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| **Skill** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Terminology for pupils | Author, illustrator, top line, bottom line, first letter, last letter, trigraph, label | Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark | noun, noun phrase, statement, question, exclamation, question, command, compound, suffix, adverb, verb, tense, past, present, apostrophe, comma | Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas | Determiner, pronoun, possessive pronoun, adverbial | Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | . Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points |
| Standard English | Write simple sentences which can be read by themselves | Read back words they have spelt  ● Re-read to check for sense  ● Misspellings of words that have been taught should be corrected | Use some features of written Standard English  ● Correct choice of past and present tense  ● Re-read to check writing makes sense, tenses and include verbs in continuous form. | Use the forms ‘a’ or ‘an’ according to whether the next word begins with a vowel | ● Use standard English forms for verb inflections instead of local forms | ● Ensure correct subject and verb agreement when using singular and plural  ● Distinguish between the language of speech and writing to choose appropriate register | ● Know difference between vocabulary typical of informal speech and formal ● Levels of formality  ● Use subjunctive forms of verbs to show formality |
| Layout devices | Identify layout features (eg author, blurb, title) | Leave spaces between words  ● Lists, labels, captions  ● Title to predict | ● Headings and subheadings when reading | Headings and subheadings for presentation | Headings and subheadings for presentation | Introduction to bullet points | ● Punctuation of bullet points ●Headings, subheadings, columns, bullets or tables |
| Build a series of sentences to create a whole text and develop cohesion | ● Write short sentences.  ● Children form the complete sentence orally before writing | ● Sequence sentences to form short narratives | ● Plan and write own stories with logical events and complete sentences.  ● Correct tense choice | ● Introduction to paragraphs  ● Begin to use a range of adverbs and fronted adverbials  ● Begin to choose appropriate pronoun for clarity, cohesion and avoid repetition | ● Use a range of paragraphs  ● Use a range of adverbs and fronted adverbials  ● Appropriate choice of pronoun or noun for cohesion and avoid repetition | ● Use a variety of cohesive devices in sentences and paragraphs – pronouns and adverbials  ● Link ideas across paragraphs using adverbials | ● Link ideas across paragraphs using a wider range of cohesive devices: - Pronouns (yr 4) - Adverbials (yr 5) - Repetition of a word of phrase - Ellipsis |
| Process of writing: planning and modelling | ● Children memorise the sentence before writing by repeatedly saying it aloud.  ● Teachers dictate sentences. | ● Say it before writing | ● Say it and plan it before writing  ● Write down ideas, key words, new vocab | ● Discuss writing similar to that which they are planning to write.  ● Understand and learn from structures, vocabulary and grammar  ● Discuss and record ideas | | ● Identify the audience for and purpose of the writing  ● Select the appropriate form and use other similar writing as models  ● Note and develop initial ideas  ● Draw on reading and research | |
| Process of writing: Drafting and Editing | ● Re-read what they have written to check that it makes sense. | ● Sequence ideas | ● Summarise what they want to say, sentence by sentence | ● Compose and rehearse sentences orally  ● Progressively building a varied and rich vocabulary  ● Increased range of sentence structure | | ● Select appropriate grammar and vocabulary  ● Understand how such choices can change and enhance meaning | |
| Process of writing: Evaluation and Editing | ● Teachers to model how to read and re-read own writing to check it makes sense. | ● Discuss what they have written with the teacher or another child | ● Evaluate their own writing with teacher and other child  ● Make simple additions, revisions, corrections | ● Assess the effectiveness of their own and others writing  ● Suggest improvements proposing changes to grammar and vocabulary to improve consistency | | ● Assess the effectiveness of their own and others writing  ● Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. | |
| Process of writing: Proof reading | ● Re-read what they have written to check that it makes sense. | ● Re-read what they have written to check that it makes sense | ● Re-read to check that their writing makes sense  ● Proofread to check for errors | ● Proof for SPaG errors. | | ● Read their own writing aloud to a group or the whole class  ● Use appropriate intonation and control the tone and volume so that the meaning is clear | |
| Process of writing: Reading aloud | ● Re-read what they have written to check that it makes sense. | ● Reading their writing aloud, clearly enough to be heard by their peers and teachers | ● Reading aloud what they have written with appropriate intonation to make the meaning clear | Proofreading for spelling and punctuation errors | | ● Performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear | |
| Punctuation:  To mark sentence boundaries | Use full stops and capital letters in writing. | ● Capital letters  ● .  ● Begin to use ? ! ● Capital letters for names and I | ● Capital letters  ● . ? !  ● Use punctuation accurately | ● Start a new line for dialogue for a new speaker. | | Full range of punctuation to demarcate sentences.  ● … for omission or to suggest shift in time, place, mood or subject. | ● Full range of punctuation to demarcate sentences.  ● … for omission or to suggest shift in time, place, mood or subject. ● Proof read accurately |
