

Year 1

ELG Statement	Transition skills from Reception-Y1	Y1 skills	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 1					
Writing					
Physical Development - They handle equipment and tools effectively, including pencils for writing	They know which capital letter their name begins with. They know how to form capital letters. They begin to form lower-case letters in the correct direction, starting and finishing in the right place	form many lower case and capital letters accurately write with many letters accurate in shape and size, including capital letters and digits	Teach/embed/master transition skills before moving onto Y1 skills. Following the place value of SPaG document.	Use independent writing within a unit and hot tasks to assess their gaps. Use writing in other areas of curriculum and provision to assess gaps.	Will readily fit into English lessons using reading week for gap filling.
Writing - Children use their phonic knowledge to write words in ways which match their spoken sounds Writing - Some words are spelt correctly and others are phonetically plausible	n/a	use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible			
Writing - They also write some irregular common words	n/a	spell most Year 1 common exception words taught			
They write simple sentences which can be read by themselves and others	They know what a letter, a word and a sentence is. They understand what a full stop is and how it is used.	write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)			

	They begin to use a full stop at the end of one sentence.	use capital letters and full stops to demarcate some sentences accurately use question marks to demarcate some sentences			
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Key skill missed this year (reception)	Key skill next year (Y1)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 1				
Reading				
Love of reading	n/a	10 minutes class book time timetabled every day - Demonstration reading introduced everyday - New class authors introduced - Investment in new books for book corner - Focus shifted from reward based reading and more towards building a love for reading in the classroom	n/a	Class book timetabled and demonstration reading need to explicitly timetabled into the day separate to guided reading time.
Access to library for books	n/a	Mini library's set up outside classrooms so children still have access to high quality texts for enjoyment	n/a	Mini library's will be sorted by Lit coordinator and will ensure variety and frequently changed/updated.

Year 2

Key skill missed this year (y1)	Key skill next year (y2)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 2				
PAG/writing				
Capital letters for proper nouns	demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	Following the place value of SPaG document.	Use independent writing within a unit and hot tasks to assess their gaps. Use writing in other areas of curriculum and provision to assess gaps.	This should readily fit into y2 curriculum. Focus on exclamation marks when looking at different sentence types.
Use a question mark to demarcate some sentences				
Use an exclamation mark to demarcate some sentences				
Use adjectives and verbs that begin with the prefix un-	use expanded noun phrases for description			

Key skill missed this year (y1)	Key skill next year (y2)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 2				
Spelling				
Spelling Rules: The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words.	n/a	Rewritten spelling curriculum so that skills/spelling rules missed are including in Y3 spelling programme.	Weekly spelling tests Gaps identified Timely spelling interventions in place and children reassessed.	Following alternative curriculum to ensure gaps are taught. Will need to find additional time to teach/practise the additional rules children will need to master this year.
Spelling Rules: The long vowel sound /oo/ as in Zoo. Very few words start or end with /oo/				
Spelling Rules: The short vowel sound 'oo' as in foot. *Standard English pronunciation has been used here. In some parts of England the -ook words may have a longer sound.				
Spelling Rules: The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.				
Spelling Rules: The 'ou' digraph. This digraph can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is you.				
Spelling Rules: The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'				
Spelling Rules: The 'oo' and 'yoo' sounds can be spelled as u-e, ue and ew. If words end in the /oo/ sound, then it is likely that they will be spelled ew or ue.				
Spelling Rules: The digraph 'ie' making the /ai/ sound as in pie				

