

White Hall Academy Progression of Skills document 2019-2020

Writing

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
		A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Sometimes gives meaning to marks as they draw and paint (30-50 months)</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence (40-60 months)</p> <p>Simple sentences can be read by themselves and others (ELG)</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p><i>I can sit at a table to write with my feet on the floor and a straight back to write.</i></p> <p><i>I can hold my pencil</i></p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p><i>I can write most of my letters the write way around.</i></p> <p><i>I can write my letters sitting on the line.</i></p> <p>Form capital letters</p> <p><i>I can remember and write all the shapes for capital letters.</i></p> <p>Form digits 0-9</p> <p><i>I can write all the digits from 0-9 the right way around.</i></p> <p>Understand which</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p><i>My letters stay a similar side.</i></p> <p><i>I can make ascenders taller and reach up to the top line.</i></p> <p><i>I can make descenders go under the bottom line.</i></p> <p>Start using some of the diagonal and horizontal strikes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p><i>I can write some of my letters starting on the bottom line.</i></p> <p><i>I can join some of my letters together.</i></p> <p><i>I know that not all letters need to be joined together.</i></p> <p>Write capital letters</p>	<p>Use most of the time the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p><i>I can write most of my letters starting on the bottom line.</i></p> <p><i>I can join some of my letters together.</i></p> <p><i>I know that not all letters need to be joined together.</i></p> <p>Begin to increase the legibility, consistency and quality of their handwriting.</p> <p>Downstrokes of letters should be parallel and equidistant, lines of writing are spaced sufficiently so that ascenders and descenders do not touch.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p><i>I can write with my letters starting on the bottom line.</i></p> <p><i>I can join my letters together.</i></p> <p><i>I know that not all letters need to be joined together.</i></p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Downstrokes of letters should be parallel and equidistant, lines of writing are spaced sufficiently so that ascenders and descenders do not touch.</p> <p><i>I can write joined-up</i></p>	<p>Start to write legibly with increasing speed.</p> <p><i>I can do joined-up writing quickly enough for it to not get in the way of what I want to say.</i></p> <p>Begin to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p><i>I know that not all letters need to be joined together. This helps me choose which letter shape to use in a word.</i></p> <p>Begin to choose the writing implement that is best suited for a task.</p> <p><i>I can choose to write with a pencil or a pen depending on an occasion without reminders.</i></p>	<p>Write legibly with increasing speed.</p> <p><i>I can do joined-up writing quickly enough for it to not get in the way of what I want to say.</i></p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p><i>I know that not all letters need to be joined together. This helps me choose which letter shape to use in a word.</i></p> <p>Choose the writing implement that is best suited for a task.</p> <p><i>I can choose to write with a pencil or a pen depending on an occasion without reminders.</i></p> <p>Understand that different standards of</p>

<p>(30-50 months) I can follow directions (if not intently focused on own choice of activity). (30-50 months) I can maintain attention, concentrate and sit quietly during appropriate activity. (40-60 months) I have two-channelled attention – can listen and do for short span. (40-60 months) I can understand humour, e.g. nonsense rhymes, jokes. (40-60 months) I can follow a story without pictures or props. (40-60 months) I can listen attentively in a range of situations. (ELG)</p>	<p>responding to comments. I can stay focussed for up to 5 minutes of class discussion. I can join in with a pair or group work and listen to what other people say.</p>	<p>responding to comments. I can stay focussed for up to 5-7 minutes of class discussion. I can listen to what other people say and respond with increasing appropriateness to what others have said.</p>	<p>responding to comments. I can stay focussed for up to 7-8 minutes of class discussion. I can listen in a range of contexts and respond with increasing appropriateness to what others have said.</p>	<p>responding to comments. I can stay focussed for up to 7-8 minutes of class discussion. I can listen in a range of contexts and usually respond appropriately to what others have said.</p>	<p>responding to comments. I can stay focussed for up to 10 minutes of class discussion. I can listen in a range of contexts and ask questions in response to what others have said.</p>	<p>responding to comments. I can stay focussed for up to 10 minutes of class discussion. I can listen carefully and ask relevant questions in response to what others have said.</p>
<p>I can begin to understand ‘why’ and ‘how’ questions. (30-50 months)</p>	<p>Ask relevant questions to build their knowledge and understanding. I can sometimes</p>	<p>Ask relevant questions to build their knowledge and understanding. I can begin to ask</p>	<p>Ask relevant questions to build their knowledge and understanding. Articulate and justify</p>	<p>Ask relevant questions to build their knowledge and understanding. I can ask relevant</p>	<p>Ask relevant questions to build their knowledge and understanding. I can begin to ask</p>	<p>Ask relevant questions to build their knowledge and understanding. I can ask questions</p>

<p>I can question why things happen and give explanations. Asks who, what, when and how. (30-50 months)</p> <p>I can comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. (30-50 months)</p> <p>I can ask appropriate questions of others. (40-60 months)</p> <p>I can answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG)</p>	<p>put my hand up to ask questions when I am not sure or I want to know more.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>I can sometimes use 'because' to explain what I think.</p> <p>I can begin to use questions that require more than one-word answers, e.g. Why...How...?</p>	<p>relevant questions about the topic we are discussing.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>I can use 'because' to explain what I think.</p>	<p>answers, arguments and opinions.</p> <p>I can ask relevant questions about the topic we are discussing and begin to justify my answers.</p> <p>I can sometimes give more than one reason why something might be true.</p> <p>I can understand that people might have different opinions to me.</p>	<p>questions linking to responses from others.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>I can give more than one reason why something might be true.</p> <p>I can understand that people might have different opinions to me and begin to explain why.</p> <p>I can justify my answers to show my understanding of the question posed.</p>	<p>questions that will deepen my knowledge</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>I can give more than one reason why something might be true with reasons.</p> <p>I can start to understand the difference between a fact and an opinion.</p> <p>I can begin to offer more detailed answers to some questions.</p>	<p>that will deepen my knowledge and understanding.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>I can understand the difference between a fact and an opinion.</p> <p>I can offer more detailed answers to questions that need further clarification or justification.</p>
<p>I can begin to use more complex sentences to link thoughts (e.g. using and, because). (30-50 months)</p> <p>I can use a range of tenses (e.g. play, playing, will play, played). (30-50 months)</p> <p>I can use vocabulary focused on objects and</p>	<p>Use relevant strategies to build their vocabulary.</p> <p>I can draw and use pictures to help remind me what a word means.</p> <p>I can use words that reflect their immediate surroundings and feelings.</p> <p>I can begin to use alternative words</p>	<p>Use relevant strategies to build their vocabulary.</p> <p>I can draw and use pictures to help remind me what a word means.</p> <p>I can sometimes use words that I already know to help understand new words.</p> <p>I can start to use subject specific</p>	<p>Use relevant strategies to build their vocabulary.</p> <p>I can sometimes use words that I already know to make links to new words.</p> <p>I can use vocabulary that is appropriate to the topic and/or the audience.</p> <p>I can recognise some powerful words and phrases in</p>	<p>Use relevant strategies to build their vocabulary.</p> <p>I can sometimes use the context of a word to help understand its meaning.</p> <p>I can recognise some powerful words and phrases in texts/stories I read and use them in my work.</p>	<p>Use relevant strategies to build their vocabulary.</p> <p>I use words that I already know to help understand new words.</p> <p>I can use prefixes and suffixes that I know to help understand new words.</p> <p>I can use the context of a word to</p>	<p>Use relevant strategies to build their vocabulary.</p> <p>I use words that I already know to help understand new words.</p> <p>I can regularly use prefixes and suffixes that I know to help understand new words.</p> <p>I can confidently use the context of a</p>

