

Year group		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Strand	Handwriting	Form lower-case and capital letters correctly.						
	Spelling	Spell words by identifying the sounds and then writing the sound with letter/s.						
Text	Layout devices  Punctuation for layout and organisation	Identify layout features in reading, naming key features (e.g. author, blurb, title)	Spaces between words. Write lists, labels and captions. Use title to predict content of book when reading.	Use headings & sub-headings in reading to orientate round a text.	Headings & subheadings to aid presentation.	Headings & subheadings to aid presentation.	Introduction to bullet points to list information.	Introduction to bullet points to list information.
	Building a series of sentences to create a whole text and develop cohesion.	Speaking: They develop their own narratives and explanations by connecting ideas or events.  Match short sentences or captions to a series of several pictures.	Sequencing sentences to form short narratives.	Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story.  Correct choice and consistent use of tense.	Introduction to paragraphs as a way to group related material.  Beginning to use a range of adverbs and adverbial phrases to begin sentences.  Beginning to choose appropriate pronoun for clarity, cohesion.	Use of paragraphs to organise ideas around a theme.  Use a range of adverbs and adverbial phrases to begin sentences.  Appropriate choice of pronoun or noun within and across sentences.	Use a variety of cohesive devices to build cohesion within sentences and paragraphs, including pronouns and adverbials.  Linking ideas across paragraphs using adverbials of time, adverbials of place and number.  Use tenses to link ideas.	Link ideas across paragraphs using a wider range of cohesive devices: Pronouns, Adverbials, Repetition of a word or phrase. Ellipsis.

				throughout writing	and to avoid repetition	to aid cohesion and avoid repetition		
Sentence	Developing the content of a sentence: adding information	<p>Reading: Children read and understand simple sentences.</p> <p>Writing: They write simple sentences which can be read by themselves and others</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p>	<p>How words combine to make sentences</p> <p>Read age-appropriate books fluently</p> <p>Understand and orally use a variety of grammatical structures</p>	<p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command and use each sentence type</p> <p>Expanded noun phrases for description and specification</p> <p>Add more information to a sentence through using adverbs ending in -ly</p>	<p>Expanded noun phrases for description and specification</p> <p>Use of prepositions in phrases</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs</p>	<p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Select level of formality needed</p> <p>Varies length and focus of sentences to express subtleties in meaning and focus on key ideas</p>
	Using conjunctions to link ideas within a sentence	<p>Speaking: Children develop their own narratives and explanations by connecting ideas or events.</p>	<p>Joining words and joining clauses using and</p> <p>Use 'because' orally to develop reasoning and justify,</p>	<p>Subordination and co-ordination</p>	<p>Extending range of sentences with more than one clause by using a wider range of conjunctions</p>	<p>Extending range of sentences with more than one clause by using a wider range of conjunctions</p>	<p>Uses a range of conjunctions and adverbials to link, compare and extend ideas, information and events</p>	<p>Uses a variety of simple, compound and complex sentences where appropriate according to the demands of the text type, including embedded subordinate</p>

			Use orally, read in and spell the words				Exposure to the semi-colon in reading.	clauses for economy of expression  Use of the semi-colon or dash instead of a conjunction to mark the boundary between independent clauses
Using adverbs to link ideas within and across sentences	Extending range of sentences with more than one clause by using a wider range of conjunctions	Begin to use a few time words to aid sequencing  Spell the words first, next, then, one day	Use a range of time words to aid sequencing	Use of a range of adverbs and adverbial phrases to add information within a sentence & begin to front sentences using them	Use a range of adverbs and adverbial phrases to begin sentences and includes a comma afterwards to separate from the rest of the sentence	Use adverbials to build cohesion across sentences and paragraphs	Linking ideas across paragraphs using a wider range of cohesive devices	
Verb forms	Speaking: They use past, present and future forms accurately when talking about events that have happened or are to happen in the future  Read words with simple suffixes	Use present tense.  Use past tense  Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word  Read words containing taught	Use present progressive  Use past progressive	Use present perfect tense	Use Standard English forms of verb inflections instead of local spoken forms	Use modal verbs to indicate degrees of possibility  Use the perfect form of verbs to mark relationships of time and cause  Where appropriate, maintains tense consistently; where shifts in tense occur,	Use the passive voice to affect the presentation of information of a sentence  Using the perfect form of verbs to mark relationships of time and cause  Use subjunctive forms of verbs to	

