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|  | **Autumn Term** | **Spring Term** | **Summer Term** |
| Reception | - Shows increased control in using simple tools when completing a task  - Draws line and circles using gross motor movements. - Begins to use anticlockwise movement and retrace vertical lines and uses some clearly identifiable letters to communicate meaning | - Holds a pencil effectively  - Forms recognisable letter, mostly formed correctly and is beginning to use full stops and capital letters in the correct place.  - Writes labels and captions. | - Shows good control and co-ordination in large and small movements.  - Moves confidently in a range of ways safely negotiating space. Handles a range of equipment and tools effectively.  - Writes simple sentences which can be read by themselves and others.  - Some words are spelt correctly and others are phonetically plausible.  - Can write some irregular common words. |
| Year 1 | - Compose phrases and sentences orally  - Talk in full sentences  - Understand how full stops are used in writing  - Organise writing correctly (top to bottom, left to right)  - Sequence short narratives orally and pictorially based on real events and fictional experiences  - Say out loud what is going to be written about  - Sit correctly at the table and hold a pencil comfortably and correctly  - Distinguish between lower case letters and capital letters  - Spell VC words (it, is an etc)  - Spell CVC words (short and long vowels)  - Spell words with adjacent consonants  - Spell some CEW / HFW  - Spell words ending ff ll ss zz ck  - Spell words with the /ng/ sound (n before k)  - Name the letters of the alphabet in order | - Attempt to replicate composed sentences in writing (little support needed)  - Use capital letters and full stops at times  - Begin to use capital letters for names  - Recognise question marks and exclamation marks when reading  - Understand that and can join words and sentences  - Begin to write short narratives based on real events and fictional experiences  - Include a simple beginning, middle and end in writing  - Explain and discuss what they have written with the teacher or other pupils  - Finger spaces are clearly evident between words  - Letters are formed correctly  - Spell alternative vowel phonemes (/ay//ai//a\_e/)  - Spell consonant spellings ph and wh  - Spell words ending in –y  - Spell the majority of CEW / HFW  - Begin to spell the singular plural of words  - Spell words with consonant digraphs and some vowel diagraphs/ trigraphs  - Divide words into syllables to spell | - Write sentences that make sense using capital letters and full stops  - Use and/because to join words and clauses  - Sequence sentences to form short narratives  - Use capital letters for names of people, places, days of the week and the personal pronoun I  - Begin to use question marks and exclamation marks in writing  - Use some descriptive language e.g. adjectives  - Write short narratives based on real and fictional experiences are written accurately and cohesively  - Use a simple plan (e.g. story mountain or flowchart)  - Re-read what has been written to check it makes sense  - Begin to show evidence of editing and improving  - Read aloud own writing clearly enough to be heard by peers and the teacher  - Form lower case letters in the correct direction starting and finishing in the right place (correct size)  - Form capital letters correctly (correct size) |
| Year 2 | - Use coordinating conjunctions and, or, but, so  - Use question marks and exclamation marks in writing  - Use simple adjectives for description  - Understand and use the terms noun, verb and adjective  - Use basic layout conventions in different genres of writing  - Plan out loud what is going to be written - - Create simple plans to support writing  - Edit and make simple changes to writing where appropriate  - Proof-read own writing to check for basic errors  - Form lower case letters of the correct size relative to one another  - Spell words with the /r/ sound spelt wr at the beginning of words  - Spell words with the /j/ sound spelt as ge and dge and g  - Spell words with the /n/ sound spelt kn and gn at the beginning of words  - Spell words with the /s/ sound spelt c before e i y  - Add –ing, -ed, -er, -est, -y to words ending in e with a consonant before it  - Begin to select correct GPCs in spelling | - Begin to use subordinating conjunctions when, if, because, as  - Begin to use past and present tense correctly  - Use commas in lists  - Use apostrophe for contraction  - Understand and uses the term adverb  - Develop stamina to write at increasing length - Write down key ideas and words (including some new vocabulary drawn from listening to, and talking about, whole books to develop plans)  - Consider word choice, grammar and punctuation  - Re-read own writing to check for sense, basic errors and meaning  - Read aloud writing with appropriate intonation to make meaning clear  - Handwriting is legible with almost all lower-case letters and capital letters accurately and consistently formed and of the correct size and orientation  - Spell words with contractions  - Spell words ending in –le,- el, -al and –il  - Add –ies to nouns and verbs ending in y  - Add –ed, -ing, -er, -est to a root word ending in y with a consonant before it  - Select correct GPCs in