

### Composition – Planning

| Y1                                                                                                | Y2                                                                                                                                                         | Y3                                                                                                                                                                                             | Y4                                                                                                                                                                                             | Y5                                                                                                                                                                                                                                                                                                                                   | Y6                                                                                                                                                                                                                                                                                                                                                                                   |
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| <ul style="list-style-type: none"> <li>use ideas from reading in a narrative</li> </ul>           | <ul style="list-style-type: none"> <li>use a shared text as a model for writing</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> | <ul style="list-style-type: none"> <li>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> | <ul style="list-style-type: none"> <li>use other similar writing as models for their own</li> <li>in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed</li> <li>identify the audience for and the purpose of the writing</li> </ul> | <ul style="list-style-type: none"> <li>use other similar writing as models for their own</li> <li>in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed</li> <li>identify the audience for and the purpose of their writing and select the appropriate form when planning</li> </ul> |
| <ul style="list-style-type: none"> <li>say out loud what they are going to write about</li> </ul> | <ul style="list-style-type: none"> <li>plan or say out loud what they are going to write about, including writing based on personal experiences</li> </ul> | <ul style="list-style-type: none"> <li>plan or say out loud what they are going to write about, including writing based on personal experiences</li> </ul>                                     | <ul style="list-style-type: none"> <li>discuss ideas for writing, beginning to make personal choices when planning</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>begin to use a variety of approaches to support effective planning</li> </ul>                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>use a variety of approaches to support effective planning</li> </ul>                                                                                                                                                                                                                                                                          |

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|                                                                                    | <ul style="list-style-type: none"> <li>write down ideas, and/or key words, including new vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>write down ideas, and/or key words, technical vocabulary and phrases</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>write down ideas, and/or key words, technical vocabulary and phrases</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>note and develop initial ideas, drawing on reading and research where necessary</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>note and develop initial ideas, drawing on reading and research where necessary</li> </ul>                                                                             |
| <ul style="list-style-type: none"> <li>say a sentence before writing it</li> </ul> | <ul style="list-style-type: none"> <li>encapsulate what they want to say, sentence by sentence</li> </ul>      | <ul style="list-style-type: none"> <li>compose and rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)</li> </ul> | <ul style="list-style-type: none"> <li>rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)</li> </ul> | <ul style="list-style-type: none"> <li>rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)</li> </ul> | <ul style="list-style-type: none"> <li>rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)</li> </ul> |

## Composition – Writing

| Y1                                                                                                                                                                     | Y2                                                                                                                                         | Y3                                                                                                                                                       | Y4                                                                                                                                              | Y5                                                                                                                                      | Y6                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"> <li>sequence sentences to form short narratives</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>write own narratives with a sequence of events</li> </ul>                                           | <ul style="list-style-type: none"> <li>begin to develop the events in a narrative sequence</li> </ul>                                                    | <ul style="list-style-type: none"> <li>write narratives, developing the detail across the sequence of events</li> </ul>                         | <ul style="list-style-type: none"> <li>experiment with form in narrative writing</li> </ul>                                             | <ul style="list-style-type: none"> <li>use a variety of narrative structures</li> </ul>                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>use and continue a repeating pattern from a model</li> <li>include some story language and patterns following models</li> </ul> | <ul style="list-style-type: none"> <li>include story language and patterns</li> </ul>                                                      | <ul style="list-style-type: none"> <li>begin to include language that is more likely to be found in written texts rather than spoken language</li> </ul> | <ul style="list-style-type: none"> <li>include language that is more likely to be found in written texts rather than spoken language</li> </ul> | <ul style="list-style-type: none"> <li>adapt writing to distinguish between the language of speech and that of written texts</li> </ul> | <ul style="list-style-type: none"> <li>adapt writing to distinguish between the language of speech and written texts and choose the appropriate register (formal/informal, personal/impersonal) for example, question tags in informal passages; or the subjunctive mood for very formal texts; the use of technical language; the use of the second person for a less formal, chatty style</li> </ul> |
| <ul style="list-style-type: none"> <li>re-tell/imitate familiar stories</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>re-tell/imitate/adapt familiar stories with events in sequence and include some dialogue</li> </ul> | <ul style="list-style-type: none"> <li>include dialogue within story writing and begin to use this to reveal detail about character</li> </ul>           | <ul style="list-style-type: none"> <li>begin to develop mood and atmosphere, including through dialogue between characters</li> </ul>           | <ul style="list-style-type: none"> <li>maintain an appropriate balance between dialogue and narrative</li> </ul>                        | <ul style="list-style-type: none"> <li>blend elements of dialogue, action and description appropriately, ensuring a balance between dialogue and narrator</li> </ul>                                                                                                                                                                                                                                   |