Spelling Rules: The digraph 'ie' making the /ee/ sound.				
Spelling Rules: The long vowel sound /i/ spelled 'igh.' This is usually found in the middle of words but sometimes at the end of words too.				
Spelling Rules: The /or/ sound. The vowel digraph 'or' and trigraph 'ore.' It is more likely that when at the end of a word then it will be spelled with an 'e.'				
Spelling Rules: The /or/ sound spelled with the digraph aw or au. If it is at the end of a word it is more likely to be spelled with an aw and at the beginning of a word with au.				
Spelling Rules: The /er/ sound spelled 'air.' This spelling is commonly found in the middle or at the end of words but can sometimes used at the beginning of words too				
Spelling Rules: The trigraph 'ear' as in hear				
Spelling Rules: The /er/ sound spelled with 'ear' or 'are'				
Spelling Rules: Words with 'ph' or 'wh' spellings				

Key skill missed this year (y1)	Key skill next year (y2)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 2				
Reading				
Love of reading	n/a	10 minutes class book time timetabled every day - Demonstration reading introduced everyday - New class authors introduced - Investment in new books for book corner - Focus shifted from reward based reading and more towards building a love for reading in the classroom	n/a	Class book timetabled and demonstration reading need to explicitly timetabled into the day separate to guided reading time.
Access to library for books	n/a	Mini library's set up outside classrooms so children still have access to high quality texts for AR and enjoyment	n/a	Mini library's will be sorted based on star reading assessment results- these to be completed termly as normal and Lit coordinator to organise books ensuring variety.

Year 3

Key skill missed this year (y2)	Key skill next year (y3)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 3				
PAG/writing				
write about real events, recording these simply and clearly	write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing	Opportunity to write non-fiction texts throughout the year.	Non-fiction recount about a real event they have witnesses or been involved with to see how they write about real events. Could do this during topic time to assess their ability.	This is something that should be taught and covered in y3 and should readily fit into y3 curriculum.
demarcate sentences with exclamation marks, commas in lists, apostrophes for contraction and apostrophes for singular possession	use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly	Following the place value of SPaG document.	Use independent writing within a unit and hot tasks to assess their gaps. Use writing in other areas of curriculum to assess gaps.	This is something that should be taught and covered in y3 and should readily fit into y3 curriculum.
use expanded noun phrases for description	describe settings and characters using expanded noun phrases	Following the place value of SPaG document.	Use independent writing within a unit and hot tasks to assess their gaps. Use writing in other areas of curriculum to assess gaps.	This is something that should be taught and covered in y3 and should readily fit into y3 curriculum.
know the difference between a statement, question, exclamation and command	use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly	Following the place value of SPaG document.	Use independent writing within a unit and hot tasks to assess their gaps. Use writing in other areas of curriculum to assess gaps.	This is something that should be taught and covered in y3 and should readily fit into y3 curriculum.

Key Skill Missed this year (y2)	Key skill next year (y3)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 3				
Spelling				

Spelling Rules: The /ee/ sound spelled '–ey'	n/a	Rewritten spelling curriculum so that skills/spelling rules missed are including in Y3 spelling programme.	Weekly spelling tests Gaps identified Timely spelling interventions in place and children reassessed.	Following alternative curriculum to ensure gaps are taught. Will need to find additional time to teach/practise challenge words separate from spelling starters
Spelling Rules: Words with the spelling 'a' after w and qu.				
Spelling Rules: The /er/ sound spelled with o or ar.				
Spelling Rules: The /z/ sound spelled s.				
Spelling Rules: The suffixes '-ment' and '-ness'				
Spelling Rules: The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.				

Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings				
Spelling Rules: Words ending in '-tion.'				
Spelling Rules: Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.				

Key Skill Missed this year (y2)	Key skill next year (y3)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 3				
Reading				
Love of reading	n/a	10 minutes class book time timetabled every day - Demonstration reading introduced everyday - New class authors introduced - Investment in new books for book corner - Focus shifted from reward based reading and more towards building a love for reading in the classroom	n/a	Class book timetabled and demonstration reading need to explicitly timetabled into the day separate to guided reading time.