<p>people that are of particular importance to them. (30-50 months) I can build up vocabulary that reflects the breadth of their experiences. (30-50 months) I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (ELG)</p>	<p>for simple vocabulary choices, e.g. nice, good, sad.</p>	<p>vocabulary for the topic being discussed.</p>	<p>texts/stories I read and begin to use them in my work with support.</p>		<p>understand its meaning. I can regularly use powerful words and phrases I have identified in texts/stories I read.</p>	<p>word to understand its meaning. I can speak audibly and fluently in all situations. I can use a broad and rich vocabulary when discussing topics.</p>
<p>I can retell a simple past event in correct order (e.g. went down slide, hurt finger). (30-50 months) I can talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50 months) I can use talk in pretending that objects stand for something else in play, e.g. 'This box</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. I can say how someone might be feeling and why they feel that way. I can understand some other feelings beyond happy and sad. Use spoken language to develop</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. I can explain how someone might be feeling and why they feel that way. I can talk about myself and my feelings confidently and clearly. I can recount experiences with significant details and feelings.</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. I know a few different words that can be used to talk about similar feelings. I can summarise the main ideas of a paragraph in a single sentence. I can begin to give added details in my retellings to engage</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. I can select different words that can be used to talk about similar feelings. I can summarise the main ideas of more than one paragraph in a single sentence. I can give descriptions, recounts and narrative retellings</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. I know multiple different words that can be used to talk about similar feelings. I can plan and present information clearly with ambitious added detail and description for the listener.</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. I can confidently select from a variety of different words that can be used to talk about similar feelings. I can give well-structured descriptions, explanations, presentations and narratives for</p>

<p>is my castle. (30-50 months) I can remember and talk about significant events in their own experience. (30-50 months) I can recognise and describe special times or events for family or friends. (30-50 months) I can talk about why things happen and how things work. (30-50 months) I can use language to imagine and recreate roles and experiences in play situations. (40-60 months) I can link statements and stick to a main theme or intention. (40-60 months) I can use talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60 months) I can introduce a storyline or narrative into their play. (40-60</p>	<p>understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. <i>I can speak in full sentences most of the time.</i> <i>I can speak about what happened in the past mostly correctly.</i> <i>I know when to use pronouns like he/his/him correctly.</i></p>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. <i>I can organise my thoughts to speak in full sentences.</i> <i>I can speak about what happened in the past mostly correctly.</i></p>	<p><i>the listener.</i> Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. <i>I can begin to use past and present tenses correctly with some support.</i></p>	<p><i>with specific details to actively engage listeners.</i> Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. <i>I can use past and present tenses mostly correctly.</i></p>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. <i>I can speak about what happened in the past and present correctly.</i></p>	<p><i>different purposes, including for expressing feelings.</i> Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. <i>I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</i></p>
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<p>months) I can explain own knowledge and understanding. (40-60 months) I can develop their own narratives and explanations by connecting ideas or events. (ELG)</p>						
<p>To use intonation, rhythm and phrasing to make the meaning clear to others. (30-50 months) To talk confidently with other children when playing, and will communicate freely about own home and community. (30-50 months) To confidently speak to others about own needs, wants, interests and opinions. (40-60 months) To express themselves effectively, showing awareness of listeners' needs. (ELG) To speak confidently in a</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates <i>I can pretend to be someone else in a role play after someone explains my character to me. I can give reasons why I think something is good or bad with help. I can speak in front of larger audiences, e.g. show and tell, class assemblies.</i> Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates <i>I can pretend to be someone else in a role play after someone explains my character to me. I can begin to describe the feelings of my character in role. I can begin to speak confidently in a group of familiar peers to get my message across.</i> Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates <i>I can bring some of my own ideas to help me play another character. I can begin to speak confidently in front of small and some large audiences. I can begin to rehearse sentences/stories aloud with feedback from an adult.</i> Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates <i>I can begin to take part in a specific character role and take part in discussions whilst in character. I can rehearse how I read stories and sentences whilst taking advice from feedback given to me.</i> Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates <i>I can listen to feedback from others to improve my performance.</i> Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others. <i>I can understand what people say to me in daily conversation. I can change my contributions to class discussions based on what other</i></p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates <i>I can listen to feedback from others to improve my performance and make immediate changes.</i> Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others. <i>I can use different strategies to gain interest of my listener/audience and maintain it. I can offer other</i></p>

familiar group, will talk about their ideas. (ELG)	<p>contributions of others.</p> <p>I can understand what people say to me most of the time.</p> <p>I can remember some things that other children have said in a class discussion.</p> <p>I can think about when it is my turn to talk in a discussion.</p> <p>Select and use appropriate registers for effective communication.</p> <p>I can begin to tell when to speak loudly or quietly most of the time.</p>	<p>contributions of others.</p> <p>I can remember some of the main points that others have said in a class discussion.</p> <p>Select and use appropriate registers for effective communication.</p> <p>I can tell when to speak loudly or quietly most of the time.</p>	<p>others.</p> <p>I can think about what others have said in a discussion and respond to them.</p> <p>Select and use appropriate registers for effective communication.</p> <p>I can tell when to speak loudly or quietly.</p> <p>I can normally use an appropriate pitch and tone of voice in conversations.</p>	<p>I can build upon what others have said in a discussion and begin to give my own view.</p> <p>Select and use appropriate registers for effective communication.</p> <p>I can use intonation when reading aloud to emphasize punctuation.</p>	<p>people have said before me.</p> <p>Select and use appropriate registers for effective communication.</p> <p>I can use intonation and expression when talking and reading aloud to make it more engaging for the listener.</p>	<p>explanations or ask questions to others or myself if something is not understood.</p> <p>Select and use appropriate registers for effective communication.</p> <p>I can select and use appropriate registers for effective communication.</p>
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Composition	Composition	Composition	Composition	Composition	Composition
		A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Ascribes meanings to marks that they see in different places (30-50 months)</p> <p>Sometimes gives meaning to marks as they draw and paint</p>	<p>Says out loud what sentences they are going to write about</p> <p>I can explain what I am going to write before I write it.</p> <p>Composes a sentence</p>	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>I can write stories about myself and other people.</p>	<p>Begins to plan their writing by discussing writing similar to that which they are planning to write to understand and learn from its structure, vocabulary and</p>	<p>Plans their writing by discussing writing similar to that which they are planning to write to understand and learn from its structure, vocabulary and grammar.</p>	<p>Begin to plan the audience and purpose for a piece of writing, and select an appropriate form for writing as a result of this.</p> <p>I can get some ideas</p>	<p>Plan the audience and purpose for a piece of writing, and select an appropriate form for writing as a result of this.</p> <p>I can decide whom a text is for before I</p>