### Composition – Writing (continued)

| Y1                                                                                                                                                                                                              | Y2                                                                                                                                                                                           | Y3                                                                                                                                                                                                                                     | Y4                                                                                                                                                                    | Y5                                                                                                                                                                                  | Y6                                                                                                                                                                         |
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| <ul style="list-style-type: none"> <li>act out stories and portray characters and their motives</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>explore characters' feelings and situations in stories, using role play and oral rehearsal</li> <li>describe characters and setting</li> </ul>        | <ul style="list-style-type: none"> <li>use some detail in the description of setting and characters' feelings or motives</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>describe characters both physically and through their actions and speech</li> </ul>                                            | <ul style="list-style-type: none"> <li>develop some aspects of characterisation through what characters say and do, beginning to integrate this within a text</li> </ul>            | <ul style="list-style-type: none"> <li>include aspects of characterisation, including what characters say and do, integrating this within a text</li> </ul>                |
|                                                                                                                                                                                                                 |                                                                                                                                                                                              |                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>include setting descriptions across a text</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>begin to weave in setting descriptions with characterisation and action</li> </ul>                                                           | <ul style="list-style-type: none"> <li>weave in setting descriptions with characterisation / action</li> </ul>                                                             |
| <ul style="list-style-type: none"> <li>recount real events</li> <li>use the language of texts read as models for their own writing</li> <li>sequence sentences to form simple non-fiction text types</li> </ul> | <ul style="list-style-type: none"> <li>write about real events</li> <li>write for different purposes</li> <li>establish the basic purpose of a text, using some relevant features</li> </ul> | <ul style="list-style-type: none"> <li>write in a variety of genres and forms, including writing for real purposes and audiences,</li> <li>begin to select and use forms and vocabulary appropriate to the purpose / reader</li> </ul> | <ul style="list-style-type: none"> <li>write in a variety of genres and forms, using the appropriate form / features of the genre for audience and purpose</li> </ul> | <ul style="list-style-type: none"> <li>write in a range of genres and forms taking account of different audiences and purposes</li> </ul>                                           | <ul style="list-style-type: none"> <li>write in a range of genres and forms taking account of different audiences and purposes and using features confidently</li> </ul>   |
| <ul style="list-style-type: none"> <li>assemble information on a subject from their own experience</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>assemble information on a subject</li> </ul>                                                                                                          | <ul style="list-style-type: none"> <li>assemble information on a subject and turn notes into sentences</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>organise or categorise information based on notes from several sources</li> </ul>                                              | <ul style="list-style-type: none"> <li>organise information gained from notes made from reading into own writing</li> <li>begin to précis longer paragraphs from reading</li> </ul> | <ul style="list-style-type: none"> <li>organise information gained from notes made from reading into own writing</li> <li>precis longer paragraphs from reading</li> </ul> |

