

Area of Study		
Transcription (Spelling)	Phonic & Whole word spelling	<ul style="list-style-type: none"> • Revise Y1 & Y2 phonics, spelling, homophones and common exception words. • Spell further homophones: <ul style="list-style-type: none"> • plain/plane, mail/male, main/mane, fair/fare. • groan/grown, peace/piece, brake/break, grate/great. • spell words that are often misspelt: • Spell words with the /eɪ/ sound spelt ei, eigh, or ey weigh, weight, etc. • Spell words with the /i/ sound spelt y elsewhere than at the end of words (gym, pyramid). Spell words with the /ʃ/ sound spelt ch (chef mostly French in origin). • Spell words with the /k/ sound spelt ch (chemist, Greek in origin). • Spell words with endings sounding like zh or ch (treasure, picture). • Spell words with the /u/ sound spelt ou (young, double
	Other word building spelling	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary
	Transcription	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Handwriting	Handwriting	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting

Writing	Context for Writing	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	Planning Writing	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
	Drafting Writing	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings)
	Editing Writing	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors
	Performing Writing	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary, Grammar and Punctuation	Vocabulary	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place)
	Grammar	<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble)

	Punctuation	· using and punctuating direct speech (i.e. Inverted commas)
	Grammatical Terminology	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')