

Key: National Curriculum statements *Non-statutory National Curriculum guidance* **Teacher Assessment Frameworks (TAFs)** **Additional statements from HfL** **Exemplification links**

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	Sits correctly at a table, holding a pencil comfortably and correctly.	Uses spacing between words that reflects the size of the letters. N2-1/N2-2/N2-3/NF2-3				
	Leaves spaces between words. N1-1/NF1-1/NF1-2	The pupil can use spacing between words that reflects the size of the letters N2-2/N2-3				
	Forms capital letters. NF1-2	Forms lower-case letters of the correct size relative to one another. N2-1/N2-2/N2-3				
	Forms digits 0-9. NF1-2	Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters NF2-2				
		The pupil can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters N2-3/NF2-2				
	Begins to form lower-case letters in the correct direction, starting and finishing in the right place N1-1/N1-2/NF1-1/NF1-2	<p>Begins to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined N2-1/N2-3/NF2-1/NF2-2/NF2-3</p> <p>Starts writing at the middle or top of letters and leaves the end ready to join later.</p>	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		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 N5-1/N5-2/NF5-1/N6-2/N6-3/NF6-3/NF6-4	
	Understands which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these				<i>Pupils should be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra or capital letters, for example, filling in a form. They should continue to practise handwriting and be encouraged to increase the speed of it so that letter formation does not slow composition.</i>	
	Makes distinctions in most writing between ascenders and descenders and other ‘between the line’ letters					The pupil can maintain legibility, in joined handwriting when writing at speed.
	Clearly distinguishes between similar looking letters, e.g. h/n, a/g, a/e, r/n NF1-2					
				Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch) N3-4	Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.	
Handwriting requires frequent and discrete, direct teaching. Left-handed pupils should receive specific teaching to meet their needs	<i>Pupils should be taught to write with a joined style as soon as they can form letters securely with the correct orientation</i>	<i>Pupils should be using joined handwriting throughout their independent writing</i>		<i>Pupils should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</i>		

Spelling – phonology (sound systems)

		<i>For pupils who do not have the phonics knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up.</i>	<i>Pupils who are still struggling to decode or spell words using taught phonemes accurately need to be taught to do this urgently through a rigorous and systematic phonics programme so they catch up rapidly with their peers.</i>			
	<i>Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s)</i>	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly N2-1/N2-3				
	Spell words containing each of the 40+ phonemes already taught N1-1/N1-2/NF1-2	The pupil can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.	<i>Teachers should continue to emphasise the relationships between sounds and letters, even when relationships are unusual</i>		Spell some words with 'silent' letters (for example, knight, psalm, solemn)	
	Name the letters of the alphabet in order					
	Use letter names to distinguish between alternative spellings of the same sound					
	Spell the days of the week					
	<i>As phoneme-grapheme correspondences (underpinning spelling) are far more variable than the grapheme-phoneme correspondences (which underpin reading), pupils need to do much more word-specific rehearsal for spelling than for reading.</i>	Know new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones				The pupil can spell most words from the year 5/ year 6 spelling list correctly, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. See National Curriculum Appendix 1 N6-1/NF6-3
	Spell common exception words (See National Curriculum English Appendix 1) N1-2	Spell common exception words The pupil can spell many common exception words See National Curriculum Appendix 1	Spell words that are often misspelt (See National Curriculum English Appendix 1)			
			Spell words from the statutory word list for years 3/4 (See National Curriculum English Appendix 1)			

Spelling – morphology (word structures)	Divide words into syllables						
	Spell some compound words						
		Spell some words with contracted forms e.g. I'm, can't, don't					
	Suffixes: Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs NF1-1	Suffixes: Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly, –tion	Use further prefixes and suffixes and understand how to add them (English Appendix 1)	Use further prefixes and suffixes and understand the guidance for adding them (refer to English Appendices 1 & 2 [Word content])			
	Suffixes: Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]						
	Prefixes: Uses the prefix un- to indicate negative or opposite meanings to words						
			Learn about word families based on common words, including how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] (English Appendix 2 – V, G & P) <i>Pupils are taught that root words can help with spelling of longer words: understanding the relationships between words within families can assist spelling (see non-statutory guidance Appendix1)</i>		Understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1		
					Use knowledge of morphology and etymology in spelling <i>Pupils are taught about the history of words and the relationships between them can help with spelling</i>		
		Distinguish between homophones and near homophones as listed in English Appendix 1	Spell further homophones and near homophones as listed in English Appendix 1	Continue to distinguish between homophones and other words which are often confused, as listed in English Appendix 1			
			Spell hyphenated words, as listed in English Appendix 1				

Application of spelling knowledge	Apply simple spelling rules and guidance, as listed in English Appendix 1	Apply rules as listed in statutory guidance English Appendix 1	Apply rules as listed in statutory guidance English Appendix 1
	Write from memory simple sentences dictated by the teacher that include words using the GPCS and common exception words taught so far	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	
		Use the first two or three letters of a word to check its spelling in a dictionary	Use dictionaries to check the spelling and meaning of words
			Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus to find synonyms

