable grammatical terminology.
<b>Composition – precisising</b>							Write key information drawn from more than one paragraph, including some details that support the main idea of the text.	Write an accurate précis that includes the main details from the text in a succinct paragraph or paragraphs.
<b>Transcription – spelling – dictionaries and thesauri</b>					Begin to use the first two or three letters of a word to check its spelling in a dictionary.	Independently use the first two or three letters of a word to check its spelling in a dictionary.	Use the first three or four letters of a word to check its spelling or meaning, and use thesauri to find alternative vocabulary.	Use dictionaries effectively to find spellings and word meanings, and use thesauri to choose appropriate synonyms.
<b>Vocabulary, grammar and punctuation – formality</b>				Use some conventions of written standard English.		Use standard English verb forms in their writing.		Use vocabulary and sentence structures, including subjunctive forms, that are appropriate for formal speech and writing.
<b>Vocabulary, grammar and punctuation – verbs and tenses</b>				Use the present and past tense correctly and consistently, including the progressive form.	Begin to use the present perfect form of verbs.	Use the present perfect form of verbs in contrast to the past tense.	Use a variety of verb forms with increasing confidence, including the perfect form of verbs and modal verbs.	Choose the appropriate verb form for different contexts, including passive verbs.
<b>Vocabulary, grammar and punctuation – vocabulary</b>				Use simple expanded noun phrases with an adjective that describes the noun.	Continue to use and identify expanded noun phrases, beginning to use some prepositional phrases.	Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Use expanded noun phrases, identifying the adjective and prepositional phrase that have been used to give more information.	Use and identify expanded noun phrases that convey complicated information concisely.
<b>Handwriting – joining and legibility</b>				Start using some diagonal and horizontal strokes to join letters.	Write increasingly legibly and consistently, often using the diagonal and horizontal strokes that are needed to join letters.	Use the diagonal and horizontal strokes that are needed to join letters and increase the legibility, consistency and quality of their handwriting.	Write legibly, fluently and with increasing speed, choosing the most appropriate writing implement for the task.	Write legibly, fluently and with increasing speed by choosing the appropriate letter shape and joining method where appropriate.
<b>Transcription – spelling – homophones</b>				Distinguish between homophones and near-homophones.	Recognise and spell an increasing range of homophones.	Spell further homophones with increasing accuracy.	Recognise age-appropriate homophones and other words that are often confused.	Distinguish confidently between homophones and other words that are often confused.
<b>Transcription – spelling – using apostrophes</b>				Spell an increasing number of words with contracted forms and words that use the singular possessive apostrophe.	Use the possessive apostrophe to show singular possession and begin to use the possessive apostrophe for plural possession.	Use the possessive apostrophe correctly to show singular and plural possession.		
<b>Vocabulary, grammar and punctuation – punctuation</b>		-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Begin to use punctuation (capital letter, full stop, question mark, exclamation mark).	Use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes).	Use taught punctuation and new punctuation (inverted commas).	Use taught punctuation and new uses of punctuation (apostrophe, inverted comma, comma).	Use taught punctuation and the new uses of punctuation (commas, brackets, dashes).	Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens).
<b>Vocabulary, grammar and punctuation – sentences</b>		-Connect one idea or action to another using a range of connectives.	Leave spaces between words and join words and clauses using 'and'.	Use coordination and subordination to extend their sentences.	Express time, place and cause using conjunctions, adverbs and prepositions.	Use fronted adverbials, pronouns and conjunctions to vary their sentence structure.	Use relative clauses to give more information about the noun.	
<b>Composition – performing and presenting</b>		Re read what they have written to check that it makes sense.	Read their writing aloud, clearly enough to be heard by other children and the teacher.	Read their writing aloud clearly, audibly and with appropriate intonation.	Read aloud their own writing with appropriate intonation and volume so that the meaning is clear.	Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear.	Perform their own compositions with appropriate intonation and volume, and some consideration of movement.	Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.
<b>Transcription – spelling – CEW and frequently misspelt words</b>			Spell age-appropriate common exception words and days of the week.	Spell age-appropriate common exception words with increasing confidence and accuracy.	Develop an increasing range of strategies to spell words that are often misspelt.	Spell words that are often misspelt with increasing accuracy.	Recognise words with 'silent' letters, such as knight and solemn.	Spell some words with 'silent' letters.