### Composition – Writing (continued)

| Y1                                                                                                                                                                   | Y2                                                                                                                                                                                                                                                      | Y3                                                                                                                                                                                                                      | Y4                                                                                                                                                                                                                                                   | Y5                                                                                                                                                                                                                                                                     | Y6                                                                                                                                                                                                                                                         |
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| <ul style="list-style-type: none"> <li>begin to convey information and ideas in simple non-narrative forms</li> </ul>                                                | <ul style="list-style-type: none"> <li>convey information and ideas in simple non-narrative forms</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>include the use of devices to organise writing</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>in non-narrative material, use simple organisational devices</li> </ul>                                                                                                                                       | <ul style="list-style-type: none"> <li>use a range of organisational and presentational devices to structure text and guide the reader</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>build on previous year groups' use of organisational and presentational devices to structure text and guide the reader</li> </ul>                                                                                   |
| <ul style="list-style-type: none"> <li>listen to and discuss a wide range of rhymes and poems, learning to recite some by heart</li> </ul>                           | <ul style="list-style-type: none"> <li>listen to and discuss a wide range of contemporary and classic poetry, learning and reciting some</li> <li>write poetry</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>prepare a range of different forms of poetry to read aloud and perform</li> <li>write poetry using the features of poetic forms studied</li> </ul>                               | <ul style="list-style-type: none"> <li>prepare a range of different forms of poetry to read aloud and perform</li> <li>write poetry using the features of poetic forms studied</li> </ul>                                                            | <ul style="list-style-type: none"> <li>prepare poems to read aloud and perform</li> <li>learn a wider range of poetry by heart</li> <li>experiment with writing poetry using different forms</li> </ul>                                                                | <ul style="list-style-type: none"> <li>prepare poems to read aloud and perform</li> <li>learn a wider range of poetry by heart</li> <li>write poetry using different forms</li> </ul>                                                                      |
| <ul style="list-style-type: none"> <li>use words that sequence events<br/><b>(see vocabulary / grammar section for detail of year group expectations)</b></li> </ul> | <ul style="list-style-type: none"> <li>use complete sentences grouped together to tell the different parts of the story, linking these with conjunctions<br/><b>(see vocabulary / grammar section for detail of year group expectations)</b></li> </ul> | <ul style="list-style-type: none"> <li>include a structured sequence of events using a range of conjunctions and adverbs<br/><b>(see vocabulary / grammar section for detail of year group expectations)</b></li> </ul> | <ul style="list-style-type: none"> <li>sequence events clearly and show how one event leads to another, using appropriate conjunctions and adverbials<br/><b>(see vocabulary / grammar section for detail of year group expectations)</b></li> </ul> | <ul style="list-style-type: none"> <li>organise ideas so that they are sequenced logically according to the genre or form, using a range of adverbials and conjunctions<br/><b>(see vocabulary / grammar section for detail of year group expectations)</b></li> </ul> | <ul style="list-style-type: none"> <li>make organisational choices for effect, according to the genre or form, using a range of adverbial phrases and conjunctions<br/><b>(see vocab grammar section for detail of year group expectations)</b></li> </ul> |
| <ul style="list-style-type: none"> <li>make some choices of appropriate vocabulary</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>choose appropriate words and phrases to describe</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>begin to use figurative language</li> </ul>                                                                                                                                      | <ul style="list-style-type: none"> <li>include descriptive detail and figurative language to make writing more vivid</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>use expressive and figurative language to create mood and atmosphere</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>use expressive and figurative language to create mood and atmosphere</li> </ul>                                                                                                                                     |

