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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 choicelinks 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 |