		both in phonics and text reading.  Spell simple words with the suffixes -ing and -s.	GPCs and -s, -es, -ing, -ed, -er and -est endings by being helped to build on the root words that they can read already				moves between past, present and future with some confidence (limited slips may occur)	show level of formality  Where appropriate, maintains tense and person consistently; where shifts in tense occur, moves between them with some confidence
Punctuation	Use of apostrophe	Read and understand some contracted words (e.g. I'm) and singular possession (e.g. Jip's cat) in context	Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)  Spell some contracted words, as part of Common Exception Word	Use apostrophes to mark where letters are missing in spelling  Use apostrophes to mark singular possession in nouns (for example, the girl's name)	Begin to use apostrophes to mark plural possession (for example, the girl's name, the girls' names)  The grammatical difference between plural and possessive -s	Use apostrophes to mark plural possession (or example, the girl's name, the girls' names)  The grammatical difference between plural and possessive -s	Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy	Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy
	Demarcation to mark sentence boundaries	Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy	Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences  Use capital letters for names & the personal pronoun I	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Learn how to use both familiar and	Begin to understand how to start a new line for dialogue for a new speaker	Begin to understand how to start a new line for dialogue for a new speaker	Uses full range of punctuation accurately to demarcate sentences including ellipsis for omission or to suggest a shift in time, place, mood or subject and proof reads for accuracy	Uses full range of punctuation accurately to demarcate sentences including ellipsis for omission or to suggest a shift in time, place, mood or subject and

			Compose sentence orally before writing i	new punctuation accurately				proof reads for accuracy
Demarcation within sentences	Understand the concept of a word Read word by word (one to one correspondence)	Separate words with spaces  Know to use capital letters for proper nouns	Use commas to separate items in a list  Accurately use capital letters for proper nouns	Begin to use inverted commas to punctuate direct speech	Use inverted commas and other punctuation to indicate direct speech  Use of commas after fronted adverbials	Use brackets, dashes or commas to indicate parenthesis  Use commas to clarify meaning or avoid ambiguity  Exposure to semicolons and hyphens in reading.  Introduction to colons to introduce a list and semi colons between words and phrases in a more complex list.	Uses full range of punctuation accurately to demarcate within sentences uses commas to mark grammatical boundaries (with occasional lapses in accuracy) and proof reads for accuracy  Use the semi-colon, colon and dash to mark the boundary between independent clauses  Use the colon to introduce a list and use of semi-colons within lists.  Use the colon to introduce a list and use of semi-colons within lists  Use hyphens to avoid ambiguity	

Word: understanding how grammar influences word formation.	Nouns	Form words that are plural nouns by adding '-s'	Spell regular plural noun suffixes  Write proper nouns with  Read words containing -s, -es, endings	Form nouns using suffixes such as -ment, -tion, -ness, -er  Formation of nouns by compounding	Form nouns using a range of prefixes	Understand grammatical difference between plural and possessive -s	Apply knowledge of nouns when differentiating between homophones, choosing suffixes	Apply knowledge of nouns when differentiating between homophones, choosing suffixes
	Verbs, adjectives and adverbs	Form words that are adjectives by adding '-er' or verbs by adding '-ing'	Spell suffixes that can be added to verbs where no change is needed in the spelling  How the prefix un- changes the meaning of verbs and adjectives  Read words containing -s, -es, -ing, -ed, -er and -est endings (including change to root)	Spell adjectives using suffixes such as -ful, -less  Use the suffixes -er, -est in adjectives  Use -ly in Standard English to turn adjectives into adverbs  Use knowledge of adjectives when making correct choice of spelling	Spell word families based on common words, showing how words are related in form and meaning	For verbs where stress is on final syllable, root may need last consonant doubling before adding the suffix	Convert nouns and adjectives into verbs using suffixes  Use verb prefixes	Understand how words are related by meaning as synonyms and antonyms
	Standard English	Writing: They write simple sentences which can be read by themselves and others  Spell some CEW accurately	Read back words they have spelt  Re-read what they have written to check that it makes sense	Use some features of written Standard English.  Make correct choice and consistent use of	Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel	Use Standard English forms for verb inflections instead of local spoken forms	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech	Know difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing

		Speaking: They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	<p>Misspellings of words that pupils have been taught to spell should be corrected</p> <p>Spell CEW accurately</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Spell the words: was, were, are, am.</p>	<p>present tense and past tense throughout writing</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>			and writing and choosing the appropriate register	<p>Levels of formality: The difference between structures typical of informal speech and structures appropriate for formal speech and writing</p> <p>Use subjunctive forms of verbs to show level of formality</p>
Composition The process of writing	Planning and modelling		Saying out loud what they are going to write about composing a sentence orally before writing it	Planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas		Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary	
	Drafting and writing		Sequencing ideas	Encapsulating what they want to say, sentence by sentence	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures		Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	

	Evaluating and editing		Discussing what they have written with the teacher or other pupils	Evaluating their writing with the teacher and other pupils in order to make simple additions, revisions and corrections.	Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency.	Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning		
	Proofreading		Re-reading what they have written to check that it makes sense	Rereading to check that their writing makes sense proofreading to check for errors in spelling, grammar and punctuation	Proofreading for spelling and punctuation errors	Reading their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear		
	Presenting (reading aloud)		Reading their writing aloud, clearly enough to be heard by their peers and the teacher	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		
	Terminology for pupils	Examples: 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, command, compound, suffix, adjective, adverb, verb, tense (past & present),	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, antonym, synonym, ellipsis, hyphen, colon, semi-colon, bullet points

				apostrophe, comma				
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