

A hand holding a yellow pencil is positioned over a sheet of lined paper. The paper features a faded background grid of the English alphabet, showing letters from L to Z in both uppercase and lowercase. The text 'English Recovery Curriculum Checklists Year 1 - 6' is overlaid in the center of the page in a bold, black, sans-serif font. The entire scene is set against a solid red background.

**English Recovery Curriculum
Checklists
Year 1 - 6**

Year 1 Recovery Curriculum

End of EYFS Writing Standards

DATE OF ASSESSED PIECE OF WRITING:

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The pupil can, after discussion with the teacher:							
<ul style="list-style-type: none"> compose a sentence orally before writing it 							
<ul style="list-style-type: none"> using a capital letter on some occasions for names of people, places, the days of the week, and the personal pronoun 'I' 							
<ul style="list-style-type: none"> joining words using 'and' e.g. bread and butter, fish and chips 							
<ul style="list-style-type: none"> spell some words correctly containing the phonemes taught (44) 							
<ul style="list-style-type: none"> spelling some common exception words (year 1 list) 							
<ul style="list-style-type: none"> spell some days of the week 							
<ul style="list-style-type: none"> spelling some words correctly with the ff for /f/ sound, ll for /l/ sound, ss for /s/ sound, zz for /z/ sound and ck for /ck/ sound 							
<ul style="list-style-type: none"> spelling some words correctly with the tch for the /ch/ sound 							
<ul style="list-style-type: none"> spelling some words correctly with the /v/ sound at the end of words <i>e.g. have, give, live, love</i> 							
<ul style="list-style-type: none"> spelling some compound words correctly <i>e.g. deckchair, bedroom, upstairs, downstairs</i> 							
<ul style="list-style-type: none"> forming some capital letters and digits correctly 							
<ul style="list-style-type: none"> forming some lower-case letters in the correct direction, starting and finishing in the right place 							
<ul style="list-style-type: none"> using some spacing between words 							
<ul style="list-style-type: none"> some terminology is used when talking about writing, showing they can recognise : 	<ul style="list-style-type: none"> letters 						
	<ul style="list-style-type: none"> capital letters 						
	<ul style="list-style-type: none"> words – singular and plural 						
	<ul style="list-style-type: none"> sentences 						
	<ul style="list-style-type: none"> punctuation 						
	<ul style="list-style-type: none"> full stop 						
	<ul style="list-style-type: none"> question mark 						
	<ul style="list-style-type: none"> exclamation mark 						

Year 2 Recovery Curriculum

End of Year 1 Writing Standards

DATE OF ASSESSED PIECE OF WRITING:

Year 2 Recovery Curriculum		End of Year 1 Writing Standards					
DATE OF ASSESSED PIECE OF WRITING:							
The pupil can, after discussion with the teacher:							
• write sentences that are sequenced to form short narratives							
• demarcating some sentences with a capital letter and a full stop							
• using a capital letter on most occasions for names of people, places, the days of the week, and the personal pronoun 'I'							
• joining some clauses using 'and'							
• spell many words correctly containing the phonemes taught (44)							
• spelling many common exception words (year 1 list)							
• spell most days of the week correctly							
• spelling most words correctly with the ff for /f/ sound, ll for /l/ sound, ss for /s/ sound, zz for /z/ sound and ck for /ck/ sound							
• spelling most words correctly with the tch for the /ch/ sound							
• spelling most words correctly with the /v/ sound at the end of words <i>e.g. have, give, live, love</i>							
• spelling most compound words correctly <i>e.g. farmyard, windmill, playground</i>							
• adding suffixes to spell some words correctly in their writing where no change is needed to the spelling of the root word. <i>e.g. -s, -es, -ing, -ed, -er, -est</i>							
• spell some words with the prefix un- correctly in their writing							
• forming capital letters and digits mostly correct							
• forming most lower-case letters in the correct direction, starting and finishing in the right place							
• mostly using spaces between words							
<ul style="list-style-type: none"> • most of the terminology is used when talking about their and others' writing: 	<ul style="list-style-type: none"> • letters 						
	<ul style="list-style-type: none"> • capital letters 						
	<ul style="list-style-type: none"> • words – singular and plural 						
	<ul style="list-style-type: none"> • sentences 						
	<ul style="list-style-type: none"> • punctuation 						
	<ul style="list-style-type: none"> • full stop 						
	<ul style="list-style-type: none"> • question mark 						
<ul style="list-style-type: none"> • exclamation mark 							