<p>(40-60 months)</p> <p>Begins to break the flow of speech into words (40-60 months)</p> <p>Attempts to write short sentences in meaningful sentences (40-60 months)</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence (ELG)</p> <p>Writes own name and other things such as labels and captions (ELG)</p> <p>Can write simple sentences that can be read by themselves and others (ELG)</p>	<p>orally before writing it</p> <p>I can say a whole sentence and then write it down.</p> <p>Sequences sentences to form short narratives.</p> <p>I can put sentences together to tell a story.</p> <p>Re-reads what they have written to check that it makes sense.</p> <p>I can check my work to for spelling mistakes and missing words.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>I can remember what I have written about and tell someone about it.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>I can read my writing to the class with a clear voice.</p>	<p>Write about real events.</p> <p>I can write about things that have really happened.</p> <p>Write poetry.</p> <p>I use poems I have seen in class to write my own.</p> <p>Write for different purposes.</p> <p>I can write different types of texts and genres.</p> <p>Plans or says out loud what they are going to write about.</p> <p>I can get ideas to write about before I start writing.</p> <p>I can say a full sentence and then write it down.</p> <p>Write down ideas and/or key words, including new vocabulary.</p> <p>I can write down my ideas and some new words that will help me write.</p> <p>Encapsulating what</p>	<p>grammar.</p> <p>I can get some ideas for my writing from the sentences, ideas and words that I have talked about from other texts.</p> <p>Beginning to discuss and record their ideas before writing.</p> <p>I can talk about some of my ideas and put them down in a plan before I start writing.</p> <p>Starting to compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and increase range of sentence structures.</p> <p>I can say a sentence out loud and sometimes change it around to make it sound interesting.</p> <p>Beginning to organise paragraphs around a theme.</p> <p>I can group ideas or sections of a story together in a paragraph.</p>	<p>I can get ideas for my writing from the sentences, ideas and words that I have talked about from other texts.</p> <p>Discusses and records their ideas before writing.</p> <p>I can talk about my ideas and put them down in a plan before I start writing.</p> <p>Composes and rehearses sentences orally (including dialogue) progressively building a varied and rich vocabulary and increase range of sentence structures.</p> <p>I can say a sentence out loud and change it around to make it sound interesting.</p> <p>Organises paragraphs around a theme.</p> <p>I can group ideas or sections of a story together in a paragraph.</p> <p>In narratives, creates settings, characters</p>	<p>for whom a text is for before I start writing, and the reason for me writing it for them.</p> <p>I can sometimes change the way I write to suit different readers and different occasions.</p> <p>Note and develop initial ideas, beginning to draw on reading and research where necessary</p> <p>I can start to use what I have read or researched to influence my ideas.</p> <p>I can often develop my initial ideas to add more depth to them before I start writing.</p> <p>In narrative writing, start to consider how authors have developed characters and setting in what pupils have read, listened to, or seen performed.</p> <p>I can sometimes use my knowledge of characters from other sources to help develop my own</p>	<p>start writing, and the reason for me writing it for them.</p> <p>I can change the way I write to suit different readers and different occasions.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>I can use what I have read or researched to influence my ideas.</p> <p>I can develop my initial ideas to add more depth to them before I start writing.</p> <p>In narrative writing, consider how authors have developed characters and setting in what pupils have read, listened to, or seen performed.</p> <p>I can use my knowledge of characters from other sources to help develop my own characters.</p> <p>Selects appropriate grammar and</p>
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		<p>they want to say, sentence by sentence. I write in sentences that say my ideas.</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with other pupils or the teacher. I can listen to other children and the teacher to change my work.</p> <p>Re-reads their own work to check that it makes sense and that that verbs are used in a consistent tense, including in the continuous form. I can read my own work to check it stays in the past or the present.</p> <p>Proof-reads to check for errors in spelling, grammar and punctuation. I can add full stops and capital letters to my work when these are missing.</p>	<p>In narratives, begging to create settings, characters and plot of their own. I can think of some places and people for my own story writing.</p> <p>In non-narrative material, starting to use simple organisational devices I can sometimes use headings and sub-headings to organise my paragraphs.</p> <p>Beginning to assess the effectiveness of their own and others' writing and suggests improvements. I can start to tell my partner what they could do to make their work even better, and what they did well.</p> <p>Starting to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>and plot. I can think of places and people for my own story writing.</p> <p>In non-narrative material, uses simple organisational devices I can use headings and sub-headings to organise my paragraphs.</p> <p>Assesses the effectiveness of their own and others' writing and suggests improvements. I can tell my partner what they could do to make their work even better, and what they did well.</p> <p>Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. I can give ideas to make a piece of writing even better, including using pronouns like 'her' or 'his' to talk about</p>	<p>characters. Selects appropriate grammar and vocabulary, and begins to understand how such choices can change and enhance meaning I can sometimes choose the words and the way that I order them I use carefully to affect the meaning of my writing.</p> <p>In narratives, describe settings, characters and atmosphere and begin to integrate dialogue to convey character and advance the action. I can often make my stories interesting to the reader by describing characters and the atmosphere. I can sometimes use dialogue in a piece of writing to move the story forward.</p> <p>Able to precise longer passages I can sometimes summarise a longer section of my writing</p>	<p>vocabulary, understanding how such choices can change and enhance meaning I can choose the words and the way that I order them I use carefully to affect the meaning of my writing.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. I can make my stories interesting to the reader by describing characters and the atmosphere. I can use dialogue in a piece of writing to move the story forward.</p> <p>Able to precise longer passages I can sum up a longer section of text in fewer words.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p>
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		<p>I can check the spelling in my writing after I have finished.</p> <p>Reads aloud what they have written with appropriate intonation to make the meaning clear. I can read my writing clearly to the class after I am done. I can add some expression when I am reading my writing to make it sound interesting. I can pause at full stops and other punctuation when I read my own writing.</p>	<p>I can give some ideas to make a piece of writing even better, including using pronouns like 'her' or 'his' to talk about people.</p> <p>Proof-reads their own work for spelling and punctuation errors with minimal prompting. I can often check my work for mistakes without being asked to.</p> <p>Reads aloud their own writing to a group or the whole class using some appropriate intonation, and with attempts to control the tone and volume so that the meaning is clear. I can read my own work to other people with some expression to make it sound interesting.</p>	<p>people.</p> <p>Proof-reads their own work for spelling and punctuation errors without prompting. I can check my work for mistakes without being asked to.</p> <p>Reads aloud their own writing to a group or the whole class using appropriate intonation, and controlling the tone and volume so that the meaning is clear. I can read my own work to other people with expression to make it sound interesting.</p>	<p>in fewer words.</p> <p>Begin use a wide range of devices to build cohesion within and across paragraphs. I can link my paragraphs together with connectives. I can make references to other paragraphs in the text.</p> <p>Begin to use further organisational and presentational devices to structure text and to guide the reader I can use headings, bullet points and underlining to help show a reader my ideas.</p> <p>Assess the effectiveness of their own and others' writing, and start to suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. I can read my own work or that of a partner and my</p>	<p>I can link my paragraphs together with connectives. I can make references to other paragraphs in the text.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader I can use headings, bullet points and underlining to help show a reader my ideas.</p> <p>Assess the effectiveness of their own and others' writing, and suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. I can read my own work or that of a partner and give ideas to make it more powerful by changing words, sentence structures or punctuation.</p> <p>Ensures the</p>
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					<p>advice sometimes helps make the writing more powerful in its meaning or effect.</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing. I can stay in the present, past or future tense in the longer text types I write.</p> <p>Ensures the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. I can think carefully about whether the verb I am using fits with the subject, and the tense I am writing in. I can often tell the difference between the language I might use in speech, and the language I use in</p>	<p>consistent and correct use of tense throughout a piece of writing. I can stay in the present, past or future tense in the longer text types I write.</p> <p>Ensures the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. I can think carefully about whether the verb I am using fits with the subject, and the tense I am writing in. I can tell the difference between the language I might use in speech, and the language I use in writing. I can distinguish between formal and informal language.</p> <p>Proof-read for spelling and</p>
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					<p>writing.</p> <p>Proof-read for spelling and punctuation errors. I can read the longer pieces I write back to check for mistakes.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. I can present my writing in an interesting and engaging way for other people with some support.</p>	<p>punctuation errors. I can read the longer pieces I write back to check for mistakes.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. I can present my writing in an interesting and engaging way for other people.</p>
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary, Grammar and Punctuation.	Vocabulary, Grammar and Punctuation.	Vocabulary, Grammar and Punctuation.	Vocabulary, Grammar and Punctuation.	Vocabulary, Grammar and Punctuation.	Vocabulary, Grammar and Punctuation.	Vocabulary, Grammar and Punctuation.
		A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Knows that a sentence should have a full stop at the end.</p>	<p>Leaves spaces between words. I can leave finger spaces between each word that I write.</p> <p>Joins words and joins clauses with the word 'and' I can join my ideas together using 'and'</p>	<p>Understands how the suffixes , -er, -ness, -ful, -less, and -ly affect the meaning of root words. I can see that the -ness suffix turns a feeling into a noun. I can see that adjectives can be made by adding -ful</p>	<p>Uses a range of prefixes to make new nouns. I can understand and use the super-, anti-, and auto- prefixes.</p> <p>Uses the forms <i>a</i> or <i>an</i> according to whether the next</p>	<p>Understands the differences between the plural and possessive -s I can tell when a word needs an apostrophe and when it doesn't.</p> <p>Understands the standard English verb inflections rather</p>	<p>Convert nouns or adjectives into verbs using suffixes. I can use the -ate, -ise, and -ify suffixes to change the meaning of a word.</p> <p>Use relative clauses beginning with who, which, where, when,</p>	<p>Understand the difference between the vocabulary typical of informal speech, and that used in formal speech and writing.</p> <p>Understand the terms 'synonym' and 'antonym' and use</p>