## BHP English progression map: Writing

Aspect	Nursery	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Composition – evaluating and editing</b>	-Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	-Articulate their ideas and thoughts in well-formed sentences.	Discuss their writing with the teacher or other pupils.	Evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections.	Assess the effectiveness of their own and others' writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre.	Assess the effectiveness of their own and others' writing, suggesting and making changes to grammar and vocabulary to improve consistency.	Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation.	Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.
<b>Composition – proofreading</b>		-Re read what they have written to check that it makes sense.	Reread their writing to check that it makes sense.	Reread their writing to check for spelling, punctuation and grammar errors and the correct use of verbs that indicate time.	Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections.	Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors.	Proofread to check the spelling, punctuation and consistent and correct use of tense throughout a piece of writing.	Proofread to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing.
<b>Composition – narrative</b>		-Describe events in some detail.	Sequence sentences to form short texts using some sequencing words or formulaic phrases, including those to indicate the start or end of a text.	Write longer sequences of sentences about their own experiences and those of fictional characters.	Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech.	Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech.	Recognise how authors have developed characters and settings, describe their settings and use dialogue to convey character and advance the action.	Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively.
<b>Composition – sentences</b>		-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Orally rehearse and write short sentences.	Explain, one sentence at a time, what they want to write.	Orally compose and write sentences using an increasing range of vocabulary and sentence structures.	Make some choices about vocabulary and sentence structure.	Select increasingly appropriate vocabulary and sentence structures for the genre of writing.	Select appropriate grammar and vocabulary to change and enhance meaning.
<b>Composition – planning</b>		-Articulate their ideas and thoughts in well-formed sentences.	Say out loud what they are going to write about, making simple pictorial or written records where appropriate.	Write down or say what they want to write about before beginning, including ideas and new vocabulary.	Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary.	Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar.	Choose the most appropriate planning format and note initial ideas effectively.	Make detailed notes on an appropriate planning format, drawing on reading and research where necessary.
<b>Composition – audience and purpose</b>			Write for a range of purposes.	Write for a range of purposes with increasing stamina and positivity.	Use simple organisational devices in non-narrative writing.	Use a range of organisational devices effectively to structure non-narrative writing.	Explore a range of organisational and presentational devices to structure texts that are appropriate for the audience and purpose of their writing.	Use a range of organisational devices effectively, adapting their text to suit the audience and purpose.
<b>Composition – drafting paragraphs</b>		-Connect one idea or action to another using a range of connectives.	Write a sentence or sequence of sentences for a given purpose.	Write longer sequences of sentences for a range of genres, including fiction, non-fiction and poetry, using some age-appropriate features of the genre.	Begin to group related ideas into paragraphs.	Organise sentences with the same theme in paragraphs.	Use a wide range of devices to build cohesion within paragraphs.	Link ideas within and across paragraphs using a wider range of cohesive devices.
<b>Handwriting – letter formation</b>	-Use large-muscle movements to wave flags and streamers, paint and makemarks. -Use one-handed tools and equipment, for example, making snips in paper with scissors. -Use a comfortable grip with good control when holding pens and pencils. -Shows a preference for a dominant hand.	-Form lower case and capital letters correctly.	Sit and hold a pencil correctly and begin to form lower-case letters, capital letters, handwriting families and digits correctly.	Write lowercase letters, capital letters and digits of the correct size, orientation and relationship to one another, with spaces between words that reflect the size of the letters.				
<b>Transcription – spelling – dictations</b>			Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs and common exception words.	Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs, common exception words and punctuation.	Write simple sentences from memory that have been dictated by the teacher and include words and punctuation taught in Year 3.	Write simple sentences from memory that have been dictated by the teacher and include words and punctuation taught in Year 4.		
<b>Transcription – spelling – prefixes, suffixes, morphology and etymology</b>			Add the prefix un- and the suffixes -ing, -ed, -er, -est, -s or -es where no change is needed in the spelling of root words.	Add suffixes to spell longer words, including the suffixes -ment, -ness, -ful, -less and -ly.	Add prefixes and suffixes with increasing confidence.	Add further prefixes and suffixes with increasing accuracy and reference to the spelling rules.	Use further prefixes and suffixes, with their knowledge of morphology and etymology, to spell words.	Choose appropriate spelling strategies depending on the context, referring to prefixes, suffixes, morphology and etymology where appropriate.



Transcription – spelling – alphabet			Name the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound.					
---	--	--	--	--	--	--	--	--