Year 3 Recovery Curriculum

End of Year 2 Writing Standards

DATE OF ASSESSED PIECE OF WRITING:						
The pupil can, after discussion with the teacher:						
• write simple, coherent narratives about personal experiences and those of others (real or fictional)						
• write about real events, recording these simply and clearly						
• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required						
• use present and past tense mostly correctly and consistently						
• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses						
• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others						
• spell many common exception words						
• form 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						

Year 4 Recovery Curriculum

End of Year 3 Writing Standards

DATE OF ASSESSED PIECE OF WRITING:

The pupil can, after discussion with the teacher:

• write effectively and coherently for different purposes							
• some use of paragraphs to group related material							
• some use of headings and sub-headings to organise non-narrative texts							
• using expanded noun phrases to describe and specify when describing settings and characters in narratives							
• some use of dialogue to show a character's attitude							
• selecting some vocabulary that fits the purpose of their writing							
• using the present and past progressive form mostly correctly e.g. <i>I was deciding, We were breathing.</i>							
• some use of the present perfect form of verbs instead of simple past							
• use of subordinating conjunctions to express time and cause, including: if, when, because, although e.g. although it was raining, because it fell on the floor (cause), while we were asleep, after the tests ended (time)							
• use of adverbs to express time, place and cause e.g. then it was all over, soon he will disappear (time), he ran away , it shot out , (place), therefore he could not stay (cause)							
• some use of prepositions to express time, place and cause e.g. before midnight, after tea (time), under the tree, down the street (place) because of the rain (cause)							
• using mostly correctly:	capital letters						
	full stops						
	question marks						
	exclamation marks						
	commas for lists						
	apostrophes for contraction						
• some use of:	apostrophes to mark singular possession in nouns						
	inverted commas to punctuate direct speech						
• using the correct form of a/an mostly correct							
• spelling most words with contracted forms							
• adding prefixes to spell some words correctly in their writing e.g. <i>dis, mis, in, il, im, ir, re, sub,</i>							

<i>inter, super, anti, auto</i>							
<ul style="list-style-type: none"> adding suffixes to spell most words correctly, including where changes are made to the root word e.g. ly, ed, ing, ness, ment, ful 							
<ul style="list-style-type: none"> spelling some words correctly with –ous suffix e.g. <i>poisonous, enormous, humorous, courageous, serious</i> 							
<ul style="list-style-type: none"> spelling some words correctly with /shun/ ending e.g. <i>ation, cian, sion, tion, ssion,</i> 							
<ul style="list-style-type: none"> spelling some words correctly with –ture or –sure endings e.g. <i>treasure, pleasure, puncture, picture</i> 							
<ul style="list-style-type: none"> spelling some words correctly with ch for /k/ sound e.g. <i>chemist, echo</i> 							
<ul style="list-style-type: none"> spelling some words correctly with ch for /sh/ sound e.g. <i>chef, machine</i> 							
<ul style="list-style-type: none"> spelling some words correctly with gue for /g/ sound e.g. <i>league, tongue</i> and que for /k/ sound e.g. <i>antique, unique</i> 							
<ul style="list-style-type: none"> spelling some words correctly with sc for /s/ sound e.g. <i>science, fascinate, scenic</i> 							
<ul style="list-style-type: none"> spelling some words correctly with ei, eigh or ey for /ae/ sound e.g. <i>vein, reign, neighbour, they, obey</i> 							
<ul style="list-style-type: none"> use of the correct homophone in their writing mostly correct (the most common) – their/there/they're, to/two/too 							
<ul style="list-style-type: none"> some correct use of further homophones from the year 3 and 4 appendix 1 							
<ul style="list-style-type: none"> spelling some words correctly from year 3 and 4 appendix 1 – statutory word list 							
<ul style="list-style-type: none"> using the diagonal and horizontal strokes needed to join letters in most of their writing 							
<ul style="list-style-type: none"> terminology from Year 1 and 2 is used when talking about their writing 							
<ul style="list-style-type: none"> most of the terminology is used when talking about their and others' writing: 	<ul style="list-style-type: none"> preposition 						
	<ul style="list-style-type: none"> Conjunction 						
	<ul style="list-style-type: none"> word family 						
	<ul style="list-style-type: none"> Prefix 						
	<ul style="list-style-type: none"> Clause 						
	<ul style="list-style-type: none"> subordinate clause 						
	<ul style="list-style-type: none"> consonant 						
	<ul style="list-style-type: none"> consonant letter 						
	<ul style="list-style-type: none"> vowel 						
	<ul style="list-style-type: none"> vowel letter 						
	<ul style="list-style-type: none"> direct speech 						
	<ul style="list-style-type: none"> inverted commas (or 'speech marks') 						