<p>in a sentence.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop. I can normally remember to put a full stop at the end of a sentence. I can normally use a capital letter at the start of a sentence.</p> <p>Beginning to use question marks and exclamation marks to end sentences where appropriate. I can sometimes use an exclamation mark to show a strong feeling. I can use a question mark at the end of a question.</p> <p>Can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. I can use a capital letter at the start of names, places and days of the week. I use a capital 'I' when</p>	<p>and -less to nouns. I can see that the -er and -est endings in adjectives changes their meaning. I can see that adding the -ly suffix turns adjectives into adverbs.</p> <p>Uses subordinating conjunctions in their writing, including when/if/that/because I can use when, if, that, and because to join my ideas together.</p> <p>Uses coordinating conjunctions in their writing, including or, and, but. I can use or, but and 'and' to join my ideas together.</p> <p>Can use expanded noun phrases for description and specification. I can add an adjective to a noun to help describe it.</p> <p>Understands the difference in terms of grammatical patterns</p>	<p>word begins with a consonant or a vowel. I can choose between 'an' or 'a' in a sentence.</p> <p>Know some word families based on common words and how words are linked by form and meaning, e.g. solve, solution, dissolve, soluble. I can make links between the spelling and meaning of some words after talking about them.</p> <p>Express time, place and cause in a variety of different ways. I can use conjunctions in my sentences, such as when, before, after, whole, so, because I can use adverbs in my sentences such as then, next, soon, therefore. I can use prepositions in my sentences such as before, after, during, in, because of.</p> <p>Know that paragraphs can be used to group</p>	<p>than local spoken forms, e.g. we were/we was, I did/I done. I can speak and write about the past correctly.</p> <p>Use noun phrases expanded by modifying adjectives, e.g. the strict teacher with curly hair. I can add extra detail to my noun phrases.</p> <p>Use fronted adverbials. Use commas after fronted adverbials. I can use fronted adverbials to change when/how/where an action happened. I can use a comma after my fronted adverbial.</p> <p>Use paragraphs to organise ideas around a theme. I can group my ideas into sections with paragraphs.</p> <p>Use appropriate choices of pronoun and noun within and</p>	<p>whose, that or an omitted relative pronoun. I can use who, which, where, when, whose, and that to start a clause in the middle of my sentence.</p> <p>Indicate degrees of possibility using adverbs and model verbs. I can change my sentences to show how likely something is to happen. I can use adverbs to show possibility, such as perhaps and surely. I can use model verbs to show possibility, including might, should , will, must.</p> <p>Use devices to build cohesion within a paragraph I can use words like then, after that, this, firstly to join my ideas together within a paragraph.</p> <p>Links ideas across paragraphs together using adverbials for</p>	<p>the to show how words are related by meaning.</p> <p>Use the passive tense to affect the presentation of information in a sentence.</p> <p>Understand the differences between structures typical of formal speech and the structures appropriate for formal speech and writing I can understand that question tags are appropriate for informal speech, such as 'he is your friend, isn't he?' I can use subjunctive verb forms for very formal writing, such as 'If I were' or 'were they'</p> <p>Links ideas across paragraphs using a wider range of cohesive devices. I can repeat a word or phrase to emphasise it. I can use adverbials</p>
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	<p>I am talking about myself.</p> <p>Adds regular plural suffixes -s or -es, and understands the effects of this upon the meaning of the noun in moving from the singular to the plural.</p> <p>I can add -s to show there is more than one of something.</p> <p>I can -es as a suffix when the noun ends in a sh, ch, or x.</p> <p>Can add suffixes -ing, -ed, -er, -est where there is no change needed to the root word.</p> <p>I know there are some patterns to the spelling of the end of words and can use this to help me.</p> <p>Understands how the prefix un- changes the meaning of verbs and adjectives.</p> <p>I know that adding un- to a word means the same as the word 'not'.</p>	<p>between a statement, question, exclamation or a command.</p> <p>I can recognise the different types of sentence when I read them.</p> <p>Uses a consistent correct choice of present and past tense throughout a piece of writing.</p> <p>I can keep a text in the past or the present without mixing between the two.</p> <p>Can use the progressive form of verbs in the present and past tense to mark actions in progress.</p> <p>I can write sentences that have words with the -ing ending correctly.</p> <p>Uses commas to separate items in a list.</p> <p>I can use commas between different items in a list.</p> <p>Uses capital letters, full stops, question</p>	<p>related material together, and start to use these in their own work.</p> <p>I can see that paragraphs are used to break a piece of writing into sections.</p> <p>I can sometimes use paragraphs in my own writing.</p> <p>Use the present perfect form of verbs in addition to the simple past, e.g. he has gone out to play, he went out to play.</p> <p>I can write about the past in more than one way.</p> <p>Start to understand that inverted commas can be used to punctuate direct speech.</p> <p>I can add inverted commas around the parts of a sentence that are spoken by a character.</p>	<p>across sentences to aid cohesion and avoid repetition.</p> <p>I can flip between using a character's name and 'he/she/it' in a piece of writing.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p> <p>I can put inverted commas around the words actually said by a character.</p> <p>I can use capital letters at the start and an extra piece of punctuation at the end of direct speech.</p> <p>Use apostrophes to mark plural possession.</p> <p>I can add an apostrophe in the right place when something belongs to more than one thing.</p>	<p>time.</p> <p>I can use time adverbials to order the events in my writing.</p> <p>Uses brackets, dashes or commas to indicate parenthesis</p> <p>I can add extra information to my sentence using brackets, dashes and commas.</p> <p>Uses commas to clarify meaning or avoid ambiguity.</p> <p>I can see how using commas helps separate ideas in my writing.</p>	<p>to show contrast between ideas, such as 'on the other hand' and 'in contrast'</p> <p>I can use ellipsis to link moments of suspense or tension to the rest of my narrative.</p> <p>Use the semi-colon, colon and dash to make the boundary between independent clauses.</p> <p>I join related but different clauses together into a sentence using a semi-colon or a dash.</p> <p>Use the colon to introduce a list and the use of semi-colons within lists.</p> <p>I can use semi-colons and colons within a list correctly.</p> <p>Able to use bullet points to list information</p> <p>I can group my thoughts into a few key ideas</p> <p>I can write these key ideas in note form with a bullet point to</p>
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		<p>marks and exclamation marks to demarcate sentences. I can use full stops to show the end of a sentence. I can end sentences with a strong feeling with an exclamation mark. I can end questions with a question mark.</p> <p>Uses apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. I can use an apostrophe to show where there are missing letters when two words have been joined together. I can use an apostrophe to show when something belongs to something else.</p>				<p>separate each.</p> <p>Uses hyphens to avoid ambiguity. I can explain how a hyphen within a word affects its meaning, e.g. recover to re-cover. I can explain how a hyphen between words affects a passage's meaning, e.g. man eating shark to man-eating shark.</p>
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling
		A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
Hears and says the initial sounds in words (40-60 months) Can segment the	Spell words containing each of the 40+ phonemes already taught. I can use what I	Can segment spoken words into phonemes and represent these by graphemes, spelling many	Use further prefixes and suffixes from appendix 1 to the NC and understand the rules in adding them.	Use further prefixes and suffixes from appendix 1 to the NC and understand the rules in adding them.	Use further prefixes and suffixes and understand the guidance for keeping them (NC Appendix 1)	Use further prefixes and suffixes and understand the guidance for keeping them (NC Appendix 1)