Access to library for books	n/a	Mini library's set up outside classrooms so children still have access to high quality texts for AR and enjoyment	n/a	Mini library's will be sorted based on star reading assessment results- these to be completed termly as normal and Lit coordinator to organise books ensuring variety.
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Year 4

Key skill missed this year (y3)	Key skill next year (y4)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
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Year 4

PAG/writing

use simple organisational devices (e.g. headings or sub-headings) appropriately	use paragraphs or sections to organise and structure according to purpose and audience	Opportunity to write non-fiction texts that require the use of sub-headings. This is good and easier way for revising the use of paragraphs.	Use independent writing within a unit and hot tasks to assess their gaps. Use writing in other areas of curriculum to assess gaps.	This is something that should be taught and covered in y4 and should readily fit into y4 curriculum.
use a range of co-ordinating and subordinating conjunctions	use a range of co-ordinating and subordinating conjunctions	Following the place value of SPaG document.	Use independent writing within a unit and hot tasks to assess their gaps. Use writing in other areas of curriculum to assess gaps.	This is something that should be taught and covered in y4 and should readily fit into y4 curriculum.
begin to use inverted commas to punctuate speech	use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas)	Following the place value of SPaG document.	Use independent writing within a unit and hot tasks to assess their gaps. Use writing in other areas of curriculum to assess gaps.	This is something that should be taught and covered in y4 and should readily fit into y4 curriculum.

Key Skill Missed this year (y3)	Key skill next year (y4)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
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Year 4

Spelling

Spelling Rules: Words ending in '-er' when the root word ends in (t)ch.	n/a		Weekly spelling tests	Following alternative curriculum to ensure gaps are taught.
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Spelling Rules: Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.		Rewritten spelling curriculum so that skills/spelling rules missed are including in Y4 spelling programme.	Gaps identified Timely spelling interventions in place and children reassessed.	Will need to find additional time to teach/practise challenge words separate from spelling starters
Spelling Rules: Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.				
Spelling Rules: Words with the /s/ sound spelled 'sc' which is Latin in its origin.				
Homophones: Words which have the same pronunciation but different meanings and/or spellings				

Key Skill Missed this year (y3)	Key skill next year (y4)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 4				
Reading				
Love of reading	n/a	10 minutes class book time timetabled every day - Demonstration reading introduced everyday - Focus shifted from reward based reading and more towards building a love for reading in the classroom	n/a	Class book timetabled and demonstration reading need to explicitly timetabled into the day separate to guided reading time.
Access to library for books	n/a	Mini library's set up outside classrooms so children still have access to high quality texts for AR and enjoyment	n/a	Mini library's will be sorted based on star reading assessment results- these to be completed termly as normal and Lit coordinator to organise books ensuring variety.

Year 5

Key skill missed this year (y4)	Key skill next year (y5)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 5				
PAG/writing				
use fronted adverbials punctuated with a comma	use fronted adverbials punctuated with a comma range of devices to create cohesion within and across paragraphs	Following the place value of SPaG document.	Use independent writing within a unit and hot tasks to assess their gaps. Use writing in other areas of curriculum to assess gaps.	This will need to be taught in addition to the y5 curriculum. Children we need to be taught what a fronted adverbial is and how to punctuate them before looking at a 'wide range' of cohesive devices.
use present, past, progressive and perfect tense verb forms accurately	use verb tenses mostly consistently and correctly throughout their writing	Following the place value of SPaG document.	Use independent writing within a unit and hot tasks to assess their gaps. Use writing in other areas of curriculum to assess gaps.	Children will have been introduced to perfect tense in Y3 however progressive will be new to them. Likely will need to revise and teach all tense form before expecting them to use them throughout their writing.
use apostrophes for contraction and possession	use apostrophes for contraction and possession	Following the place value of SPaG document.	Use independent writing within a unit and hot tasks to assess their gaps. Use writing in other areas of curriculum to assess gaps.	This is something that should be taught and covered in y5 and should readily fit into y5 curriculum.
use speech punctuation- inverted commas and a comma with a reported clause	begin to create atmosphere, and integrate dialogue to convey character and advance the action punctuate speech accurately.	Following the place value of SPaG document.	Use independent writing within a unit and hot tasks to assess their gaps. Use writing in other areas of curriculum to assess gaps.	Children will have started using inverted commas in y3 however not likely to have been taught to use commas for a reported clause. Will likely need full revision of speech punctuation before moving onto to using speech to advance action and convey character.

