

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Sentence & text structure	<p>Write simple sentences which can be read by themselves & others.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters; -</p>	<p>Write clearly demarcated sentences.</p> <p>Use 'and' to join ideas.</p> <p>Use conjunctions to join sentences (e.g. so, but).</p> <p>Use standard forms of verbs, e.g. go/went.</p>	<p>Write different kinds of sentences: statement, question, exclamation, command.</p> <p>Use expanded noun phrases to add description & specification.</p> <p>Write using subordination (when, if, that, because) and coordination (or, and, but).</p> <p>Correct & consistent use of present tense & past tense.</p> <p>Correct use of verb tenses.</p>	<p>Use conjunctions (when, so, before, after, while, because). Uses simple and compound sentences which are grammatically correct and punctuated correctly</p> <p>Use adverbs (e.g. then, next, soon).</p> <p>Sentences with more than one clause are increasingly evident, however these may remain uncontrolled.</p> <p>Use prepositions (e.g. before, after, during, in, because of).</p> <p>Experiment with adjectives to create impact.</p> <p>Correctly use verbs in 1st, 2nd & 3rd person.</p> <p>Mostly uses the forms a or an according to whether next word begins with consonant or vowel</p>	<p>Vary sentence structure, using different openers.</p> <p>Use adjectival phrases (e.g. biting cold wind).</p> <p>Use appropriate choice of noun or pronoun.</p> <p>Noun phrases extended by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair</p> <p>Use fronted adverbials</p> <p>Choice of tense is accurate and consistent</p> <p>Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</p>	<p>Add phrases to make sentences more precise & detailed.</p> <p>mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing</p> <p>Use a range of sentence openers - judging the impact or effect needed.</p> <p>Tense changes are appropriate and consistently accurate.</p> <p>Begin to adapt sentence structure to text type.</p> <p>Use pronouns to avoid repetition.</p> <p>Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will)</p>	<p>Use subordinate clauses to write complex sentences.</p> <p>Use passive voice where appropriate.</p> <p>Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).</p> <p>Use a sentence structure and layout matched to requirements of text type.</p>

				Use perfect form of verbs to mark relationships of time & cause.		Beginning to use of relative clauses beginning with who, which, where, when whose that or omitted relative pronoun	
Tricky Words	<p>Phase 2: is, I, the, put*, pull*, full*, as, and, has, his, her, go, no, to, into, she, push*, he, of, we, me, be</p> <p>Phase 3: was, you, they, my, by, all, are, sure, pure</p>	<p>Phase 4: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p>Phase 5: their, people, oh, your, Mr, Mrs, Ms, ask*, our, could, would, should, house, mouse, water, want, any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work, once, laugh, because, eye</p>					

Punctuation	Use capital letters and full stops to demarcate sentences.	<p>Introduce use of:</p> <ul style="list-style-type: none"> o capital letters o full stops o question marks o exclamation marks <p>Use capital letters for names & personal pronoun 'I'.</p>	<p>Write with correct & consistent use of:</p> <ul style="list-style-type: none"> o capital letters o full stops o question marks o exclamation marks <p>Use commas in a list.</p> <p>Use apostrophe to mark omission and singular possession in nouns.</p>	<p>Use inverted commas to punctuate direct speech.</p> <p>Capital letters used accurately for proper nouns</p> <p>Capital letters used accurately for proper nouns</p> <p>Apostrophe use increasingly accurate</p> <p>Start to show awareness of commas to mark phrases and clauses, as well as separating items in lists.</p>	<p>Use apostrophe for plural possession. Capital letters, full stops, question marks and exclamation marks are used accurately.</p> <p>Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).</p> <p>Use commas to mark clauses.</p> <p>Use inverted commas and other punctuation to punctuate direct speech. New speaker, new line</p>	<p>Use the following to indicate parenthesis:</p> <ul style="list-style-type: none"> o brackets o dashes o comma <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Link clauses in sentences using a range of subordinating & coordinating conjunctions.</p> <p>Use verb phrases to create subtle differences (e.g. she began to run).</p>	<p>Use semi-colon, colon or dash to mark the boundary between independent clauses.</p> <p>Use colon to introduce a list & semi colon within a list.</p> <p>Use correct punctuation of bullet points.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use full range of punctuation matched to requirements of text type.</p>
Paragraphing	Write demarcated sentences <i>[as introduction to paragraphs]</i> .	Write a sequence of sentences to form a short narrative <i>[as introduction to paragraphs]</i> .	Write under headings.	<p>Group ideas into basic paragraphs, using a topic sentence to introduce the paragraph.</p> <p>Main features of story structure are present - beginning, middle and clearly developed resolution</p> <p>Write under headings & sub-headings.</p> <p>In non-narratives, simple</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Use connecting adverbs to link paragraphs.</p> <p>Stories are written with a clear beginning, middle and ending with the creation of more detailed settings and characters, along with a coherent plot.</p>	<p>Consistently organise into paragraphs.</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Tense choice and other devices to build cohesion within and across Paragraphs</p> <p>A widening range of layout conventions and</p>	<p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use paragraphs to signal change in time, scene, action, mood or person.</p>

				organisational devices including headings and sub-headings aid presentations		presentational devices are used to indicate main and supporting points. Ideas are linked across paragraphs.	
Composition Planning, writing and editing	<p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>

	<p>Use new vocabulary in different contexts.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Develop storylines in their pretend play.</p>		<p>makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>			<p>others' writing and to make necessary corrections and improvements.</p>	<p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
Composition - awareness of audience, purpose and structure	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Develop social phrases.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings,</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and</p>

	Use new vocabulary in different contexts.		have written with appropriate intonation to make the meaning clear.	(including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.	characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (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).
Handwriting NB. Assessment of handwriting can be done on the best piece - doesn't need to be present in every single piece.	Use correct grip. Write name (correct upper & lower case). Use correct letter formation for familiar words.	Use correct formation of lower case - finishing in right place. Use correct formation of capital letters. Use correct formation of digits.	Write lower case letters correct size relative to one another. Show evidence of diagonal & horizontal strokes to join.	Increase legibility, consistency and fluency. The children should be using a joined style of handwriting.		Write legibly, fluently and with increasing speed. Know when to use an unjoined style. Eg form-filling	