| Punctuation: Demarcation within sentences | ● Read word by word | ● Separate words with sentences  ● Know to use capital letter for proper nouns | ● Use commas for lists  ● Use capital letter for proper nouns | ● Begin to use inverted commas for speech | ● Use inverted commas for speech  ● Other punctuation to indicate direct speech (, after reporting clause) ● Use of commas after fronted adverbials | ● Use brackets, dashes or commas for parenthesis e.g. My brother, who lives in Australia, will be visiting.  ● Use commas to clarify meaning e.g. I like cooking, my family and my pets.  ● Exposure to semi-colons and hyphens in reading  ● Introduction to colons and semi colons | ● Full range of punctuation to demarcate within sentences.  ● Proof read accurately  ● Use semi-colon, colon and dash to mark boundary for independent clauses.  ● Use colon and semi-colons in lists  ● Use hyphens to avoid ambiguity e.g. Man eating shark man-eating shark |
| Punctuation: Use of apostrophe |  | ● Understand the apostrophe represents the omitted letters  ● Spell some contracted words | ● Use an apostrophe to mark where letters are missing  ● Use an apostrophe to mark singular possession in nouns | ● Begin to use an apostrophe to mark plural possession  ●Understand the grammatical difference between plural and possessive -s | ● Use an apostrophe to mark plural possession  ●Understand the grammatical difference between plural and possessive -s | Use full range of punctuation including apostrophes and proof read for accuracy | |
| Structure of a sentence: Content | ●Write simple sentences (can be read by themselves and others) | ●Understand that words combine to make sentences  ●Understand and orally use variety of grammatical structures | ● Understand that sentences can be classified as a statement, question, exclamation or command and use each sentence type.  ● Use expanded noun phrases for description  ● Add more information through adverbs | Use expanded noun phrases for description  ● Use preposition phrases e.g. The blue butterfly | ● Understand that noun phrases are expanded by adding adjectives, nouns and preposition phrases  e.g. The teacher the strict maths teacher with curly hair. | ●Use expanded noun phrases to convey complicated information concisely e.g. A shy boy with pale, delicate features ●Use relative clauses (who, which, where, when, whose, that)  ●Use relative clauses for an omitted relative pronoun  ●Show degrees of possibility using adverbs | ●Use expanded noun phrases to convey complicated information concisely.  ●Select level of formality  ●Vary length and focus of sentences |
| Structure of a sentence:  Using conjunctions to link ideas. | ● Speak in sentences using and and because | ● Join words and clauses using and.  ● Orally using because  ● Use orally and read when, if, that but, or | ● Use subordination conjunctions: when, if that, because  ● Use coordination conjunctions: and, but, or | ●Extend sentences with more than one clause using a wider range of conjunctions e.g.He ate his lunch before he left home. | ● Extend sentences with more than one clause using a wider range of conjunctions e.g.Before he left home, he ate his lunch. | ● use a range of conjunctions and adverbials to link, compare, extend ideas.  ● Exposure to the semi-colon in reading. | ● Simple, compound and complex sentences  ● Embedded subordinate clauses  ● Use of the semi-colon or dash instead of a conjunction e.g. The train was delayed so I missed my meeting The train was delayed; I missed my meeting. |
| Structure of a sentence: using adverbs to link ideas | ● Speak to develop own narratives and explanations to connect ideas | ● Use time words to aid sequencing first, next, one day  ● Spell words: first, then, next, one day | ● Range of time words to aid sequencing e.g. first, next, then, finally (Introduce these as time adverbs). | ●Use a range of adverbs and adverbial phrases to add information  ●Use them to front sentences e.g. then, next, soon, this morning, in the afternoon, long ago | ● Use a range of adverbs and adverbial phrases to begin sentences  ● Include a comma afterwards to separate from the rest of the sentence e.g. Later that day, the ship sank. | ●Use adverbials to build cohesion across sentences and paragraphs e.g.Firstly, however, in addition to this | ● Link ideas across paragraphs using: range of adverbials of time, frequency, subordinating conjunctions |
| Verb forms | Speaking- past, present and future when talking about events ● Spell words with the suffixes ing, s | ● Present tense e.g. helps the boy/ Past tense e.g. helped the boy  ● Add suffixes when no changes needed ing, ed, er | ● Use present progressive e.g.is helping the boy  ● Use past progressive e.g. was helping the boy | ●Use present perfect tense e.g. She has helped the boy. | ● Standard English forms e.g. we were not we was I did not I done | ● Use modal verbs to indicate degrees of possibility  ● Use the perfect form of verbs to mark relationships of time and clause  ● Maintain tense consistently | ●Use passive voice to affect presentation of information  ●Use the perfect form of verbs to mark relationships of time and cause ●Use subjunctive forms of verbs to show level of formality e.g. If he were rich |
| Nouns | ● Form words that are plural nouns by adding s | ● Spell regular plural noun suffixes e.g. dog dogs, wish wishes  ● Write proper nouns with capitals | ● Form nouns using suffixes –ment, tion, ness, er  ● Formation of nouns for compounding whiteboard, superman | ●Form nouns using a range of prefixes super, anti, auto | ● Understand grammatical difference between plural and possessive –s | ● Apply knowledge of nouns for homophones, suffixes ance/ence | ●Apply knowledge of nouns for homophones, suffixes ance/ence |
| Verbs, Adjectives, Adverbs | ● Form words that are adjectives by adding er or ing | ● Spell words with suffixes (no change to spelling)  ● Understand how the prefix ‘un’ changes the meaning of verbs and adjectives | ● Spell adjectives using suffixes ful, less, est, er, est  ● Use ly- to turn adjectives into adverbs | ●Spell word families based on common words e.g. Solve, solver, solution, dissolve, insoluble | ● When stress is on final syllable, root may need consonant doubling before adding suffix e.g.Forget forgetting | ● Convert nouns and adjectives into verbs using suffixes ate, ise, ify  ● Use verb prefixes dis, de, mis, over, re | ●Understand how words are related by meaning as synonyms and antonyms |