<p>sounds in simple words and blend them together (40-60 months)</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet. (40-60 months)</p> <p>Children use phonic knowledge to write words in match their spoken words (ELG)</p> <p>Some words are spelt correctly and others are phonetically plausible (ELG)</p> <p>Can write some common exception words (phase 2 letters and sounds) (ELG)</p>	<p>already know in phonics to help spell words. Spell common exception words taught so far. I can spell most of the tricky words that I have been taught.</p> <p>Spell the days of the week. I can use the correct spelling and a capital letter to write the days of the week.</p> <p>Name the letters of the alphabet in order. I can say all the proper names of the letter in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound. I can say which letter or digraph I want to use using the letter names.</p> <p>Use the spelling rule for adding -s and -es as the plural marker for nouns and the third person singular marker for verbs</p>	<p>correctly. I can sound out all the sounds in a word. I can use my phonics to write letters, digraphs and trigraphs that show the sounds I hear in a word. I can sometimes choose between different ways to show a sound based on where that sound comes in a word.</p> <p>Use new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling including a few common homophones. I can remember ways to write different words that sound the same. I can remember new ways to spell the sounds I already know.</p> <p>Spell the common exception words covered.</p>	<p>I can use my growing knowledge of common endings and beginnings to words to help spell them.</p> <p>Spell further homophones. I can remember ways to spell different words that sound the same.</p> <p>Spell words that are often misspelt (NC Appendix 1) I can spell some words that are often confused for one another.</p> <p>Start to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals – e.g. children’s I can sometimes correctly use apostrophes to show that something belongs to a noun or nouns. I can sometimes put a possessive apostrophe in the</p>	<p>I can use my growing knowledge of common endings and beginnings to words to help spell them.</p> <p>Spell further homophones. I can remember ways to spell different words that sound the same.</p> <p>Spell words that are often misspelt (NC Appendix 1) I can spell some words that are often confused for one another.</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals – e.g. children’s I can correctly use apostrophes to show that something belongs to a noun or nouns. I can put a possessive apostrophe in the right place in words that do not follow normal patterns.</p>	<p>I can use my growing knowledge of common endings and beginnings to words to help spell them.</p> <p>Start to spell words with ‘silent’ letters [e.g. knight, psalm] I can remember ways to spell some words that have silent letters in them.</p> <p>Continue to distinguish between homophones and other words which are often confused. I can spell more words that are often confused for one another. I can remember more ways to spell different words that sound the same.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (NC Appendix 1) I can use root words</p>	<p>I can use my growing knowledge of common endings and beginnings to words to help spell them.</p> <p>Spell words with ‘silent’ letters [e.g. knight, psalm] I can remember ways to spell some words that have silent letters in them.</p> <p>Continue to distinguish between homophones and other words which are often confused. I can spell more words that are often confused for one another. I can remember more ways to spell different words that sound the same.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (NC Appendix 1) I can use root words</p>
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	<p>I can add -s and -es to words to show more than one of something.</p> <p>Use the prefix un- I can write words that start with -un and that I have talked about in class.</p> <p>Use -ing, -ed, -er and -est where no change is needed in the spelling of root words I can spell common endings to words.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the PGCs and common exception words taught so far. I can write short sentences with my phonics that my teacher has said.</p> <p>Able to apply the other spelling rules and guidance in the NC for English appendix 1.</p>	<p>I can spell most of the tricky words that I have been taught.</p> <p>Spell more words with contracted forms. I can spell words that have by joining two words together. I can use an apostrophe to show the missing letters in these words.</p> <p>Apply correctly the singular possessive apostrophe. I can use an apostrophe to show that something belongs to a noun.</p> <p>Distinguish between homophones and near-homophones in common words. I can remember ways to write different words that sound the same.</p> <p>Add some suffixes to spell longer words, such as -ment, -ness, -ful, -less, and -ly. I can spell common endings to words.</p>	<p>right place in words that do not follow normal patterns.</p> <p>Begin to use the first two or three words of a word to check its spelling in a dictionary. I can often find a word in the dictionary if I know the first 2 or three letters.</p> <p>Write from memory simple sentences, dictated by the teacher, that contain words and punctuation so far. I can write out a sentence that my teacher has said that I have been taught.</p>	<p>Use the first two or three words of a word to check its spelling in a dictionary. I can find a word in the dictionary if I know the first 2 or three letters.</p> <p>Write from memory simple sentences, dictated by the teacher, that contain words and punctuation so far. I can write out a sentence that my teacher has said that I have been taught.</p>	<p>that I already know to help me spell related words. I can remember some words that do not follow any normal spelling patterns.</p> <p>Use dictionaries to check the meaning of words. I can independently use a dictionary to see what a word means.</p> <p>Use the first three or sometimes up to four letters of the word to check its spelling in a dictionary. I can look for a word in a dictionary by looking at each letter in turn and its place in the alphabet.</p> <p>Begin to use a thesaurus I can sometimes find more powerful vocabulary by using a thesaurus.</p>	<p>that I already know to help me spell related words. I can remember some words that do not follow any normal spelling patterns.</p> <p>Use dictionaries to check the meaning of words. I can independently use a dictionary to see what a word means.</p> <p>Use the first three or four letters of the word to check its spelling in a dictionary. I can look for a word in a dictionary by looking at each letter in turn and its place in the alphabet.</p> <p>Use a thesaurus I can sometimes find more powerful vocabulary by using a thesaurus.</p>
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		<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p><i>I can write sentences that my teacher has said using the phonics and tricky words that I already know.</i></p> <p>Able to apply the other spelling rules and guidance in the NC for English appendix 1.</p>				
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Story	Story	Story	Story	Story	Story	Story
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
I can explore books with stories about characters in different situations, e.g. breaking rules or helping people (40-60 months)	Sequences sentences to form short narratives. <i>I can put sentences together to tell a story.</i>	Write simple stories about myself and others <i>I can put more sentences together to tell a story about myself and other</i>	Independently use a range of adverbials (how, when, where) to make the writing cohesive. <i>I can use some adverbials to add</i>	Vary the position of clause structures by using fronted adverbials. Correctly punctuate fronted adverbials using commas when	Vary clause structure by using fronted adverbials and relative clauses. <i>I can use a variety of different sentence types to add variety</i>	Use the full range of punctuation from KS2 accurately. Confidently use commas to demarcate between fronted adverbials