spelling  - Spell words with the suffix –ly  - Use –ly to turn adjectives into adverbs | - Recognise and write (grammatically correct) different types of sentences: statements, questions, commands and exclamations  - Understand and use coordinating and subordinating conjunctions to construct and extend sentences  - Use the past and present tense correctly throughout writing including the progressive form  - Use capital letters for proper nouns accurately  - Use a range of punctuation almost always correctly – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession  - Use expanded noun phrases, adjectives and adverbs for description and specification  - Write narratives about personal experiences and those of others (real and fictional)  - Write for different purposes (including poetry)  - Use plans to support writing  - Link ideas and events using strategies to create ‘flow’  - Evaluate the effective use of word choice, grammar and punctuation  - Make appropriate additions, revisions and corrections  - Proof read to check for errors in spelling, grammar and punctuation  - Re-read writing to check for correct and consistent tense  - Evaluate writing with teachers and peers  - Words are almost always appropriately and consistently spaced in relation to the size of the letters  - Some diagonal and horizontal strokes are used to join letters  - Use phonic knowledge to spell simple monosyllabic and polysyllabic words  - Spell Y2 CEW / HFW  - Spell frequently used homophones / near homophones  - Spell words using the possessive apostrophe (singular nouns)  - Add –ing, -ed, -er, -est and –y to words of one syllable ending in a single letter after a short vowel  - Spell words with the suffixes –ment, -ness, -ful and –less  - Spell words ending in –tion  - Recognise own spelling errors and makes some attempt to correct these |
| Year 3 | - Use a wide range of conjunctions to join sentences and develop ideas  - Vary sentence openers  - Use pronouns to avoid repetition  - Use a range of punctuation with increasing accuracy – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession  - Use a or an according to whether the next word begins with a consonant or a vowel  - Begin to select words for effect  - Begin to use paragraphs to group related material  - Use a range of planning strategies and tools  - Become more aware of the audience and purpose of different types of writing  - Discuss and records ideas  - Words are almost always appropriately and consistently spaced in relation to the size of the letters  - Some diagonal and horizontal strokes are used to join letters | - Begin to use apostrophes for plural possession  - Begin to use inverted commas to punctuate direct speech  - Understand main clauses  - Select words for effect to support purpose and engage readers’ interests  - Use headings and sub-headings to aid presentation  - Write for a range of real purposes and audiences as part of their work across the curriculum  - Read aloud own writing using appropriate intonation  - Words are almost always appropriately and consistently spaced in relation to the size of the letters  - Some diagonal and horizontal strokes are used to join letters | - Expresses time, place and cause using; - conjunctions (e.g. when, before, after, while, so, because) - adverbs (e.g. then, next, soon, therefore) - prepositions (e.g. before, after, during, in, because, of)  - Begin to understand subordinate clauses  - Use a range of punctuation accurately and effectively - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, apostrophe for singular possession and inverted commas for direct speech  - Use the present perfect form of verbs instead of the simple past  - Use a varied and rich vocabulary  - Structure and organise writing with a beginning, middle and end across a range of text types  - Use texts similar to those that they are planning to write, to understand and learn from its structure  -Assess the effectiveness of own and others’ writing  - Proof read for spelling, grammar and punctuation errors and self-corrects  - Use diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined |
| Year 4 | - Use fronted adverbials  - Use apostrophes for singular and plural possession  - Understand the grammatical difference between plural and possessive -s  - Use noun phrases expanded by the addition of modifying adjectives, nouns, similes and prepositional phrases  - Use appropriate choice of pronoun/noun within and across sentences to aid cohesion  - Proof read for spelling, grammar and punctuation errors and self-corrects as the writing develops  - Use diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined | - Become increasingly aware of subordinate clauses and experiment with their position in sentences  - Use commas to demarcate fronted adverbials  - Use Standard English when writing to ensure grammatical accuracy (I seen / I saw)  - Use vocabulary which is appropriate to task, audience and purpose  - Attempt to make simple links between paragraphs  - Plan effectively for a range of writing  - Writing decisions are based on awareness of audience and purpose  - Propose changes to grammar and vocabulary to improve consistency  - Read aloud their own writing to a group or the whole class, using appropriate intonation and control the tone and volume so that meaning is clear  - Write