



Birkwood EYFS
Handwriting
<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed.
Spelling
<ul style="list-style-type: none">• Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Composition
<ul style="list-style-type: none">• Write simple phrases and sentences that can be read by others.



Birkwood Year One

Transcription - Handwriting and Presentation

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Transcription - Spelling

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell the days of the week.
- Name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.
- Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.
- Use the prefix un–
- 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].
- Apply simple spelling rules and guidance, as listed in [English Appendix 1](#).
- Learn to spell and use in writing mostly correctly, common exception words listed in the Year 1 spelling list.
- Write from memory simple sentences dictated by the teacher including words with GPCs and common exception words taught so far.

Composition - Planning

- Plan writing by saying out loud what I am going to write about.
- Compose a sentence orally before writing it.

Composition – Drafting & Writing

- Combine words to make sentences.
- Sequence sentences to form short narratives.

Grammar

- Join words and clauses within a sentence using *and*.
- Begin to use adjectives to add detail to my sentences.

Punctuation

- Separate words with spaces.
- Use a full stop accurately.
- Begin to punctuate sentences using a capital letter and a full stop.
- Begin to use a question mark or exclamation mark.
- Use capital letters for names of people, places, days of the week, and the personal pronoun ‘I’.

Evaluating & Editing

- Re-read what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Use the grammatical terminology in [English Appendix 2](#) in discussing their writing (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark).

Publishing, Reading Aloud, Presenting & Performing

- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Additional Vocabulary & Grammar

- Regular plural noun suffixes –s or –es (eg, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.
- Suffixes that can be added to verbs where no change is needed in the spelling of root words (eg, helping, helped, helper).
- How the prefix un– changes the meaning of verbs and adjectives (negation, eg, unkind, or undoing, eg, untie the boat).



Birkwood Year Two

Transcription - Handwriting and Presentation

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.

Transcription - Spelling

- Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Learn 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.
- Spell many common exception words.
- Spell more words with contracted forms.
- Possessive apostrophe (singular) [for example, the girl's book].
- Distinguish homophones and near-homophones.
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.
- Apply spelling rules and guidance, as listed in [English Appendix 1](#).
- Learn to spell and use in writing mostly correctly, common exception words listed in the Year 1 and 2 spelling list.
- Write from memory simple sentences dictated by the teacher including words using GPCs, common exception words and punctuation taught so far.

Composition - Planning

- Plan or say out loud what they are going to write about.
- Compose a sentence orally before writing it.
- Write down ideas and/or key words, including new vocabulary.
- Encapsulate what they want to say, sentence by sentence.

Composition – Drafting & Writing

- Develop a positive attitude towards writing.
- Develop stamina in writing.
- Write simple, coherent narratives about personal experiences and those of others (real and fictional).
- Write about real events.
- Write poetry.
- Write for different purposes.

Grammar

- Use subordination (using because / when / if / that).
- Use co-ordination (using or / and / but).
- Use expanded noun phrases to describe and specify.
- Use sentences with different forms: statement, question, exclamation, command.
- Correct and consistent use the present and past tense throughout writing.
- Use of progressive form of verbs in the present and past tense to mark actions in progress (eg, she is drumming, he was shouting).
- Use some features of written Standard English.

Punctuation

- Demarcate most sentences in their writing with capital letters and full stops.
- Use ? ! correctly when required to demarcate sentences.
- Use commas to separate items in a list.
- Use apostrophes for contracted forms (cannot = can't).
- Use apostrophes for singular possession in nouns (the girl's name).

Evaluating, Revising, Editing & Proof Reading

- Make simple additions, revisions and corrections to their own writing.
- Evaluate their writing with the teacher and other pupils.
- Re-read to check writing makes sense and verbs to indicate time are used correctly & consistently, including verbs in continuous form.
- Proof-read to check for errors in spelling, grammar and punctuation e.g.: ends of sentences punctuated correctly.
- Use and understand the grammatical terminology in [English Appendix 2](#) in discussing their writing (noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma).

Publishing, Reading Aloud, Presenting & Performing

- Read aloud what they have written with appropriate intonation to make the meaning clear.

Additional Vocabulary & Grammar

- Adjective.
- Formation of nouns using suffixes such as -ness, -er and by compounding (e.g., whiteboard, superman).
- Formation of adjectives using suffixes such as –ful, –less.



Birkwood Year Three & Four

Transcription - Handwriting and Presentation

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- 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].
- Write legibly and consistently in all published pieces.
- Understand that printing is preferable for certain specific tasks such as labelling diagrams as in textbooks.

Transcription - Spelling

- Revision from Y1&2: pay attention to suffixes
- Use further prefixes and suffixes and understand how to add them ([English Appendix 1](#) (Year 3/4)).
- Spell further homophones.
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Learn to spell and use in writing correctly, common exception words from the Y3/4 spelling list (see half termly breakdown).
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Composition - Planning

- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discuss and record ideas.

Composition – Drafting & Writing

- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and including an increasing range of sentence structures ([See English Appendix 2](#)).
- Compose a variety of simple and compound sentences and understand their impact on the reader.
- Organise paragraphs around a theme / group related material.
- In narratives, create settings, characters and plot.
- Create and develop detailed plot lines which move the narrative on.
- In non-narrative material, use simple organisational devices [for example, headings and sub-headings].

