	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	• Hold a pencil effectively in preparation for fluent writing- using the tripod grip • Write recognisable letters, most of which are correctly formed. • Sometimes leave 'finger' spaces between groups of letters.	• Form capital letters • Form digits 0-9 • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Understand which letters belong to which handwriting families.	• Form lower-case letters of the correct size in relation to other letters • Start using some of the diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined. • 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	• Use diagonal and horizontal stroked to join letters that are adjacent and know which are best left unjoined • Show increased legibility and quality to handwriting (by ensuring that downstrokes of letters are parallel and equidistant)	• Understand which letters, when adjacent to one another, are best left unjoined • Show consistency in style ensuring that the downstrokes of letters are parallel and equidistant • Avoid ascenders and descenders touching each other from one line to the next	• Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task. • Make quick choices whether or not to join specific letters • Use a style that encourages speed, legibility and fluency	• Write speedily in a joined, legible style • Choose the right handwriting style according to purpose e.g. *neat and joined for final version and unjoined for labelling a diagram or data*
Grammar Terminology	Phoneme Grapheme Digraph Trigraph Word Sentence letter Capital Letter Full stop	**Letter** **Capital letter** **Word** **Singular** **Plural** **Noun** **Verb** **Adjective** **Punctuation** **Full stop** **Question mark** **Exclamation mark**	• **Noun phrase** • **Statement** • **Question** • **Exclamation** • **Command** • **Compound** • **Verb** • **Adjective** • **Suffix** • **Adverb** • **Tense (past, present)** • **Apostrophe** • **Comma**	**Conjunction** **Preposition** **Word family** **Prefix** **Clause** **Subordinate clause** **Direct speech** **Consonant** **Consonant letter** **Vowel** **Vowel letter** **Adverb** **Inverted commas (or 'speech marks')**	**Determiner** **Pronoun** **Possessive pronoun** **Adverbial (fronted adverbials too)** **Expanded noun phrases**	**Modal verb** **Relative pronoun** **Relative clause** **Parenthesis** **Bracket** **Dash** **Cohesion** **Ambiguity**	**Subject** **Object** **Active** **Passive** **Synonym** **Antonym** **Ellipsis** **Hyphen** **Colon** **Semi-colon** **Bullet points** **subjunctive**
Punctuation	Introduce:	• Separation of words with space	• Always use capital letters and full stops	• Emerging use of **inverted commas** to	• Correct use of inverted commas and other	• Use **brackets, dashes or commas** to indicate **parenthesis**	• Use **semi-colon, colon and dash** to mark the boundary between

• Finger spaces • **Full stops** • **Capital Letters**	(finger spaces) • Introduction to **capital letters, full stops, question marks and exclamation marks** to demarcate sentences. • Capital letters for names and for the personal pronoun I.	• Use **exclamation marks and question marks** correctly consistently. • Use **commas** to separate items in a list • Use **apostrophes** to mark missing letters in contracted forms e.g. *I've, we'll, don't* • Use the **apostrophe** to mark singular possession e.g. *The girl's bag*	punctuate direct speech • Emerging use of other direct speech punctuation e.g. *punctuation inside inverted commas*	punctuation to indicate direct speech (commas after reporting clause, end punctuation within inverted commas) e.g. *The teacher screamed, "Be quiet!"* • Use apostrophes to mark **plural possession** e.g. *The boy's name, The boys' names* • Use comma after fronted adverbial	• Use commas to clarify meaning or avoid **ambiguity** e.g. *'Let's eat dad'* or *'Let's eat, dad'*	independent clauses e.g. *It's snowing; I am delighted.* • Use of the **colon** to introduce a list and use of **semi-colons** within lists • Use **bullet points** to list information • Use **hyphens** to avoid ambiguity e.g. *recover or re-cover*
Word Structure	• Correctly choose initial letters and some final letters • Read back work to give meaning to it.	• evidence of using suffixes -ing, -ed, -est • Use the spelling rule for plural adding -s and -es • Use prefix un- e.g. *unkind*	• Use **suffixes** such as -ness, -er to form nouns or by compounding e.g. *sleepiness* • Use **adjectives** ending in -ful, -less, -er, -est e.g. *beautiful* • Turn **adjectives** into **adverbs** through applying 'ly' e.g. *slowly* • Make **compound words**	• Use a range of **prefixes** to extend repertoire of nouns e.g. *super-, anti-, auto-* • Use 'a' or 'an' correctly according to the next word beginning with **consonant or vowel** • Recognise and experiment with **word families**	• Use standard English in speech and writing. • Recognise the difference between the **plural and possessive** -s	• Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify • Apply prefixes to change intent of verbs e.g. *dis-, de-, mis-, over-, re*	• Use the appropriate words according to formality e.g. *'discover'* or *'find out', 'ask for'* or *'request'* or *'go in'* or *'enter'* • Discover **synonyms and antonyms** for a word and choose the degree of meaning required for the sentence.