with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch | - Use subordinate clauses and fronted adverbials which are correctly punctuated using commas  - Punctuate direct speech correctly, using commas after reporting clause and new speaker, new line  - Identify parts of speech (now including possessive pronouns and determiners)  - Write with grammatical accuracy  - Use a varied and rich vocabulary and a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex)  - Create settings, characters and plot in narratives  - Write non-narratives using appropriate organisational devices  - Organise paragraphs around a theme  - Discuss writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar  - Assess the effectiveness of their own and others’ writing and suggests improvements  - Write with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch |
| Year 5 | - Use relative clauses with a relative pronoun  - Select words for effect to support purpose and engage readers’ interest (adverbs, similes, metaphors, noun phrases)  - Use a variety of co-ordinating and sub-ordinating conjunctions in sentences ad understand which are compound, complex or multi-clause  - Begin to build paragraphs around a topic sentence  - Demonstrate growing awareness of audience and purpose  - Begin to develop characters and settings through selection of effective vocabulary  - Summarise a paragraph  - Consider the impact and effect of vocabulary and grammar choices when re-reading own and others’ writing  - Write with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch) | - Use modal verbs to indicate degrees of possibility  - Use brackets, dashes and commas to demarcate relative clauses and subordinate clauses  - Use a thesaurus to refine word choice  links ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)  - Select appropriate formats and forms to suit audience and purpose  - Use own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere  - Edit own work and offer suggestions to others to improve the impact and effect of writing  - Proof read own work for spelling and punctuation errors  - Write with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch) | - Use modal verbs and adverbs to indicate degrees of possibility  - Use brackets, dashes and commas to indicate parenthesis  - Use commas to clarify meaning or avoid ambiguity  - Choose vocabulary to complement purpose  - Identify the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own  - Use devices to build cohesion within and across paragraphs  - Show a growing awareness of how authors develop character and setting, including through the use of dialogue  - Begin to perfect longer passages  - Make effective changes when editing own and others’ work  - Write legibly and fluently and with increasingly efficient speed  - Ensure all writing is joined |
| Year 6 | - Identify the subject and object within a sentence  - Begin to use colons and semi colons accurately  - Understand how words are related by meaning as synonyms and antonyms  - Create notes and develops initial ideas, drawing on reading and research where necessary  - Use further organisational and presentational devices to structure texts and guide the reader  - Describe settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar  - Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  - Assess the effectiveness of their own and others’ writing  - Write legibly and fluently and with increasingly efficient speed  - Ensure all writing is joined | - Know the difference between the active and passive voice  - Vary length, structure and subject of sentences to extend meaning and interest the reader  - Punctuate bullet points consistently  - Use hyphens to avoid ambiguity  - Use expanded noun phrases to convey complicated information concisely  - Write making conscious links to reading  - Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as, on the other hand, in contrast, or as a consequence), and ellipsis at the end of a paragraph - Integrate dialogue to convey character and advance action  - Perfect longer passages by maintaining the consistency throughout  - Evaluate own and others writing and edit as appropriate  - Write legibly and fluently and with increasingly efficient speed  - Ensure all writing is joined | - Use the passive voice to affect the presentation of information in a sentence - Use colons, semi colons and dashes to mark boundaries between independent clauses  - Uses a full range of punctuation appropriately and effectively to vary pace/create atmosphere including ellipsis - Demonstrate appropriate use of vocabulary and grammar to suit both formal and informal situations and recognises the subjunctive form  - Make appropriate choices of grammar and vocabulary to clarify meaning including use of a thesaurus  - Write for a range of purposes and audiences  - Use suitable forms with appropriate features for different text types  - Introduce, develop and conclude paragraphs appropriately  - Ensure the consistent and correct use of tense throughout a piece of writing  - Use writing and polishing to make appropriate choices in grammar and vocabulary to clarify and enhance meaning  - Perfect longer passages appropriately  - Proof reads writing for wider audience to ensure accuracy of spelling and punctuation  - Write legibly and fluently and with increasingly efficient speed  - Ensure all writing is joined |