<p>I can begin to become familiar with some popular traditional tales.</p>	<p>Joins words and joins clauses with the word 'and' I can join my ideas together using 'and' in a sentence.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop. I can normally remember to put a full stop at the end of a sentence. I can normally use a capital letter at the start of a sentence.</p> <p>Beginning to use question marks and exclamation marks to end sentences where appropriate. I can sometimes use an exclamation mark to show a strong feeling. I can sometimes use a question mark if there is a question in my story.</p> <p>Imitate and innovate on known stories by using a story map (Talk for writing) Begin to plan stories</p>	<p>people.</p> <p>Use co-ordinating conjunctions Use subordinating conjunctions – particularly when, as, because, before, after I can join my ideas together in a sentence.</p> <p>Use the present and past tense mostly correctly. I can normally write a whole text in the past or the present without mixing the two up.</p> <p>Use exclamation marks and question marks correctly. I can use an exclamation mark to show a strong feeling. I can sometimes use a question mark if there is a question in my story.</p> <p>Imitate and innovate on known stories by using a story map (Talk for writing) Start to imitate the use of time adverbials</p>	<p>detail to my story.</p> <p>Use co-ordinating conjunctions Use subordinating conjunctions I can join my ideas together using a wider range of different conjunctions</p> <p>Use appropriate pronouns to avoid repetition. I can use words like 'he' or 'she' to avoid repeating a character's name.</p> <p>Use exclamation marks correctly for a range of contexts, e.g. excitement, fear, surprise. I can confidently use an exclamation mark to show a strong feeling.</p> <p>Use apostrophes to mark singular and plural possession. I can use apostrophes to show who or what objects belong to.</p> <p>Begin to use inverted commas for direct</p>	<p>making writing cohesive. I can use a comma after a fronted adverbial. I can use adverbial phrases to add detail to my story.</p> <p>Use full range of coordinating and subordinating conjunctions. Use appropriate pronouns to avoid repetition. I can join my ideas together using a wider range of different conjunctions</p> <p>Use exclamation marks correctly for a range of contexts, e.g. excitement, fear, surprise. I can confidently use an exclamation mark to show a strong feeling.</p> <p>Use apostrophes to mark singular and plural possession. I can use apostrophes to show who or what objects belong to.</p>	<p>to my story.</p> <p>Use commas to demarcate fronted adverbials and clauses. Use full range of coordinating and subordinating conjunctions. Use exclamation marks correctly for a range of contexts, e.g. excitement, fear, surprise.</p> <p>Correctly punctuate direct speech, with inverted commas, full stops/commas and capital letters. I can begin to include all the punctuation that I have been taught so far into my stories.</p> <p>Plan stories by collecting vocabulary, ideas and different sentence types. I can begin to add more detail to my plans to help me write longer and more cohesive stories. I can plan in moments</p>	<p>and clauses. Correctly punctuate direct speech, with inverted commas, full stops/commas and capital letters. I can confidently use a variety of different sentence types to add variety to my story. I can confidently use all the grammar techniques I have been taught so far and regularly include these into my writing.</p> <p>Use full range of coordinating and subordinating conjunctions with flair and purpose to create natural 'flow' to writing. Plan stories by collecting vocabulary and ideas, as well as a range of different grammatical techniques and punctuation. I can add more detail to my plans to help me write longer and more cohesive stories. I can plan in moments to my stories to</p>
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	<p>by collecting vocabulary and ideas. I can use some ideas and word from the class story map to help write my own story.</p>	<p>from learned texts and story maps. Plan stories by collecting vocabulary and ideas. I can write ideas and words for my story before I start writing.</p>	<p>speech. I can add inverted commas around the words spoken by a character in my story.</p> <p>Group related ideas into sections I can start to put my ideas into paragraphs.</p> <p>Plan stories by collecting vocabulary, ideas and some different sentence types. I can gather ideas and note them down before I start writing.</p>	<p>Organise their writing into paragraphs I can confidently group my ideas into sections to help structure my story.</p> <p>Plan stories by collecting vocabulary, ideas and different sentence types. I can gather ideas and note them down before I start writing.</p>	<p>to my stories to describe characters, or atmosphere. I can sometimes make choices about the words I will use based on their effect on the reader.</p>	<p>describe characters, or atmosphere. I can make choices about the words I will use based on their effect on the reader.</p> <p>Use figurative language highly effectively and with purpose, including similes and metaphors. I can think carefully about the choices I make in language and its effect on the reader.</p>
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Year 3							Year 4						Year 5						Year 6					
Diary							Diary						Diary						Diary					
A1	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	
Independently use some adverbials (how, when, where) to make the writing cohesive. Use a wide range of subordinating and coordinating conjunctions. I can use some adverbials and conjunctions to join my ideas together in a diary.							Independently use a range of adverbials (punctuated with commas) to make the writing cohesive. Confidently use a wide range of subordinating and coordinating conjunctions. I can use a wider range of adverbials and conjunctions to join my ideas						Vary clause structure by using fronted adverbials and some relative clauses. Use commas to demarcate fronted adverbials and clauses. I can include some relative clauses in my diary entry. Use full range of coordinating and						Vary clause structure by using fronted adverbials and some relative clauses. Use commas to demarcate fronted adverbials and clauses. I can include relative clauses in my diary entry. Use full range of coordinating and					