Key Skill Missed this year (y4)	Key skill next year (y5)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 5				
Spelling				
Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.	n/a	Rewritten spelling curriculum so that skills/spelling rules missed are including in Y5 spelling programme.	Weekly spelling tests Gaps identified Timely spelling interventions in place and children reassessed.	Following alternative curriculum to ensure gaps are taught. Will need to find additional time to teach/practise challenge words separate from spelling starters
Spelling Rules: The /s/ sound spelled c before 'i' and 'e'.				
Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'				
Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'				
Spelling Rules: Prefixes – 'super-' 'anti' and 'auto.'				
Spelling Rules: The prefix bi- meaning two				

Key Skill Missed this year (y4)	Key skill next year (y5)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 5				
Reading				

Love of reading	n/a	• 10 minutes class book time timetabled every day • Demonstration reading introduced everyday • Focus shifted from reward based reading and more towards building a love for reading in the classroom	n/a	Class book timetabled and demonstration reading need to explicitly timetabled into the day separate to guided reading time.
Access to library for books	n/a	• Mini library's set up outside classrooms so children still have access to high quality texts for AR and enjoyment	n/a	Mini library's will be sorted based on star reading assessment results- these to be completed termly as normal and Lit coordinator to organise books ensuring variety.

Year 6

Key skill missed this year (y5)	Key skill next year (y6)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 6				
PAG/writing				
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader	Same.	Opportunity to write variety of texts throughout the year.	Use independent writing within a unit and hot tasks to assess their gaps. Use writing in other areas of curriculum to assess gaps.	This is something that should be taught and covered in y6 and should readily fit into y6 curriculum. Will need to ensure gaps from previous year groups are covered before moving onto to Y6 SPaG.
in narratives, describe settings, characters and atmosphere	in narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture	Following the place value of SPaG document.		
Use adverbs, prepositional phrases and expanded noun phrases to add detail, qualification and precision	use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs in narratives, describe settings, characters and atmosphere			
use the full range of punctuation mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, apostrophes for contraction and possession, inverted commas and other speech punctuation)	+ brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists			
use some punctuation for parenthesis (brackets, commas and dashes)	As above			

integrate dialogue to convey character and advance the action	integrate dialogue in narratives to convey character and advance the action, <i>using correctly punctuated speech</i>			
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Key Skill Missed this year (y5)	Key skill next year (y6)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
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Year 6

Spelling

Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	n/a	Rewritten spelling curriculum so that skills/spelling rules missed are including in Y6 spelling programme.	Weekly spelling tests Gaps identified Timely spelling interventions in place and children reassessed.	Following alternative curriculum to ensure gaps are taught. Will need to find additional time to teach/practise challenge words separate from spelling starters
Spelling Rules: Words containing the letter string 'ough' where the sound is /aw/.				
Spelling Rules: Language of possibility. (Modal verbs) These words show the possibility that something has of occurring.				
Spelling Rules: Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.				

Key Skill Missed this year (y5)	Key skill next year (y6)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
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Year 6

Reading

Love of reading	n/a	10 minutes class book time timetabled every day - Demonstration reading introduced everyday - Focus shifted from reward based reading and more towards building a love for reading in the classroom	n/a	Class book timetabled and demonstration reading need to explicitly timetabled into the day separate to guided reading time.
Access to library for books	n/a	Mini library's set up outside classrooms so children still have access to high quality texts for AR and enjoyment	n/a	Mini library's will be sorted based on star reading assessment results- these to be completed termly as normal and Lit coordinator to organise books ensuring variety.