Sentence Structure	• Write simple words, phrases and sentences that can be read by others.	• Write in simple phrases and clauses • Start sentences with the pronoun 'I'	• Recognise and use sentences with different forms: **statement, question, exclamation, command** • Write compound sentences that	• Vary long and short sentences: **long sentences** to add description or information and **short sentences** for emphasis and making key points e.g. *Sam was fed up.*	• Use more complicated noun phrases (expanded by modifying adjectives and prepositional phrases) e.g. *The strict geography*	• Recognise and use **relative clauses** beginning with **relative pronouns** *who, which, where, when, whose, that.* e.g. *Maisie, who was extremely tired, finished the race.*	• **Active and passive** verbs to create effect and to affect presentation of information e.g. **Active:** *Tom accidentally dropped the glass.* **Passive:** *The glass was dropped by Tom.*

• Include character names in narrative and basic topic words in non-fiction • Write phrases about areas of interest.	• Start sentences with a name. • Use 'and' to join two words together. *tables and chairs* • Use 'and' to join two clauses together *I went to London and I saw the queen.*	include co-ordination e.g. *or, and, but* • Write complex sentences that include subordination e.g. *when, if, that, because* • Start sentences in different ways from a name or personal pronoun e.g. *One bright morning, Under his bed, Deep in the forest…* • Include expanded **noun phrases** for description and specification e.g. *The blue butterfly* • -'ly' starters *Eventually, Finally, Carefully*	*Visit the farm now.* • Compound sentences using **coordinating conjunctions** (FANBOYS) • Begin to develop complex sentences with a range of **subordinating conjunctions** (ISAWAWABUB) • Express time, place and cause using: <u>Conjunctions:</u> *before, while, when, where, so, yet, because, therefore.* <u>Prepositions:</u> *during, until, below, under, through, because of, due to* <u>Adverbs:</u> *immediately, in the afternoon, above, underneath, slowly, frantically* • Use one word in isolation to grab the reader's attention e.g. *Stop!* • Add detail into descriptions e.g. *precise words, descriptive noun phrases*	*teacher with slick, black hair…* • Use **fronted adverbials**- begin to use ISPACE starters. • Secure use of simple and embellished simple sentences. • Secure use of compound sentences (FANBOYS) • Develop complex sentences with main and subordinate clauses with a range of subordinating conjunctions (ISAWAWABUB) • Dialogue (verb +adverb) e.g. *"Hello," she whispered, shyly.* • Appropriate choice of **pronoun** or **noun** within a sentence to avoid ambiguity and repetition.	• Indicate degrees of possibility using **modal verbs** e.g. *might, should, will, must* • Indicate degrees of possibility using adverbs e.g. *perhaps, surely.* • Move sentence chunks (how, when, where) around for different effects. E.g. *The siren echoed loudly…through the lonely streets…at midnight.* • Secure use of simple and embellished simple sentences; secure use of compound sentences (FANBOYS); develop complex sentences with a full range of conjunctions (ISAWAWABUB) • Mix short and long sentences to change, accelerate or show pace for reader. E.g. in suspense you may use lots of short snappy sentences to build up the excitement. • Continue to use a range of ISPACE starters to build complex sentences e.g. *Mortified by what he saw, Harry fled the scene.* • Use of rhetorical questions	• Use **informal and formal** speech correctly depending on genre. Recognise the difference between structures of informal speech and structures appropriate for formal speech and writing (such as the use of question tags e.g. *He's your friend, isn't he?*, or the use of the **subjunctive** in some very formal writing and speech e.g. *If I were you.* • Vary the types of sentences within a piece across simple, compound and complex constructions. • Secure use of simple and embellished simple sentences • Secure use of compound and complex sentences with a full range of conjunctions (FANBOYS, ISAWAWABUB) • Develop use of rhetorical questions for persuasion

						• Stage directions within speech (Speech+Verb+Action) e.g. *"Stop!" he shouted, picking up the stick and running after the thief.*	