Year 5 Recovery Curriculum

End of Year 4 Writing Standards

DATE OF ASSESSED PIECE OF WRITING:

The pupil can, after discussion with the teacher:

• write for a range of purposes and audiences , showing awareness of the reader						
• using paragraphs to organise ideas around a theme						
• in narratives, describe characters and settings						
• using headings and sub-headings to organise non-narrative texts						
• using a variety of expanded noun phrases to describe and specify by:	• addition of modifying adjectives <i>e.g. the extreme weather, some strange business</i>					
	• addition of modifying nouns <i>e.g. the adult women, a grammar strength</i>					
	• addition of preposition phrases <i>e.g. the women outside the school, the extreme weather on the island</i>					
• some use of expanded noun phrases that combine different additional modifiers e.g. <i>Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe</i>						
• use of dialogue to convey character and advance the action						
• selecting vocabulary that fits the purpose of the writing mostly correctly						
• using present and past verb forms mostly correctly and consistently						
• using a range of subordinating conjunctions, adverbs and prepositions within and across sentences.						
• using fronted adverbials to emphasise the adverbial to the reader:	• adverbs – <i>Slowly he walked ..., Fortunately, it didn't rain.</i>					
	• noun phrase – <i>Last night..., Early this morning..., Many people...</i>					
	• preposition phrase – <i>In years to come ..., Since this morning ..., Because of the rain..., After the tests ...</i>					
	subordinate clause – <i>Since he left the school ..., When she arrived home ..., Because he was tired ...</i>					
• using the full range of punctuation taught at key stage 1 mostly correctly						
• using mostly correctly:	inverted commas to punctuate direct speech					
	apostrophes to mark plural possession					
	commas for fronted adverbials (if appropriate)					

	punctuation within direct speech						
	<ul style="list-style-type: none"> spelling most words correctly from year 3 and 4 appendix 1 – statutory word list 						
	<ul style="list-style-type: none"> adding prefixes to spell most words correctly in their writing <i>e.g. dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto</i> 						
	<ul style="list-style-type: none"> adding suffixes to spell words mostly correctly, including –ous 						
	<ul style="list-style-type: none"> spelling most words correctly with /shun/ ending <i>e.g. ation, cian, sion, tion, ssion,</i> 						
	<ul style="list-style-type: none"> spelling most words correctly with –ture or –sure endings <i>e.g. treasure, pleasure, puncture, picture</i> 						
	<ul style="list-style-type: none"> spelling most words correctly with ch for /k/ sound <i>e.g. chemist, echo</i> 						
	<ul style="list-style-type: none"> spelling most words correctly with ch for /sh/ sound <i>e.g. chef, machine</i> 						
	<ul style="list-style-type: none"> spelling most words correctly with gue for /g/ sound <i>e.g. league, tongue</i> and que for /k/ sound <i>e.g. antique, unique</i> 						
	<ul style="list-style-type: none"> spelling most words correctly with sc for /s/ sound <i>e.g. science, fascinate, scenic</i> 						
	<ul style="list-style-type: none"> spelling most words correctly with ei, eigh or ey for /ae/ sound <i>e.g. vein, reign, neighbour, they, obey</i> 						
	<ul style="list-style-type: none"> use of the correct homophone in their writing (the most common) – their/there/they’re, to/two/too 						
	<ul style="list-style-type: none"> use of further homophones from the year 3 and 4 appendix 1, mostly correct 						
	<ul style="list-style-type: none"> spelling words with plurals and possessive –s, mostly correct 						
	<ul style="list-style-type: none"> producing joined, legible handwriting in most of their writing 						
	<ul style="list-style-type: none"> terminology from key stage 1 and year 3 is used when talking about their writing 						
	<ul style="list-style-type: none"> most of the terminology is used when talking about their and others’ writing: 	<ul style="list-style-type: none"> determiner 					
<ul style="list-style-type: none"> pronoun 							
<ul style="list-style-type: none"> possessive pronoun 							
<ul style="list-style-type: none"> adverbial 							

Year 6 Recovery Curriculum

End of Year 5 Writing Standards

DATE OF ASSESSED PIECE OF WRITING:

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The pupil can, after discussion with the teacher:

<ul style="list-style-type: none"> • write for a range of purposes and audiences, selecting language that shows good awareness of the reader 						
<ul style="list-style-type: none"> • using paragraphs and some other organisational and presentational devices to structure their writing 						
<ul style="list-style-type: none"> • in narratives, describe settings, characters and atmosphere 						
<ul style="list-style-type: none"> • using a variety of expanded noun phrases to describe and specify 						
<ul style="list-style-type: none"> • use of expanded noun phrases that combine different additional modifiers e.g. <i>Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe</i> 						
<ul style="list-style-type: none"> • selecting some vocabulary that reflects the level of formality required 						
<ul style="list-style-type: none"> • selecting some grammatical structures that reflect the level of formality required 						
<ul style="list-style-type: none"> • using different verb forms correctly and consistently 						
<ul style="list-style-type: none"> • using modal verbs mostly appropriately to indicate degrees of possibility e.g. <i>might, should, would</i> 						
<ul style="list-style-type: none"> • using adverbs mostly appropriately to indicate degrees of possibility e.g. <i>perhaps, obviously, certainly, possibly</i> 						
<ul style="list-style-type: none"> • using relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun mostly appropriately 						
<ul style="list-style-type: none"> • using subordinate clauses, including relative clauses, sometimes varying their position within the sentence 						
<ul style="list-style-type: none"> • using cohesive devices, including adverbials, within and across sentences and paragraphs 						
<ul style="list-style-type: none"> • using the full range of punctuation taught at key stage 1 						
<ul style="list-style-type: none"> • using correctly: 	inverted commas to punctuate direct speech					
	apostrophes to mark plural possession					
	commas for fronted adverbials (if appropriate)					
	punctuation within direct speech					
<ul style="list-style-type: none"> • using mostly correctly: 	commas for clarity					
	punctuation for parenthesis (brackets/dashes/commas)					
<ul style="list-style-type: none"> • spelling most words correctly from year 3 and 4 appendix 1 – statutory word list 						
<ul style="list-style-type: none"> • spelling some words correctly from year 5 and 6 appendix 1 – statutory word list 						
<ul style="list-style-type: none"> • spelling many words correctly with –cious, –tious, -tial or -cial ending 						
<ul style="list-style-type: none"> • spelling many words correctly with –ant, -ance/-ancy, -ent, -ence/-ency 						
<ul style="list-style-type: none"> • spelling many words correctly with –able, -ible, -ably and –ibly 						
<ul style="list-style-type: none"> • spell many words correctly with ei after c e.g. <i>deceive, ceiling, perceive</i> 						
<ul style="list-style-type: none"> • spelling many words correctly with ough letter string e.g. <i>thorough, thought, rough, plough</i> 						

<ul style="list-style-type: none"> spelling many words with silent letters <i>e.g. island, doubt, climb</i> 						
<ul style="list-style-type: none"> use of the correct homophone in their writing (the most common) – their/there/they're, to/two/too 						
<ul style="list-style-type: none"> use of further homophones from the year 3 and 4 appendix 1 mostly correctly 						
<ul style="list-style-type: none"> some correct use of the homophones and other words that are confused from year 5 and 6 appendix 1 						
<ul style="list-style-type: none"> maintain joined legible handwriting in most of their writing 						
<ul style="list-style-type: none"> terminology from Year 3 and 4 is used when talking about their writing, 						
<ul style="list-style-type: none"> most of the terminology is used when talking about their and others' writing: 	<ul style="list-style-type: none"> modal verb 					
	<ul style="list-style-type: none"> relative pronoun 					
	<ul style="list-style-type: none"> relative clause 					
	<ul style="list-style-type: none"> parenthesis 					
	<ul style="list-style-type: none"> bracket 					
	<ul style="list-style-type: none"> dash 					
	<ul style="list-style-type: none"> cohesion 					
<ul style="list-style-type: none"> ambiguity 						

Common exception words

Year 1 - the, a, do, to, today, of, said, says, are, were, was, is, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - Letters and Sounds in addition – into, all, her, have, like, little, do, when, out, what, oh, their, looked, called, asked

Year 2 - door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Key Stage 2 statutory word lists

Year 3/year 4

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

Year 5/year 6

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

Further homophones – Year 3 and 4 appendix 1

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Homophones and other words that are confused from year 5 and 6 appendix 1

advice/advise device/devise licence/license practice/practise prophecy/prophesy aisle/isle aloud/allowed affect/effect altar/alter ascent/assent bridal/bridle cereal/serial compliment/complement descent/dissent desert/dessert draft/draught farther/father guessed/guest heard/herd led/lead morning/mourning past/passed precede/proceed principal/principle profit/prophet stationary/stationery

Punctuation taught at key stage 2

using commas after fronted adverbials, apostrophes to mark plural possession, direct speech, commas to clarify meaning or avoid ambiguity, hyphens to avoid ambiguity, brackets, dashes or commas to indicate parenthesis, semi-colons, colon to introduce a list and semi-colons within lists, consistency in punctuating bullet points to list information, colons, semi-colons or dashes to mark boundaries between independent clauses