### Composition – Writing (continued)

| Y1 | Y2                                                                                                                                                                                           | Y3                                                                                                                                                                                  | Y4                                                                                                                                                                                                                                                                                                                 | Y5                                                                                                                                                                                                                                                                                                       | Y6                                                                                                                                                                                                                                                                                         |
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|    | <ul style="list-style-type: none"> <li>begin to select words for effect from a range provided<br/>(see <b>vocabulary / grammar section for detail of year group expectations</b>)</li> </ul> | <ul style="list-style-type: none"> <li>select words for effect from a range provided<br/>(see <b>vocabulary / grammar section for detail of year group expectations</b>)</li> </ul> | <ul style="list-style-type: none"> <li>choose words and phrases for effect<br/>(see <b>vocabulary / grammar section for detail of year group expectations</b>)</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>begin to make choices about vocabulary, word order, and punctuation for effect<br/>(see <b>vocabulary / grammar section for detail of year group expectations</b>)</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>select suitable punctuation and precise vocabulary when writing<br/>(see <b>vocabulary / grammar section for detail of year group expectations</b>)</li> </ul>                                                                                      |
|    | <ul style="list-style-type: none"> <li>begin to vary sentence openings<br/>(see <b>vocabulary / grammar section for detail of year group expectations</b>)</li> </ul>                        | <ul style="list-style-type: none"> <li>begin to use a variety of sentence structures<br/>(see <b>vocabulary / grammar section for detail of year group expectations</b>)</li> </ul> | <ul style="list-style-type: none"> <li>begin to explore the effect of different sentence structures in their writing, for example by considering the effect of changing the order of the information on the reader:<br/>(see <b>vocabulary / grammar section for detail of year group expectations</b>)</li> </ul> | <ul style="list-style-type: none"> <li>begin to consciously control sentence structures in their writing, sometimes making choices about, sentence length, sentence complexity and punctuation for effect<br/>(see <b>vocabulary / grammar section for detail of year group expectations</b>)</li> </ul> | <ul style="list-style-type: none"> <li>consciously control sentence structures in writing, making deliberate choices about, sentence length, sentence complexity and punctuation for effect<br/>(see <b>vocabulary / grammar section for detail of year group expectations</b>)</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>include some details in both narrative and non-fiction writing</li> </ul> | <ul style="list-style-type: none"> <li>ensure relevant details are included in both narrative and non-fiction writing</li> </ul> | <ul style="list-style-type: none"> <li>begin to consider the reader when adding detail in both narrative and non-fiction writing, for example by addressing the reader directly</li> </ul> | <ul style="list-style-type: none"> <li>engage reader and sustain interest, in both narrative and non-fiction writing, building on examples provided in year 4 such as asking questions / addressing the reader directly</li> <li>or through sharing interesting pieces of information for the reader, or directly with the reader, in non-fiction writing such as reports or biographies.</li> <li>begin to develop points of view and authorial voice</li> </ul> | <ul style="list-style-type: none"> <li>maintain interest for the reader in a variety of ways in both narrative and non-fiction writing</li> <li>develop points of view and authorial voice</li> </ul> |
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|  |  | <ul style="list-style-type: none"> <li>begin to use paragraphs to group related materials</li> </ul> | <ul style="list-style-type: none"> <li>use paragraphs to organise ideas around a theme in non-fiction forms</li> <li>use adverbials to connect one paragraph to another</li> <li>begin to use paragraphs to indicate changes in setting, character and time in a narrative</li> </ul> | <ul style="list-style-type: none"> <li>begin to structure main ideas across the text by using paragraphs purposefully</li> <li>use devices to build cohesion within a paragraph</li> <li>link ideas across paragraphs using adverbials of time, place, number or tense choice</li> <li>begin to use paragraphing to deliberately pace the writing</li> </ul> | <ul style="list-style-type: none"> <li>structure main ideas across the text by using paragraphs purposefully e.g. make some links using cohesive devices within paragraphs and across paragraphs, repetition of a word or phrase</li> <li>use paragraphing to deliberately pace the writing</li> </ul> |
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### Evaluate and edit

| Y1                                                                                                                                   | Y2                                                                                                                                                                                                    | Y3                                                                                                                                                                                                                                          | Y4                                                                                                                                                                                                                                   | Y5                                                                                                                                                                                                                                                                                                                | Y6                                                                                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"> <li>re-read what they have written to check for sense</li> </ul>                                  | <ul style="list-style-type: none"> <li>proof read for errors in spelling, grammar and punctuation</li> <li>re-read to check that their writing makes sense, and that tenses are consistent</li> </ul> | <ul style="list-style-type: none"> <li>proof read for spelling, grammar and punctuation errors</li> <li>re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately</li> </ul>        | <ul style="list-style-type: none"> <li>proof read for spelling, grammar and punctuation errors</li> <li>re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately</li> </ul> | <ul style="list-style-type: none"> <li>proof read for spelling, grammar and punctuation errors</li> <li>re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural</li> </ul> | <ul style="list-style-type: none"> <li>proof read for spelling, grammar and punctuation errors</li> <li>re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural</li> </ul> |
| <ul style="list-style-type: none"> <li>discuss what they have written with the teacher or other pupils</li> </ul>                    | <ul style="list-style-type: none"> <li>evaluate their writing with the teacher and other pupils</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>begin to evaluate and edit the effectiveness of their own and others' writing and suggest improvements</li> <li>begin to propose changes to vocabulary, punctuation, spelling and grammar</li> </ul> | <ul style="list-style-type: none"> <li>evaluate and edit the effectiveness of their own and others' writing and suggest improvements.</li> <li>propose changes to vocabulary, punctuation, spelling and grammar</li> </ul>           | <ul style="list-style-type: none"> <li>evaluate and edit, assessing the effectiveness of their own and others' writing</li> <li>propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>evaluate and edit, assessing the effectiveness of their own and others' writing</li> <li>propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning</li> </ul>                                                                           |
| <ul style="list-style-type: none"> <li>read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul> | <ul style="list-style-type: none"> <li>read aloud what they have written with appropriate intonation to make meaning clear to the audience</li> </ul>                                                 | <ul style="list-style-type: none"> <li>read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>                            | <ul style="list-style-type: none"> <li>read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>                     | <ul style="list-style-type: none"> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>                                                                                                                                                     |