Text Structure (including tense)	• To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	• Include familiar storytelling language e.g. *Once upon a time, One day, The end.* • Order some events using number/time sequence indicators e.g. *Then I had lunch.* • Repeat key words to show meaning. • To recognise basic sentence structures and begin to use -ed for past tense verbs and -ing for present tense.	• Group related ideas/ facts into sections using subheadings for non-fiction texts. • Use correct verb forms e.g. present: *she is drumming,* past: *he was shouting* • Apply correct tense across a piece of writing including progressive form to mark actions in progress e.g. *she is drumming, he was shouting*	• Strategies used to create flow e.g. *pronouns, references back to previous point* • Begin to understand what a paragraph is and show ideas grouped together • Use headings and sub-headings to group ideas • Opening signalled in narrative and non-fiction e.g. *Early one morning…, Whales are the largest sea creatures* • Closing signalled in narrative and non-fiction e.g. *Eventually…,Ultimately/ In conclusion…* • Use the present perfect form of verbs to mark relationships between time and cause e.g. *I have written it down so I can check what it said.* • Use of present perfect instead of simple past e.g. *'He has left his hat behind* as opposed to *He left his hat behind.*	• Write sentences that are developed on from previous sentences to form a group of connected/related ideas • Start a new paragraph to organise ideas around a theme, change in place/time • Openings signalled in narrative and non-fiction with content to capture reader's interest. • Closings signalled in narrative that is dramatic or links back to opening and in non-fiction conclusions are drawn • Use standard English verb inflections e.g. *'We were…', 'I did…'* (instead of local spoken forms such as *'We was…', 'I done…'*)	• Structure and organise writing with pace in narrative and supporting evidence in non-fiction • Secure use of paragraphs to show changes in time, place, event or person • Vary devices to build cohesion within paragraphs e.g. *then, after, that, firstly* (*Begin to use ISPACE starters*) • Link ideas across paragraphs using a range of devices e.g. *phrases that back reference previous points* • Deploy tense choices that support cohesion by making links e.g. *he had seen her before.* • Use modal verbs to show something is certain, probable or possible (or not) e.g. *might, should, will, must*	• Navigate a reader through a text in a logical, chronological way or subvert this e.g. *flash forwards, opposing viewpoint* • Use a range of appropriate layout devices e.g. *headings, subheadings, columns, bullet points, tables etc.* • Link ideas across paragraphs using a wider range of cohesive devices e.g. *repetition of word (semantic cohesion) or phrase, adverbials and use of ellipsis as cliffhanger at end of section* • Apply paragraphs across a whole text to support the 'ease of engagement' for the reader. • Use the subjunctive form of the verb to emphasise formality, urgency or importance e.g. *The teacher insists that her pupils be on time* • Use passive voice to affect the presentation of information in a sentence e.g. *The window in the greenhouse was broken*

Vocabulary and techniques	• Learn new vocabulary and use new vocabulary throughout the day.	• Use simple adjectives to describe size, colour, emotions. • Simple story language 'Once upon a time', 'One day', 'happily ever after' • Begin to use simple time connectives, e.g. first, next, then, after, finally • Use onomatopoeia to grab the reader's attention e.g. *Splash!* • Use alliteration to make the reading interesting e.g. *The dark, deep cave*	• Choose words appropriate to the writing • Construct sentences that include adjectives, adverbs and precise verbs • Extend time connective choices: afterwards, when, suddenly, just then, next, much later, eventually, until, while • Use comparatives/ superlatives- bigger, biggest, greater, greatest, taller, tallest • Use rhyme for effect e.g. *He was snoring and roaring* • Use repetition in a basic way that follows story models e.g. *run, run, run, as fast as you can*	• Choose words because of the effect they will have on the reader • Adverbs (-ly) • Write sentences that use repetition of key words for impact e.g. *He ran and ran. He ran until his bones ached.* • Use the word 'like' to build a simile e.g. *He eyes were like deep pools.*	• Make language choices that are interesting and varied • Use the word 'as' to build a simile e.g. *the train was as slow as a hearse* • Use metaphor to create vivid images in the reader's mind.	• Some vocabulary choices are for effect or emphasis e.g. *technical terminology, vivid language* • Use pathetic fallacy to mirror and extend character's emotions e.g. *aspect of nature or weather reflects feeling* • Use pun to enhance the double meaning of language e.g. *The cheetah, a predatory cheater of the jungle.*	• Use varied and precise vocabulary to create particular stylistic effects • Use personification to give human attributes to inanimate objects/things • Use symbolism as a recurring idea to emphasise a themed motif e.g. ongoing referencing to jewellery: *The island is an emerald green pendant hanging from the necklace of Italy. The sea of Cefalu shimmers like a blue sapphire lapping the finest golden sand. Admire the ruby amethyst stain glassed windows at Palermo cathedral, which is the crown jewel of Sicily.*
