Reception

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| All children leaving Reception (except those with specific/related learning difficulties) must be able to:

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|  Grammar  | Punctuation | Handwriting | Vocabulary |
| Write simple sentences which can be read by themselves and others. | Begin to use full stops at the end of sentences.Begin to use capital letters at the start of sentences. | Form lower-case letters correctly.Be aware of some capital letters.Handle equipment and tools effectively, including pencils for writing. | word, letter, sentence, full stop, tricky words, phoneme |

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Year 1

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| All children leaving Year 1 (except those with specific/related learning difficulties) must be able to achieve the points set out in Reception and:

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|  Grammar  | Punctuation | Handwriting | Vocabulary |
| Join words and sentences using ‘and’. Understand that suffixes can be added to verbs (eg, help – helping – helped – helper)Understand how the prefix ‘un-‘changes the meaning of verbs and adjectives (eg, tie – untie/kind – unkind) Create regular plurals by adding ‘s’ and begin to add ’es’. (eg, dog – dogs/wish – wishes) | Leave spaces between words. Use capital letters to begin sentences. Use a capital letter for the personal pronoun ‘I’. Use capital letters for proper nouns. Use full stops at the end of sentences. Begin to use question marks correctly. Begin to use exclamation marks correctly. | Form lower-case letters in the right direction, starting and finishing in the right place. Form capital letters correctly including the correct size. Form the digits 0-9 correctly. Sit correctly at a table. | word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark, conjunction, temporal connective |

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Year 2

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| All children leaving Year 2 (except those with specific/related learning difficulties) must be able to achieve the points set out in Reception, Year 1 and:

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|  Grammar  | Punctuation | Handwriting | Vocabulary |
| Use four forms of sentences: statements, commands, questions and exclamations.Use expanded noun phrases to describe, add detail and specify. (eg, the red ladybird, my crazy teacher.) Use subordination by using ‘when, if, that, because’.Use co-ordination by using ‘or, and, but’. Form nouns using suffixes (eg, kind – kindness).Form adjectives using suffixes (eg, care – careful)Use the suffixes ‘er’ and ‘est’ to make comparisons of adjectives and adverbs. (eg, cold – colder – coldest) | Use question marks correctly. Use exclamation marks correctly. Use commas to separate items in a list. Use apostrophes to mark contracted words. (eg, did not – didn’t/I will – I’ll)  Use apostrophes to show singular possession. | Form lower-case letters of the correct size relative to one another. Start using the strokes needed to join letters. Form capital letters of the correct size in relation to lowercase letters | verb, tense (past and present), adjective, noun, suffix, apostrophe, comma, noun phrase, statement, command, question, exclamation, compound, verb, suffix, adverb, conjunction |

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Year 3

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| All children leaving Year 3 (except those with specific/related learning difficulties) must be able to achieve the points set out in Reception, Year 1, Year 2 and:

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|  Grammar  | Punctuation | Handwriting | Vocabulary |
| Use nouns and pronouns appropriately.  Extend their sentences using a wider range of conjunctions, such as when, if, until, while, although. Use adverbs confidently. Use prepositions. Structure their writing into paragraphs for non-fiction work and begin to use paragraphs for fiction work. Use a or an correctly. | Use the possessive apostrophe correctly, with singular nouns. Use speech marks when writing direct speech. | Use diagonal and horizontal strokes to join letters. Use joined handwriting throughout their independent writing. | adverb, preposition, direct speech, inverted commas (as well as speech marks), clause, pronoun, subordinate clause, consonant, vowel, word families, present perfect, prefix, definite article, indefinite article, determiner |

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Year 4

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| All children leaving Year 4 (except those with specific/related learning difficulties) must be able to achieve the points set out in Reception, Year 1, Year 2, Year 3 and:

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|  Grammar  | Punctuation | Handwriting | Vocabulary |
| Use fronted adverbials. Write direct speech correctly. Structure fiction writing into paragraphs. | Use commas after fronted adverbials. Punctuate direct speech correctly (“ “ , . ! ?) Use commas to separate clauses in sentences beginning with subordinating conjunctions. Use possessive apostrophes for plural nouns, including irregular plurals. | Write with a fully cursive style ensuring consistent letter sizing.  | (Fronted) adverbial, subordinating conjunction, co-ordinating conjunction, subordinate clause, main clause, preposition, determiner, pronoun, possessive pronoun. |

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Year 5

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| All children leaving Year 5 (except those with specific/related learning difficulties) must be able to achieve the points set out in Reception, Year 1, Year 2, Year 3, Year 4 and:

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|  Grammar  | Punctuation | Handwriting | Vocabulary |
| Understand what modal verbs are and how to use them in writing. Use relative clauses Convert between direct and reported speech. Use the perfect form of verbs to mark relationships of time and cause. Build cohesion in paragraphs using, eg, then, after that, firstly, this. | Use brackets to indicate parenthesis. Use dashes to indicate parenthesis. Use commas to indicate parenthesis. Use commas to clarify meaning and avoid ambiguity. | Write with a fully cursive style, using consistent letter sizing. | relative clause, modal verb, parenthesis, bracket, dash, determiner, ambiguity, cohesion |

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Year 6

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| All children leaving Year 6 (except those with specific/related learning difficulties) must be able to achieve the points set out in Reception, Year 1, Year 2, Year 3, Year 4, Year 5 and:

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|  Grammar  | Punctuation | Handwriting | Vocabulary |
| Uses vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Understand how words are related by meaning as synonyms and antonyms Use the passive voice to affect how information is presented in a sentence. Use expanded noun phrases. Refine how ideas are linked across paragraphs. Use layout devices including headings, sub-headings, columns, bullets and tables to structure text. Distinguish differences between formal and informal speech and vocabulary. | Use semi-colons. Use colons. Use bullet points. Use hyphens. Use ellipsis. | Use a range of handwriting styles depending upon the purpose of the writing, e.g, quick for note taking and capital letters for impact. | active and passive voice, subject, object, hyphen, colon, semi-colon, bullet points, synonym, antonym, ellipsis |

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