## Vocabulary, grammar and punctuation

| Y1                                                                                                                                                                          | Y2                                                                                                                                                                                                                                                                                                              | Y3                                                                                                                                                                                                                     | Y4                                                                                                                                                                                                                     | Y5                                                                                                                                                                                                                                                 | Y6                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"> <li>• write single clause sentences</li> <li>• use 'and' to link words within sentences</li> <li>• leave spaces between words</li> </ul> | <ul style="list-style-type: none"> <li>• use single clause sentences and multi-clause sentences using coordinating conjunctions</li> <li>• use some multi-clause sentences using subordinating conjunctions</li> <li>• use sentences with different forms: statement, question, exclamation, command</li> </ul> | <ul style="list-style-type: none"> <li>• use single clause sentences and multi-clause sentences using coordinating conjunctions</li> <li>• use some multi-clause sentences using subordinating conjunctions</li> </ul> | <ul style="list-style-type: none"> <li>• use single clause sentences and multi-clause sentences using coordinating conjunctions</li> <li>• use some multi-clause sentences using subordinating conjunctions</li> </ul> | <ul style="list-style-type: none"> <li>• use a variety of sentences structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions</li> </ul> | <ul style="list-style-type: none"> <li>• use a variety of sentence structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions</li> </ul> |

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| <ul style="list-style-type: none"> <li>• begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul> | <ul style="list-style-type: none"> <li>• punctuate sentences using full stops, capital letters, exclamation marks, question marks</li> <li>• use apostrophes for contracted forms</li> </ul> | <ul style="list-style-type: none"> <li>• use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession</li> <li>• use inverted commas to punctuate direct speech</li> </ul> | <ul style="list-style-type: none"> <li>• use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession</li> <li>• use inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas</li> <li>• use a new line for a new speaker when writing direct speech</li> <li>• use apostrophes to mark plural possession</li> </ul> | <ul style="list-style-type: none"> <li>• use the full range of punctuation taught across KS1 and LKS2 to demarcate sentences, including apostrophe use and speech punctuation</li> <li>• use brackets, dashes or commas for parenthesis e.g. asides, additional information</li> </ul> | <ul style="list-style-type: none"> <li>• use the full range of punctuation taught across KS1 and KS2 to demarcate sentences, including apostrophe use and speech punctuation</li> <li>• use hyphens to avoid ambiguity</li> <li>• understand the use of semi-colons, colons and dashes to mark the boundary between independent clauses</li> <li>• use a colon to introduce a list</li> <li>• punctuate bullet points consistently</li> </ul> |
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### Vocabulary, grammar and punctuation (continued)