				Writing Process			
Planning		• To say out loud what they are going to write about.	• Consider what they are going to write by: planning/saying what they are going to write about; writing down ideas/key words/new vocab; encapsulating ideas sentence by sentence.	• Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar.	• Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar	• Plan their writing by: identifying the audience for & purpose of the writing, selecting the appropriate form & using other similar writing as models • Plan their writing by: noting and developing initial ideas drawing on reading and	• Plan writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary • Plan their writing by: in narratives considering

						research where necessary	how authors have developed characters and settings in what they have read, listened to or seen performed
Drafting and writing	• To develop their own narratives and explanations by connecting ideas or events. To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	• Write sentences: saying out loud what they are about to write and composing a sentence orally before writing it • Write sentences: sequencing sentences to form short narratives • Write sentences: re-reading what they have written to check that it makes sense	• To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry.	• Draft & write by composing & rehearsing sentences orally (including dialogue), progressively building a varied & rich vocabulary & an increasing range of sentence structures • To begin to organise their paragraphs around a theme.	• Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures • To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.	• Draft and write by: selecting appropriate grammar and vocabulary • Draft and write by: using a range of devices to build cohesion within paragraphs • Draft and write by: using further organisational and presentational devices to structure text and to guide the reader	• Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhancing meaning. Selecting those that reflect what the writing requires, doing this mostly appropriately. • Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Draft and write by: précising longer passages • Draft and write by: using a wide range of devices to build cohesion (conjunctions/adverbials of time and place/pronouns/synonyms) within and across paragraphs.
Evaluate and Editing		• Discuss what they have written with the teacher or other pupils.	• Make simple additions/revisions and corrections to their writing by: evaluating writing with others; re-reading to check that it makes sense; proof-reading, spelling,	• Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements • Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including	• Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements • Evaluate and edit by proposing changes to grammar and	• Evaluate and edit by: assessing the effectiveness of their own writing • Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects • Evaluate and edit by: ensuring the	• Evaluate and edit by: assessing the effectiveness of their own and others? writing • Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

			grammar and punctuation.	the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors	vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors	consistent and correct use of tense throughout a piece of writing • Evaluate & edit by: ensuring correct subject-verb agreement when using singular & plural, distinguish between the language of speech & writing • Proof-read for spelling and punctuation	• Evaluate and edit by: ensuring correct subject-verb agreement when using singular and plural. Distinguish between the language of speech and writing and choose the appropriate register
Performing Writing		• read their writing aloud clearly enough to be heard by their peers and the teacher	• read aloud what they have written with appropriate intonation to make the meaning clear	• 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	• 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	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.