

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary and Grammar	<ul style="list-style-type: none"> <li>Begin to form simple sentences sometimes using punctuation</li> <li>Write graphemes for each of the 44 phonemes</li> <li>Write their own first names (beginning to attempt surname) and other things such as labels and captions</li> </ul>	<ul style="list-style-type: none"> <li>Write clearly demarcated sentences.</li> <li>Use 'and' to join ideas.</li> <li>Use standard forms of verbs, e.g. go/went.</li> </ul>	<ul style="list-style-type: none"> <li>Write different kinds of sentence: statement, question, exclamation, command.</li> <li>Use expanded noun phrases to add description &amp; specification.</li> <li>Use conjunctions to join sentences (e.g. so, but).</li> <li>Write using subordination (when, if, that, because).</li> <li>Correct use of verb tenses.</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions (when, so, before, after, while, because).</li> <li>Use adverbs (then, next, soon).</li> <li>Use prepositions (e.g. before, after, during, in, because of).</li> <li>Experiment with adjectives to create impact.</li> <li>Correctly use verbs in 1st, 2nd &amp; 3rd person.</li> <li>Use perfect form of verbs to mark relationships of time &amp; cause</li> </ul>	<ul style="list-style-type: none"> <li>Vary sentence structure, using different openers. Use adjectival phrases (e.g. biting cold wind).</li> <li>Appropriate choice of noun or pronoun.</li> </ul>	<ul style="list-style-type: none"> <li>Add phrases to make sentences more precise &amp; detailed.</li> <li>Use range of sentence openers - judging the impact or effect needed.</li> <li>Begin to adapt sentence structure to text type. Use pronouns to avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Use subordinate clauses to write complex sentences.</li> <li>Use passive voice where appropriate.</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>demonstrate appropriate use of vocabulary and grammar to suit both formal and informal situations - recognise subjunctive</li> </ul>
Punctuation		<ul style="list-style-type: none"> <li>Evidence of: Capital letters. Full stops. Question marks. Exclamation marks.</li> <li>Capital letters for names &amp; personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>Correct &amp; consistent use of: Capital letters. Full stops. Question marks. Exclamation marks. Commas in a list.</li> <li>Apostrophe (contractions).</li> <li>Begin to use inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>Correct use of inverted commas for direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophe for singular &amp; plural possession.</li> <li>Comma after fronted adverbial (e.g. Later that day, I heard bad news.).</li> <li>Use commas to mark clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Brackets. Dashes. Commas.</li> <li>Commas to clarify meaning or avoid ambiguity.</li> <li>Link clauses in sentences using a range of subordinating &amp; coordinating conjunctions.</li> <li>Use verb phrases to create subtle differences (e.g. she began to run).</li> </ul>	<ul style="list-style-type: none"> <li>Semi-colon, colon, dash to mark the boundary between independent clauses.</li> <li>Correct punctuation of bullet points.</li> <li>Hyphens to avoid ambiguity.</li> <li>Full range of punctuation matched to requirements of text type.</li> </ul>
Paragraphing		<ul style="list-style-type: none"> <li>Clearly sequenced sentences [as introduction to paragraphs].</li> </ul>	<ul style="list-style-type: none"> <li>Write under headings [as introduction to paragraphs].</li> </ul>	<ul style="list-style-type: none"> <li>Group ideas into paragraphs around a theme.</li> <li>Write under headings &amp; sub-headings.</li> </ul>	<ul style="list-style-type: none"> <li>Use connectives to link paragraphs.</li> <li>organise paragraphs around a theme</li> </ul>	<ul style="list-style-type: none"> <li>Consistently organise into paragraphs.</li> <li>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of devices to build cohesion within and across paragraphs.</li> <li>Use paragraphs to signal change in time, scene, action, mood or person.</li> </ul>
Writing Process		<ul style="list-style-type: none"> <li>include a simple beginning, middle and end in writing</li> <li>re-read what has been written to check it makes sense</li> <li>read aloud own writing clearly enough to be heard by peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>write for different purposes (including poetry)</li> <li>proof read to check for errors in spelling, grammar and punctuation</li> <li>re-read writing to check for correct and consistent tense</li> </ul>	<ul style="list-style-type: none"> <li>assess the effectiveness of own and others' writing</li> <li>proof read for spelling, grammar and punctuation errors and self-correct</li> </ul>	<ul style="list-style-type: none"> <li>creates settings, characters and plot in narratives</li> <li>writes non-narratives using appropriate organisational devices</li> <li>assess the effectiveness of their own and others' writing and suggests improvements</li> </ul>	<ul style="list-style-type: none"> <li>use own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere</li> <li>proof read own work for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>use drafting</li> <li>précis longer passages appropriately</li> <li>proof read writing for wider audience to ensure accuracy of spelling and punctuation</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly</li> </ul>	<ul style="list-style-type: none"> <li>sit correctly at the table and holds a pencil comfortably and correctly</li> <li>spaces evident between words</li> <li>Correct formation of lower case - finishing in right place and capital letters.</li> <li>Correct formation of digits 0-9</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of diagonal &amp; horizontal strokes to join</li> <li>words are almost always appropriately and consistently spaced in relation to the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>Legible, joined handwriting.</li> <li>use diagonal and horizontal strokes to join letters and understand which letters when adjacent to one another or best left unjoined.</li> </ul>	<ul style="list-style-type: none"> <li>Legible, joined handwriting of consistent quality (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)</li> </ul>	<ul style="list-style-type: none"> <li>Legible and fluent style.</li> </ul>	<ul style="list-style-type: none"> <li>Legible, fluent and personal style with increasingly efficient speed</li> <li>know which letters join and which writing implement is best suited to a task</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</li> </ul>	<ul style="list-style-type: none"> <li>Sound blending new words</li> </ul>	<ul style="list-style-type: none"> <li>Applying phonic knowledge to spell an increasing number of complex words</li> <li>Recognizing phonic irregularities</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes and suffixes</li> <li>Unusual spellings eg - ure, ch (k), gue, que,</li> <li>Homophones</li> <li>Word Lists 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>Word endings eg. - cious, tious, cial etc</li> <li>Use of hyphens</li> <li>Silent letters</li> <li>Homophones</li> <li>Word Lists 5 and 6</li> </ul>		