| Y1                                                                                                                                                                     | Y2                                                                                                                                                                                                                                                | Y3                                                                                                                                                                                                                                                 | Y4                                                                                                                                                                                                                                                                                                                              | Y5                                                                                                                                                                                                                                                                                                                            | Y6                                                                                                                                                                                                                                                                                                                           |
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|                                                                                                                                                                        | <ul style="list-style-type: none"> <li>use commas in lists</li> </ul>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>use commas in lists and begin to use them to demarcate clauses</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>use commas to demarcate items in a list, clauses and phrases</li> </ul>                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>place commas, mostly accurately, to clarify meaning or avoid ambiguity</li> </ul>                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>place commas to demarcate items in a list, between clauses and to clarify meaning or avoid ambiguity</li> </ul>                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>join two clauses in a sentence using the co-ordinating conjunction 'and'</li> <li>use 'because' to provide reasoning</li> </ul> | <ul style="list-style-type: none"> <li>expand sentences using the co-ordinating conjunctions or, and, but and subordination using when if, that, because</li> <li>use appropriate adjectives and adverbs to give essential information</li> </ul> | <ul style="list-style-type: none"> <li>express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore; prepositions e.g. before, after, during, in, because of</li> </ul> | <ul style="list-style-type: none"> <li>express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore; prepositions e.g. before, after, during, in, because of</li> <li>use fronted adverbials</li> <li>use commas after fronted adverbials</li> </ul> | <ul style="list-style-type: none"> <li>use a range of conjunctions, prepositions and adverbials, e.g. therefore, despite, even though, later that day, beneath the low moon, slowly and carefully</li> <li>use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> </ul> | <ul style="list-style-type: none"> <li>use a range of conjunctions, prepositions and adverbials e.g. therefore, despite, even though, later that day, beneath the low moon, slowly and carefully</li> <li>use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> </ul> |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>use expanded noun phrases to describe and specify</li> </ul>                                               | <ul style="list-style-type: none"> <li>begin to expand noun phrases in different ways, for example by adding prepositional phrases</li> </ul>     | <ul style="list-style-type: none"> <li>use a variety of expanded noun phrases, for example, by the addition of modifying adjectives, and prepositional phrases</li> </ul>                 | <ul style="list-style-type: none"> <li>begin to make precise and effective use of expanded noun phrases, conveying complicated information concisely</li> </ul>                           | <ul style="list-style-type: none"> <li>make precise and effective use of expanded noun phrases, conveying complicated information concisely</li> </ul>                                    |
| <ul style="list-style-type: none"> <li>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>learn the grammar for Y1 from English Appendix 2</li> </ul> | <ul style="list-style-type: none"> <li>use some features of standard English</li> <li>learn the grammar for Y2 from English Appendix 2</li> </ul> | <ul style="list-style-type: none"> <li>use some features of standard English</li> <li>learn the grammar for Y3 from English Appendix 2</li> </ul> | <ul style="list-style-type: none"> <li>use Standard English forms for verb inflections instead of local spoken forms</li> <li>learn the grammar for Y4 from English Appendix 2</li> </ul> | <ul style="list-style-type: none"> <li>use Standard English forms for verb inflections instead of local spoken forms</li> <li>learn the grammar for Y5 from English Appendix 2</li> </ul> | <ul style="list-style-type: none"> <li>use Standard English forms for verb inflections instead of local spoken forms</li> <li>learn the grammar for Y6 from English Appendix 2</li> </ul> |

### Vocabulary, grammar and punctuation (continued)

| Y1                                                                                                        | Y2                                                                                                           | Y3                                                                                                                 | Y4                                                                                                                           | Y5                                                                                                                                                                                                                                                                              | Y6                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>orally practise using present and past tenses correctly</li> </ul> | <ul style="list-style-type: none"> <li>use the present and past tenses correctly and consistently</li> </ul> | <ul style="list-style-type: none"> <li>use the present and past tenses correctly and consistently</li> </ul>       | <ul style="list-style-type: none"> <li>maintain the use of the present and past tenses correctly and consistently</li> </ul> | <ul style="list-style-type: none"> <li>maintain tense consistently and begin to manage shifts in tense</li> </ul>                                                                                                                                                               | <ul style="list-style-type: none"> <li>maintain tense and person consistently including shifts between tenses</li> </ul>                                                                                                                                                                                                                                                                      |
|                                                                                                           | <ul style="list-style-type: none"> <li>use the present progressive and past progressive forms</li> </ul>     | <ul style="list-style-type: none"> <li>use the present perfect form of verbs instead of the simple past</li> </ul> | <ul style="list-style-type: none"> <li>use the present perfect form of verbs in contrast to the past tense</li> </ul>        | <ul style="list-style-type: none"> <li>use the perfect form of verbs to mark relationships of time and cause</li> <li>indicate degrees of possibility using adverbs or modal verbs</li> <li>ensure correct subject and verb agreement when using singular and plural</li> </ul> | <ul style="list-style-type: none"> <li>use the perfect form of verbs to mark relationships of time and cause</li> <li>use modal verbs or adverbs to indicate degrees of possibility and when deducing, speculating, and making suppositions</li> <li>use passive constructions where appropriate</li> <li>ensure correct subject and verb agreement when using singular and plural</li> </ul> |