<p>Begin to understand the purpose of a diary and explain some of its key features, e.g. 'dear diary', fact that it is private, use of first person and inner thoughts.</p> <p>I can identify some of the key features of a diary.</p> <p>I can write in the first person during a diary entry.</p>	<p>together in a diary.</p> <p>Confidently understand the purpose of a diary and explain some of its key features, e.g. 'dear diary', fact that it is private, use of first person and inner thoughts.</p> <p>I can identify some of the key features of a diary.</p> <p>I can write in the first person during a diary entry.</p>	<p>subordinating conjunctions.</p> <p>I am able to plan and then use a wide range of conjunctions.</p>	<p>subordinating conjunctions.</p> <p>I am able to plan and then use a wide range of conjunctions.</p> <p>Use the semi-colon, colon and dash to make the boundary between independent clauses.</p> <p>I join related but different clauses together into a sentence using a semi-colon or a dash.</p>
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Year 2	Year 3	Year 4	Year 5	Year 6
Non-chronological report	Non-chronological report	Non-chronological report	Non-chronological report	Non-chronological report
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Write about real events/facts</p> <p>I can write about things that are true or really happened.</p> <p>Use co-ordinating conjunctions</p> <p>Use subordinating conjunctions – particularly when, as, because, before, after</p> <p>I can join some of my ideas together into a single sentence using some conjunctions.</p>	<p>Use information discussed as a class to form the basis to writing (may link to thematic lessons)</p> <p>I can find and use some information to put into my non-chronological report from reading and thematic lessons.</p> <p>Independently use adverbials to make my writing cohesive – particularly in starting</p>	<p>Begin to research as well as write about real events/facts (may link to thematic lessons)</p> <p>I can find and use some information to put into my non-chronological report from reading and thematic lessons.</p> <p>Use fronted adverbials to vary the position of clauses and punctuate them</p>	<p>Research as well as write about real events/facts (link to thematic lessons)</p> <p>I can find and use information to put into my non-chronological report from reading and thematic lessons.</p> <p>Begin to parenthesise to add additional information.</p> <p>Use fronted</p>	<p>Carefully consider the sentence structures and language best suited to delivering information and research to targeted reader.</p> <p>I can find information that I think the reader will find interesting.</p> <p>I can think of ways to make my writing emphasise important pieces of information and make my writing interesting to the</p>

<p>Imitate and start to innovate the use of question marks in rhetorical questions, particularly for sub-heading titles. I can use a story map and group reading texts to help me add different punctuation to my own non-chronological reports.</p> <p>Begin to use language appropriate to the genre, e.g. title, sub-heading. I can point out and start to use some of the features of a non-chronological report.</p>	<p>new sections. I can sometimes use adverbial phrases to make my ideas flow together in my writing.</p> <p>Confidently and independently group related ideas into sections. I can put related information into their own sections.</p> <p>Independently use question marks to ask rhetorical questions, e.g 'what do they eat?' I can add question marks to some subheadings when these are phrased as questions.</p> <p>Start to use simple organisational devices I can sometimes use headings and sub-headings to organise my paragraphs.</p>	<p>correctly with a comma. Use pronouns to avoid repetition. Use the past/present tense accurately and consistently. Confidently and independently group related ideas into sections. Independently use question marks to ask rhetorical questions, e.g 'what do they eat?' I can add question marks to some subheadings when appropriate.</p> <p>Use simple organisational devices I can sometimes use headings and sub-headings to organise my paragraphs.</p>	<p>adverbials to vary the position of clauses and punctuate them correctly with a comma. Use the past/present tense accurately and consistently. Confidently and independently group related ideas into sections. Independently use question marks to ask rhetorical questions, e.g 'what do they eat?' I can add question marks to some subheadings when appropriate.</p> <p>Begin to use further organisational and presentational devices to structure text and to guide the reader I can use headings, bullet points and underlining to help show a reader my ideas.</p>	<p>reader. Parenthesise additional information. I can confidently use parentheses to show additional information without interrupting the flow of my report.</p> <p>Independently plan and then use question marks as a rhetorical device to interest the reader. I think carefully about the ways that different punctuation can be used to interest the reader.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader I can use headings, bullet points and underlining to help show a reader my ideas.</p>
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Year 1						Year 2						Year 3											
Instructions						Instructions						Instructions											
A1	A2	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	
<p>Use 'and' to join sentences I can use the word 'and' to join some of my ideas together into a single sentence.</p> <p>Adds regular plural suffixes -s or -es, and understands the effects of this upon the meaning of the noun in moving from the singular to the plural. I can add -s to show there is more than one of something. I can -es as a suffix when the noun ends in a sh, ch, or x.</p> <p>Independently include some of the main features of instruction writing, such as numbered steps, what you need section, and a title. I can remember some of the key features of instruction writing that I have seen in</p>						<p>Imitate and begin to independently use question marks correctly when using rhetorical questions, e.g. 'do you love cake? Then read these instructions'. I can use sentence structures that I have seen in group reading texts to help me write my own instructions.</p> <p>With help from a story map (talk for writing) begin more confidently to vary sentence starters with time adverbials, e.g. first, then. Independently add more detail to instructions, e.g. using adjectives within the 'what you need' section. I can use group reading and talk for writing texts to add more detail to my instructions.</p>						<p>Use question marks to ask rhetorical question to the reader. e.g. 'do you love cake? Then read these instructions'. I can use question marks if and where appropriate in my instructions.</p> <p>Independently use a range of adverbials (how, when, where) to make the writing cohesive. Independently add adverbials to make writing cohesive. I can use adverbials to help order my steps. I can use adverbials to add extra detail to how a step should be carried out.</p>											

group reading texts, and I can include these in my own writing.		
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Year 2							Year 3						Year 4						Year 5						Year 6									
Informal letters							Informal letters						Informal letters						Informal letters						Formal letters and Persuasive leaflets									
A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2	
<p>Use some subordinating and coordinating conjunctions. I can sometimes join my ideas together in a sentence, including with the word 'because'</p> <p>Consistently uses a capital 'I' when writing about themselves. I use a capital 'I' to when I am talking about myself.</p> <p>Begin to use with the language inherent in the genre (e.g. address, date) I can remember some of the features of letter writing that makes them special. I can often include an address and a date when I write a letter.</p>							<p>Use a range of subordinating and coordinating conjunctions. I can use a wider range of conjunctions in my letter writing.</p> <p>Consistently use a capital 'I' when writing about myself. Use pronouns where appropriate to speak about people without repeating myself. I use a capital 'I' to when I am talking about myself, and pronouns to avoid repeating myself.</p> <p>Uses adverbials to add detail for their reader. I can add where, when, and how</p>						<p>Use a wide range of both subordinating and coordinating conjunctions. I can use a wider range of conjunctions in my letter writing.</p> <p>Use commas to demarcate fronted adverbials. I can use a comma to show fronted adverbials that add more detail to my letter.</p> <p>Vary the position of clauses by using adverbials phrases. Organise writing with paragraphs. Use the past tense accurately and consistently.</p>						<p>Starts to draw from the full range of subordinating and coordinating conjunctions I can use a wider range of conjunctions in my letter writing.</p> <p>Use devices to build cohesion within a paragraph I can use words like then, after that, this, firstly to join my ideas together within a paragraph.</p> <p>Indicate degrees of possibility using adverbs and modal verbs. I can change my sentences to show how likely something is to happen.</p>						<p>Confidently use a wide range of subordinating and coordinating conjunctions to create a 'flow' to the text. I can choose when and which conjunctions to use in my letter writing to help draw my ideas together for the reader and present them with extra information.</p> <p>Write concisely and purposefully, using the full range of punctuation taught before in KS2. I can confidently apply the different punctuation in my</p>									

	<p>adverbials to my sentences to give the reader more detail.</p> <p>Confidently use the language inherent in the genre (e.g. address, date)</p> <p>I can remember some of the features of letter writing that makes them special.</p> <p>I can often include an address and a date when I write a letter.</p>	<p>Confidently use the language inherent in the genre (e.g. address, date)</p> <p>I can use different phrases to end a letter: yours sincerely, love from, etc.</p> <p>I can often include an address and a date when I write a letter.</p>	<p>I can use adverbs to show possibility, such as perhaps and surely.</p> <p>I can use modal verbs to show possibility, including might, should, will, must.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p> <p>I can use who, which, where, when, whose, and that to start a clause in the middle of my sentence.</p> <p>Begin to plan the audience and purpose for the letter, and make choices based on this.</p> <p>I can get some ideas for whom a text is for before I start writing, and the reason for me writing it for them.</p> <p>I can sometimes make choices of language based on for whom and why I am writing.</p>	<p>letter writing.</p> <p>I can plan ahead about punctuation types that are likely to have an effect upon the reader.</p> <p>I can precise my writing when editing to make sure my letter or leaflet keeps to the point.</p> <p>Confidently use question marks along with rhetorical questions for persuasive effect.</p> <p>I plan and then use a range of devices in my writing to persuade or address my reader politely.</p> <p>Plan the audience and purpose for a piece of writing, and select an appropriate form for writing as a result of this.</p> <p>I can decide whom a text is for before I start writing, and the reason for me writing it for them.</p> <p>I can change the way I write to suit different readers and different</p>
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				<p>occasions.</p> <p>Understand the differences between structures typical of formal speech and the structures appropriate for formal speech and writing</p> <p>I can understand that question tags are appropriate for informal speech, such as 'he is your friend, isn't he?'</p> <p>I can use subjunctive verb forms for very formal writing, such as 'If I were' or 'were they'</p> <p>I can use formal sign-offs to letters – e.g. Yours sincerely.</p> <p>Can use arguments of a persuasive leaflet or formal letter as the basis for a class debate or presentation.</p> <p>I can plan and perform my argument to the rest of the class.</p>
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Year 1	Year 2						Year 3						Year 4						Year 5						Year 6											
Recount	Recount						Recount						Recount						Recount						Newspapers											
	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
<p>Sequences sentences to form short narratives about a day or journey. I can put sentences together to say what happened.</p> <p>Uses a capital 'I' when talking about themselves. I can use a capital 'I' when I am talking about myself.</p> <p>Use 'and' to join clauses. I can join my ideas together into a single sentence using 'and'</p>	<p>Able to use some subordinating conjunctions in their writing, including when/if/that/because I can use when, if, that, and because to join my ideas together.</p> <p>Uses coordinating conjunctions in their writing, including or, and, but. I can use or, but and 'and' to join my ideas together.</p> <p>Can use expanded noun phrases for description and specification. I can add an adjective to a noun to help describe it.</p> <p>Uses a consistent correct choice of present and past tense throughout a piece of writing. I can keep a text in the past or the present without mixing between the two.</p>						<p>Use a wider range of co-ordinating conjunctions and subordinating conjunctions – particularly when, as, because, before, after I can use a wider range of subordinating and coordinating conjunctions in a single piece of writing.</p> <p>Beginning to organise paragraphs around a theme. I can group ideas or sections of a story together in a paragraph.</p> <p>Use the present perfect form of verbs in addition to the simple past, e.g. he has gone out to play, he went out to play. I can write about the past in more than one way.</p> <p>Start to understand that inverted commas can be used to</p>						<p>Use a wide range of both subordinating and coordinating conjunctions. I can consistently and confidently use a wide range of conjunctions in my writing.</p> <p>Use commas to demarcate fronted adverbials. I can use a comma after my fronted adverbials.</p> <p>Vary the position of clauses by using adverbial phrases. I can add adverbial phrases to the middle of my sentences.</p> <p>Organise writing into paragraphs. I confidently group my ideas into paragraphs.</p> <p>Correctly punctuate reported speech. I can add inverted commas to the words spoken in a recount I can add capital</p>						<p>Use a wide range of adverbials to make writing cohesive Start to parentheses to add extra information I can consistently and confidently use a wide range of conjunctions in my writing. I can start to add parentheses to give the reader extra information.</p> <p>Use commas to demarcate fronted adverbials, and vary the position of clauses by using adverbial phrases I can alter the structure of my sentences by moving the place of the adverbial phrases.</p> <p>Correctly punctuate reported speech. I can add inverted commas to the words spoken in a recount I can add capital letters and additional punctuation to fit</p>						<p>Become familiar with the formal language, style and format of a newspaper, including quotes, 5ws in the introduction, use of a factual rather than a story style. I can remember and use the key features of newspaper writing. I can alter my writing style to fit the genre. I make choices about the language I will use for a newspaper in my planning.</p> <p>Use parentheses when appropriate to add additional information in a way that does not interrupt the flow of the text. I can give the reader extra information in a way that doesn't interrupt the flow of my text. I can use a range of punctuation, including commas, dashes and brackets, to show parenthesis.</p>											

		<p>punctuate direct speech. I can add inverted commas around the parts of a sentence that are spoken by a character.</p> <p>Begin to organise writing into paragraphs. I can sometimes group my ideas into paragraphs.</p> <p>Add inverted commas to reported speech I can add inverted commas to the words spoken in a recount.</p>	<p>letters and additional punctuation to fit with my inverted commas.</p>	<p>with my inverted commas.</p> <p>Use question marks when appropriate (in context of repeated speech) I can use question marks if appropriate in my recount.</p>	<p>Use inverted commas for direct speech. I can correctly punctuate directed speech.</p>
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