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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Spelling** | Phonics – up to phase 4 graphemes  | Phonics – up to phase 5 graphemes  | Year 2 spellings | Year 3 spellings | Year 4 spellings | Year 5 spellings | Year 6 spellings |
| **Handwriting**  | - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.-Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. | All letters are the same size Capital letters are larger Ascenders and descenders are positioned appropriately Writing is legible To begin to join handwriting | Neat, cursive handwriting | Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. |
| **Punctuation**  | All sentences are punctuated appropriately with capital letters and full stops Use a capital letter for the word ‘I’ Use capital letters for names, days of the week and places Use question marks and explanation marks | Full stops, capital letters, question marks and exclamation marks used correctly Use commas for a list Use apostrophe to shorten words- don’t, can’ | Use inverted commas to punctuate direct speech (speech marks). Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats. | Use apostrophes for singular and plural possession e.g. the dog’s bone and the dogs’ bones. Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, “Be back here at four o’ clock.” | Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests. Demarcate complex sentences using commas in order to clarify meaning. Use commas to avoid ambiguity, e.g. ‘Let’seat Grandma.’ and‘Let’s eat, Grandma.’ Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff. Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa. Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice. | Uses mostly correctly: • inverted commas • commas for clarity• punctuation for parenthesis Making some correct use of:• semi-colons • Dashes • Colons • Hyphen |
| **Sentence Structure**  | Use simple connectives - and Use ‘s’ and ‘es’ for more than one (plural) Tell you what I am writing about | Use great verbs and adjectives Use past tense for stories, recounts and historical reports Use time words: when, while, as, after, before Use reason words: because, so, if, unless | Understand main and subordinate clauses Complex sentences using: if, while, since, after, before, so, although, until, in case Use prepositions for whereabove, below, beneath, within Use ly adverbs Use speech marks Use had and have with verbs Us a or an depending on whether the word begins with a vowel or consonant Collect words with prefixsuper, anti, auto | Organise work into paragraphs Use fronted adverbials Create complex sentences (remember commas) Correctly punctuate speech Use pronouns Use noun phrases Use standard English Use apostrophes correctly | Use complex sentences using relative clauses Use fronted adverbials Use simile starters Use commas to help with meaning Use modal verbs – might, could, should, shall, will, must Use devices to make links with paragraphs - firstly, then, presently, subsequently Link ideas across paragraphs with adverbials for time, place and numbers Use brackets and dashes | Use a variety of clause structures to create compound and complex sentences Creating atmosphere, and integrating dialogue to convey character and advance the action Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs Use passive and modal verbs mostly appropriately themselves and others. Some words are spelt correctly, and others are phonetically plausible. Use a wide range of clause structures, sometimes varying their position within the sentence Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures Select verb forms for meaning and effect |
| **Text Types**  | -Simple narratives that retell a familiar story-labels to describe (e.g. for a character)-Simple letters/postcards -Speech bubbles in role as a character  | -Narratives to retell a familiar story -Character and setting descriptions, using simple repetitive sentences -List poems -Simple instructional writing -Journal writing, in role as a character from a familiar text-Recount writing of a ‘real-life’ event-Letters and postcards  | -Narratives to retell a familiar story or alternative version/prequel-Character and setting descriptions-List and performance poetry-Instructional writing -Non-chronological reports, using a template for support-Recount writing of a ‘real-life’ event-Letters, postcards, speech bubbles and journals in role as a character from a familiar text | -Narratives including dialogue, using a familiar story or picture as a stimulus-Character and setting descriptions-Free verse, rhyming and performance poetry-Instructional writing -Non-chronological reports, allowing children some freedom regarding layout -Information text about a familiar topic-Recount writing of a ‘real-life’ event-Letters, postcards and journals in role as a character from a familiar text-Letter writing (informal and to persuade) | -Narratives, including dialogue and from varying POV, using a familiar text/picture/film as a stimulus-Character and setting descriptions-Free verse, rhyming and performance poetry-Instructional writing -Non-chronological reports, allowing children some freedom regarding layout -Explanation texts, leaflets and information texts about a familiar topic-Recount writing of a ‘real-life’ event-Letters, postcards and journals in role as a character from a familiar text-Letter writing (informal, formal and to persuade) | -Narratives (adventure, portal story, varying POVs), including dialogue to convey character and move the action on-Character and setting descriptions-Free verse, rhyming and performance poetry-Instructional writing -Non-chronological reports as a double page spread-Explanation texts, leaflets and information texts about a familiar topic-Recount writing of a ‘real-life’ event-Letters, postcards and journals in role as a character from a familiar text-Letter writing (informal, formal and to persuade)-Newspaper reports  | -Narratives (adventure, portal story, thriller varying POVs), including dialogue to convey character and move the action on-Free verse, rhyming and performance poetry-Instructional writing -Non-chronological reports as a double page spread-Explanation text about a familiar topic-Recount writing of a ‘real-life’ event-Letters, postcards and journals in role as a character from a familiar text-Letter writing (informal, formal and to persuade)-Newspaper/journalistic report reports-Biographies/reports about a significant person  |