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|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                          |                                                                                                                                                          |                                                                                                                                                                      | <ul style="list-style-type: none"> <li>select appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>    | <ul style="list-style-type: none"> <li>begin to use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition</li> </ul>        | <ul style="list-style-type: none"> <li>use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition</li> </ul>                                                            |
| <ul style="list-style-type: none"> <li>use the terminology for Y1 found in English Appendix 2</li> </ul> | <ul style="list-style-type: none"> <li>use and understand the grammatical terminology found in English Appendix 2 in discussing their writing</li> </ul> | <ul style="list-style-type: none"> <li>use and understand the grammatical terminology found in English Appendix 2 in discussing their writing and reading</li> </ul> | <ul style="list-style-type: none"> <li>use and understand the grammatical terminology found in English Appendix 2 in discussing their writing</li> </ul> | <ul style="list-style-type: none"> <li>use and understand the grammatical terminology found in English Appendix 2 in discussing their writing</li> </ul> | <ul style="list-style-type: none"> <li>use and understand the grammatical terminology found in English Appendix 2 accurately and appropriately when discussing their reading and writing</li> </ul> |

## Handwriting

| Y1                                                                                                                                                                                                                                                                                                                           | Y2                                                                                                                                                                                                                                                                                                                                                                                | Y3                                                                                                                                                                                                                                                                                                             | Y4                                                                                                                                                                                                                                                                                                             | Y5                                                                                                                                                                           | Y6                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place i.e. middle or top</li> <li>• form capital letters</li> <li>• form digits 0-9</li> </ul>       | <ul style="list-style-type: none"> <li>• form lower-case letters of the correct orientation and size relative to one another</li> <li>• start writing at the middle or top of the letters and leave the end ready to join later</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul> | <ul style="list-style-type: none"> <li>• begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>• secure the use of the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed</li> <li>• choose the writing implement that is best suited for a task</li> </ul> | <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed</li> <li>• choose the writing implement that is best suited for a task</li> </ul> |
| <ul style="list-style-type: none"> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)</li> <li>• make distinctions between ascenders and descenders and other 'between the line' letters</li> <li>• distinguish between similar looking letters</li> </ul> | <ul style="list-style-type: none"> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>• use spacing between words that reflects the size of the letters</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>• increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul> | <ul style="list-style-type: none"> <li>• increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul> | <ul style="list-style-type: none"> <li>• choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul>            | <ul style="list-style-type: none"> <li>• choose which shape of a letter to use when given choices and decide whether or not to join specific letters</li> </ul>              |

## Transcription

| Y1                                                                                                                                                                                                                                                                                                                                            | Y2                                                                                                                                                                                                                                                | Y3                                                                                                                                                                   | Y4                                                                                                                                                                   | Y5                                                                                                                                                                                                                                                                                                         | Y6                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>                                            | <ul style="list-style-type: none"> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>    | <ul style="list-style-type: none"> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>    |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• spell by segmenting spoken words into phonemes (containing each of the 40+ phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some correctly</li> <li>• use letter names to distinguish between alternative spellings of the same sound</li> </ul> | <ul style="list-style-type: none"> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>• learn new ways of spelling phonemes for which one or more spellings are already known</li> </ul> | <ul style="list-style-type: none"> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>                               | <ul style="list-style-type: none"> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>                               | <ul style="list-style-type: none"> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use a thesaurus to select precise and effective vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use a thesaurus to select precise and effective vocabulary</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• spell most words relating to the statements from previous year groups correctly</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>• spell most words relating to the statements from previous year groups correctly, after independent proof-reading</li> </ul> | <ul style="list-style-type: none"> <li>• spell most words relating to the statements from previous year groups correctly, after independent proof-reading</li> </ul> | <ul style="list-style-type: none"> <li>• spell most words relating to the statements from previous year groups correctly, after independent proof-reading</li> </ul>                                                                                                                                       | <ul style="list-style-type: none"> <li>• spell most words relating to the statements from previous year groups correctly, after independent proof-reading</li> </ul>                                                                                                                                        |