Additional Vocabulary

- Include adventurous vocabulary

Grammar

- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Use a subordinate clause to make a complex sentence, which adds additional information.
- Use the present perfect form of verbs in contrast to the past tense (eg, He has gone out to play contrasted with He went out to play).
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Y3 Express time and cause using conjunctions (eg, when, before, after, while, so, because), adverbs (eg, then, next, soon, therefore), or prepositions (eg, before, after, during, in, because of).
- Y3 Add detail by including expanded noun phrases.
- Y4 Include noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (eg, the teacher expanded to: the strict maths teacher with curly hair).
- Use fronted adverbials (eg, Later that day, I heard the bad news).
- Use Standard English most of the time.

Punctuation

- Use commas after fronted adverbials.
- Indicate possession by using the possessive apostrophe with plural nouns.
- Use and punctuate direct speech.
- Most sentences are correctly demarcated: CL, ., !, ? and commas in a list, comma after a fronted adverbial, comma in a subordinate clause and a comma for a reported clause and direct speech punctuated correctly including "".

Evaluating, Revising, Editing & Proof Reading

- Assess the effectiveness of their own and others' writing and suggest improvements.
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.
- Y3 Use and understand the grammatical terminology in [English Appendix 2](#) (Year 3) accurately and appropriately when discussing their writing and reading (adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')).



Birkwood Writing & SPaG
Key End Points – Aligned with STAT

Publishing, Reading Aloud, Presenting & Performing

- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Additional Vocabulary & Grammar

Y3

- Formation of nouns using a range of prefixes such as super-, anti-, auto-
- Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (eg, a rock, an open box).
- Word families based on common words, showing how words are related in form and meaning (eg, solve, solution, solver, dissolve, insoluble).

Y4

- Understand and show the grammatical difference between plural and possessive –s.
- Recognise and show understanding of Standard English forms for verb inflections instead of local spoken forms (eg, we were instead of we was, or I did instead of I done).



Birkwood Year Five & Six

Transcription - Handwriting and Presentation

- Write legibly, fluently and with increasing speed.
- Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.
- Choose the writing implement that is best suited for a task.
- Use printing for specific tasks such as labelling diagrams.
- Continue to produce legible joined handwriting in all areas of learning.
- Maintain legibility in joined handwriting when writing at speed, choosing whether or not to join specific letters.

Transcription - Spelling

- Continue to distinguish between homophones and other words which are often confused.
- Use further prefixes and suffixes and understand the guidance for adding them.
- Y6 Spell some words with 'silent' letters [for example, knight, psalm, solemn].
- Continue to distinguish between homophones and other words which are often confused.
- Use word families/root words to support spelling.
- Learn and use knowledge of morphology and etymology in spelling (as listed in [English Appendix 1](#) (Year 6)).
- Understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
- Use dictionaries to check the spelling and meaning of uncommon or more ambitious vocabulary.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
- Spell and use correctly in writing, common exception words from the Y5/6 spelling list (see half termly breakdown).

Composition - Planning

- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Note and develop initial ideas, drawing on reading and research where necessary.
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Composition – Drafting & Writing

- Write effectively for a wide range of purposes and audiences, selecting language that shows good awareness of the reader.
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- Deliberate vocabulary and sentence types develop atmosphere in writing.
- Manage shifts in place and time effectively using adverbs, conjunctions and prepositions.
- Learn the skill of *précising* longer passages to condense a text, keeping the main points and order of the original.
- Use further organisational and presentational devices to structure text and to guide the reader [for example, Y5 headings, bullet points, underlining & Y6 headings, sub-headings, columns, bullets, or tables, to structure text].
- Y6 Use an effective wide range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- Y5 Link ideas across paragraphs using adverbials of time (eg, later), place (eg, nearby) and number (eg, secondly).
- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.

Additional Vocabulary

- Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg, find out – discover; ask for – request; go in – enter).

Grammar

- Use passive verbs to affect the presentation of information in a sentence (eg, I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).
- Use the perfect form of verbs to mark relationships of time and cause.
- Use adverbs or modal verbs to indicate degrees of possibility (adverbs eg, perhaps, surely) or (modal verbs eg, might, should, will, must).
- Use expanded noun phrases to convey complicated information concisely.
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Y6 Select vocabulary and grammatical structures that reflect what the writing requires, doing this appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).



Punctuation

- Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- Use commas to clarify meaning or avoid ambiguity in writing.
- Use hyphens to avoid ambiguity (eg, man eating shark versus man-eating shark, or recover versus re-cover).
- Use brackets, dashes or commas to indicate parenthesis.
- Use semi-colons, colons or dashes to mark boundaries between independent clauses (eg, It's raining; I'm fed up).
- Use a colon to introduce a list.
- Punctuate bullet points consistently.
- Use all taught punctuation correctly.
- Punctuation of statements to list information.
- Y6 Use mostly correctly: inverted commas, commas for clarity and punctuation for parenthesis.
- Y6 Make some correct use of: semi-colons, dashes, colons and hyphens.

Evaluating, Revising, Editing & Proof Reading

- Assess the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Identify and edit cohesion and standard English errors independently through proofreading of writing.
- Use and understand the grammatical terminology in [English Appendix 2](#) accurately and appropriately when discussing their writing and reading (Y5 modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity / Y6 subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points).

Publishing, Reading Aloud, Presenting & Performing

- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Additional Vocabulary & Grammar

- Convert nouns or adjectives into verbs using suffixes (eg, -ate; -ise; -ify).
- Verb prefixes (eg, dis-, de-, mis-, over- and re-).
- Y6 Understand how words are related by meaning as synonyms and antonyms (e.g., big, large, little).
- Understand use of the passive to affect the presentation of information in a sentence (eg, I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).
- Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, eg, He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech).