Writing
Progression of Skills
The Reginald Mitchell Primary School

Transcription- Spelling*							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write some or all of their name.	Spell words by identifying the sounds and then writing the sound with letter/s. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Writing ELG	To revise the phonics rules covered in reception including consonant digraphs (sh, ch, th, ng) and vowel digraphs. To revise the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds. To revise words with adjacent consonants (e.g. straw, help) To spell words containing the graphemes; K, ff, ll, ss, zz, ck, nk, ph, wh and tch To spell words with /v/ sound at the end of words e.g. have, give To spell words ending in –y e.g. very, happy, funny To spell words containing each of the	To segment spoken words into phonemes and representing these by graphemes, spelling many correctly To learn new ways of spelling phonemes for which one or more spellings are already known e.g. /r/ spelt wr (see Appendix 1 for full list), and learn some words with each spelling, including a few common homophones To spell words with /l/ at the end of words spelt le, el and al To spell words ending in il To spell words ending in –y e.g. cry, reply To spell words ending in –tion e.g. station	To use the first two or three letters of a word to check its spelling in a dictionary To spell words where y is pronounced /i/ e.g. myth To spell words where ch is pronounced /k/ e.g. scheme, /sh/ e.g. chef To spell words ending in gue, pronounced /g/ e.g. league and que pronounced /k/ e.g. unique To spell words where sc is pronounced /s/ e.g. science To spell words where ou is pronounced /^/ e.g. young To spell words ending in –sure To spell words ending in –sion–-tion, –ssion To spell words with ei, eigh and ey	To use the first two or three letters of a word to check its spelling in a dictionary To spell words ending in –ture To spell words ending in –sion and –cian	To use dictionaries to check the spelling and meaning of words To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary To use a thesaurus To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 To spell some words with 'silent' letters [for example, knight, psalm, solemn] I can spell unstressed vowels in polysyllabic words To spell words with the ending 'cious' and 'tious'	To use dictionaries to check the spelling and meaning of words To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary To use a thesaurus To use self-checking and proof-checking strategies, including the use of a dictionary and thesaurus. To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 To spell words with 'silent' letters [for example, knight, psalm, solemn] To confidently spell words with the endings –-ible/ -able -ably/ibly -ant/ –ance/ –ancy - ent/ –ence/–ency –cial and –tial

		40+ phonemes already taught (digraphs included split digraphs to be taught are listed in Appendix 1, Year 1) To use phonics (40+ phonemes already taught) to sound out and write words correctly and make plausible attempts. **To divide words into syllables.**				**To spell words with the endings –-ible/ -able** **-ably/ibly** **-ant/ –ance/ –ancy** **- ent/ -ence/-ency** **–cial and -tial** **To spell words containing 'ough'** e.g. thought	
		To spell the Year 1 common exception words. (Appendix 1) **To spell the days of the week** **To spell compound words**	**To spell Year 2 common exception words. (Appendix 1)**	**To spell words that are often misspelt (English Appendix 1)** **To spell the Year 3 spelling list words (selected from the Y3/4 statutory word list)**	**To spell words that are often misspelt (English Appendix 1)** **To spell the Year 4 spelling list words (selected from the Y3/4 statutory word list)**	**To spell the Year 5 spelling list words (selected from the Y5/6 statutory word list)**	**To spell the Year 6 spelling list words (selected from the Y5/6 statutory word list)**
		To revise the letters of the alphabet and the sounds which they most commonly represent. To name the letters of the alphabet in order. To use letter names to distinguish between alternative spellings of the same sound.	**To learn the possessive apostrophe (singular) [for example, the girl's book]** –s e.g. the dog's collar **To learn to spell more words with contracted forms** e.g. can't, couldn't. **To distinguish between homophones and near-homophones** There/their/they're Here/hear quiet/quite	**To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]** To know the grammatical difference between plural and possessive –s.	**To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]** To know the grammatical difference between plural and possessive –s including irregular	**To continue to distinguish between homophones and other words which are often confused** **dessert/desert** **stationary/stationery** **steel/steal** **advise/advice** **father/farther** **weary/wary** **affect/effect** **aisle/isle**	**To continue to distinguish between homophones and other words which are often confused** alter/altar morning/mourning practice/practise prophet/profit licence/license compliment/complement cereal/serial Principal/principle Accent/assent

			See/sea bare/bear One/won sun/son To/too/two be/bee Blue/blew night/knight	To know what is meant by homophones. **To spell further homophones** Accept/except brake/break Grate/great grown/groan Peace/piece scene/seen Weather/whether fair/fare Our/are	words, e.g. child – children. **To spell further homophones** Affect/effect ball/bawl Berry/ bury here/hear Heel/heal/ he'll Knot/not mail/male Mane/main meat/meet Medal/meddle missed/mist Plain/plane Whose/who's Rain/rein/reign		
		To use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs **To add the prefix 'un-'** to the beginning of words (verbs e.g. kind, unkind) **To use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]**	**To apply the spelling rules and guidance in Appendix 1 to add –es, -ed, –ing and est to words ending in y.** **To add –er, –ed, –y and est to words ending in e preceded by a consonant.** **To add –ing, –ed, –er, -est and y to words of one syllable ending in a consonant after a single vowel letter.** **To add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly**	**To use further prefixes and suffixes and understand how to add them (See English Appendix 1 for list)** e.g. dis, mis, sub-, super-, pre-, anti-, auto-, sure-, in-, il-, im-, -ation, -ous, -ssion, -sion, re- (Linked to expectation in reading- children to be taught to read words containing these prefixes and suffixes before being expected to spell them, ensure termly planning reflects this). To use knowledge of root words to apply prefixes and suffixes **To add suffixes beginning with vowel letters to words with**	**To use further prefixes and suffixes and understand how to add them (English Appendix 1)** e.g. inter-, -ture, -cian, -ir-, -ally, (Linked to expectation in reading- children to be taught to read words containing these prefixes and suffixes before being expected to spell them, ensure termly planning reflects this). To use knowledge of root words to apply prefixes and suffixes to make a greater range of words	**To use further prefixes and suffixes and understand the guidance for adding them (appendix 1)** (over-, -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably, –cious, -tious, -tial, -cial.) (Linked to expectation in reading- children to be taught to read words containing these prefixes and suffixes before being expected to spell them, ensure termly planning reflects this). **To add suffixes beginning with vowel letters to words ending in 'fer'.**	**To use further prefixes and suffixes and understand the guidance for adding them (appendix 1)** e.g un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment **To use a hyphen to join a prefix to a root word e.g. co-operate**

				more than one syllable e.g. forgetting.			
		To apply simple spelling rules and guidance, as listed in English Appendix 1	**To apply spelling rules and guidance, as listed in English Appendix 1**	**To apply spelling rules and guidance, as listed in English Appendix 1**	**To apply spelling rules and guidance, as listed in English Appendix 1**	**To apply spelling rules and guidance, as listed in English Appendix 1** **To know and use the 'i before e' rule following a c. *'i before e except after c'***	**To apply spelling rules and guidance, as listed in English Appendix 1**
		To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	**To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.**	**To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.**	**To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.**	To accurately record dictated sentences including vocabulary and punctuation taught so far.	To accurately record dictated sentences including vocabulary and punctuation taught so far.

*See National Curriculum English Programmes of Study Key Stage 1 and 2 Appendix 1 for full statutory spelling rules and guidance

Transcription- Handwriting							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Show a preference for a dominant hand. (lifted from Physical Development) Use a comfortable grip with good control when holding pens and pencils. (lifted from Physical Development) Write some letters accurately.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. (Lifted from Physical development) Form lower-case letters correctly Develop the foundations of a handwriting style which is fast, accurate and efficient. (Lifted from Physical development) Write recognisable letters, most of which are correctly formed. Writing ELG	**To sit correctly at a table, holding a pencil comfortably and correctly** To hold my pencil with an effective grip.	To sit correctly at a table without prompting, holding a pencil comfortably and correctly To maintain consistency in handwriting size using the appropriate line size.	To build muscle strength, enabling writing at length.	To continue to build muscle strength, enabling comfortable writing at length.	**To choose the writing implement that is best suited for a task.**	**To choose the writing implement that is best suited for a task** e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters.

		To form lower-case letters (pre-cursive/cursive) in the correct direction, starting and finishing in the right place. **To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.** **To form capital letters** **To form digits 0-9**	**To form lower-case letters of the correct size relative to one another** **To use spacing between words that reflects the size of the letters.** **To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters** To use capital letters appropriately e.g. not always writing B as a capital. To ensure capital letters are larger than lower case letters.	**To increase the legibility, consistency and quality of handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].**	**To increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].** To develop my own handwriting style.	**To write legibly, fluently and with increasing speed**	**To write legibly, fluently and with increasing speed**
		To begin to join my handwriting. (cursive)	**To start using some of the diagonal and horizontal strokes needed to join letters** To join most letters correctly and consistently. (Cursive) To use all four handwriting joins. **To understand which letters, when adjacent to one another, are best left unjoined**	**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 unjoined** To form and use the four basic handwriting joins consistently.	**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 unjoined** To use a joined style throughout my independent writing.	**To choose which shape of a letter to use when given choices and decide whether or not to join specific letters** e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e-mail address. To write fluently using a joined style as appropriate or independent writing.	**To choose which shape of a letter to use when given choices and decide whether or not to join specific letters** To join all handwriting, at speed, while maintaining a consistent style and fluency within an individual piece of writing

Composition							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Write simple phrases and sentences that can be read by others. Writing ELG	**To write sentences by saying out loud what they are going to write about** **To compose a sentence orally before writing it**	**To plan or say out loud what they are going to write about** **To write down ideas and/or key words, including new vocabulary**	**To plan their writing** **To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar** **To discuss and record ideas** for planning using a range of formats e.g. story maps, flow charts etc	**To plan their writing** **To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar** **To discuss and record ideas** e.g. story mountain, text map	**To plan their writing** **To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own** **To note and develop initial ideas, drawing on reading and research where necessary**	**To plan their writing** **To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own** **To note and develop initial ideas, drawing on reading and research where necessary** **To write narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed**
		To sequence sentences to form short narratives To sequence sentences to form short non-fiction texts To create writing from my own ideas To say every sentence before writing it. To write a simple sentence when my teacher dictates it. To write simple and compound sentences.	**To encapsulate what they want to say, sentence by sentence** **To develop positive attitudes towards writing** **To write for different purposes,** effectively and draw on my reading experiences to inform the vocabulary and grammar in my writing To write narratives about personal experiences and those of others (real and fictional)	**To draft and write** **To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)** **To recognise and use simple & compound sentences and am beginning to use complex sentences** **To organise paragraphs around a theme** (as a way to group related material)	**To draft and write** **To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)** **To organise paragraphs around a theme** in fiction and non-fiction texts **To create settings, characters and plot in narrative writing.**	**To draft and write** **To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning** To use carefully considered vocabulary, using a thesaurus to extend range of words used. To use different sentence structures with increasing control	**To draft and write** **To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning** **To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narrative writing.** To blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and

		To use adjectives in my writing.	To write sentences that are sequences to form a short narrative To use different sentence openers To develop writing stamina so that I can write at length. To use adventurous adjectives To use verbs that make my writing more interesting to the reader To include adverbs in my writing e.g the lion roared loudly. To use time connectives such as next, then, after, first.	**To create settings, characters and plot in narrative writing.** **To use simple organisational devices [for example, headings and sub-headings] in non-narrative material.** To use powerful verbs. I can select, generate and effectively use adverbs.	To understand that writing can be third or first person **To use simple organisational devices [for example, headings and sub-headings] in non-narrative material.** To use adverbs and adverbials	**To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narrative writing.** **To précis longer passages** **To use a wide range of devices to build cohesion within and across paragraphs** e.g. firstly, then , presently, this, subsequently **To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]**	announced, through gritted teeth, "It's not fair!" **To précis longer passages** **To use a wide range of devices** (including adverbials**) to build cohesion within and across paragraphs** To use a wide range of clause structures, sometimes varying their position within the sentence To use passive and modal verbs correctly most of the time **To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]** To write with good pace. To construct writing well and show a secure grasp of the chosen genre
		To re-read every sentence to check it makes sense **To discuss own writing with the teacher or other pupils**	**To make simple additions, revisions and corrections to their own writing** **To re-read to check that own writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form**	**To evaluate and edit** **To assess the effectiveness of their own and others' writing and suggesting improvements** To say how I can improve own and others' writing	**To evaluate and edit** **To assess the effectiveness of their own and others' writing and suggesting improvements** **To propose changes to grammar and vocabulary to improve consistency, including the accurate**	**To evaluate and edit** **To assess the effectiveness of their own and others' writing** **To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning**	**To evaluate and edit** **To assess the effectiveness of their own and others' writing** in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. **To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning**

			To evaluate their writing with the teacher and other pupils **To proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]**	**To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors** in own and others' writing. To improve writing from self and peer assessment	**use of pronouns in sentences proof-read for spelling and punctuation errors**	**To ensure the consistent and correct use of tense throughout a piece of writing** **To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors** **To proof-read my writing for spelling and punctuation errors.**	**To ensure the consistent and correct use of tense throughout a piece of writing** **To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register** **proof-read for spelling and punctuation errors** To evaluate, select and use a range of organisational and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables To proof read for grammatical, spelling and punctuation errors I can use appropriate and effective intonation and volume.
		To read aloud own writing clearly enough to be heard by peers and the teacher.	**To read aloud what they have written with appropriate intonation to make the meaning clear.**	**To read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.**	**To read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear** with increasing confidence.	**To perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.**	**To perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.** To add gesture and movement to enhance meaning. To encourage and take account of audience engagement.

Vocabulary, Grammar and Punctuation							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Form capital letters correctly. To begin to use the conjunction 'and' to link two words in a sentence. For example, I play with dolls and teddies. To usually leave spaces between words. To use the grammatical terminology; a) word b) letter c) sentence d) full stop e) capital letter.	**To learn the grammar for year 1 in English Appendix 2**	**To learn the grammar for year 2 in English Appendix 2** **To use some features of written Standard English**	**To learn the grammar for years 3 and 4 in English Appendix 2**	**To learn the grammar for years 3 and 4 in English Appendix 2**	**To learn the grammar for years 5 and 6 in English Appendix 2**	**To learn the grammar for years 5 and 6 in English Appendix 2**
		To make singular nouns plural by using "s" and "es" **To use suffixes that can be added to verbs where n change is needed to the spelling of root words e.g. helping, helped, helper** **To understand and use the prefix un to change the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)**	**To form noun phrases using suffixes such as –ness, -er** **To form noun phrases by compounding (For example, whiteboard, superman)** **To form adjectives using suffixes such as –ful, -less (see full list of suffixes can be found in the Year 2 spelling section of English appendix 1).**	**To form nouns using a range of prefixes (for example super-, anti-, auto-)** **To use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]** **To know how words are related in form and meaning (word families) for example, solve, solution, solver, dissolve, insoluble.**	**To know the grammatical difference between plural and possessive –s.** **To use Standard English forms for verb inflections instead of local spoken forms (For example, we were instead of we was, or I did instead of I done)** To use the possessive pronouns, yours, mine, theirs, ours, hers, its	**To convert nouns or adjectives into verbs using suffixes (for example –ate; -ise; -ify)** **To use verb prefixes (for example, dis-, de-, mis-, over- and re-)**	**To recognise vocabulary that is appropriate for formal speech and writing including subjunctive forms** **To know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out-discover; ask for-request; go in-enter) including subjunctive forms** To use vocabulary appropriate for formal writing.

			To use the suffixes –er, and –est in adjectives **To use the suffix –ly to turn adjectives into adverbs** To use pronouns- he, she, his, her.	To use pronouns accurately in sentences. To begin to use Standard English forms for verb inflections instead of local spoken forms (For example, we were instead of we was, or I did instead of I done)_was/were			**To know how words are related by meaning as synonyms and antonyms (for example big, large, little).**
		To understand what a sentence is. (How words combine to make sentences). **To joining words and join clauses using** the conjunction '**and**, but, or'	**To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)** **To use expanded noun phrases to describe and specify [for example, the blue butterfly]** **To understand the purpose of and write statement sentences** **To understand the purpose of and write question sentences** **To understand the purpose of and write exclamation sentences** **To understand the purpose of and write command sentences**	**To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although** To use and recognise nouns, adjectives and adjectival phrases To explore and identify main and subordinate clauses in complex sentences To explore, identify and create complex sentences using a range of conjunctions **To express time, place and cause using conjunctions (for example, when, before, after, while, so, because)**	**To expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *The strict maths teacher with curly hair*)** To explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. To use adverbs to modify verbs **To use fronted adverbials** To create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.	**To use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun** e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill **To indicate degrees of possibility using adverbs (for example, perhaps, surely)** **To indicate degrees of possibility using modal verbs (for example, might, should, will, must)** **To use expanded noun phrases to convey complicated information concisely.**	To explore and understand the difference between active and passive voice. **To use the passive to affect the presentation of information in a sentence (for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken [by me]*)** To use adverbs, prepositions, phrases and expanded noun phrases effectively to add detail, qualification and precision. **To recognise structures that are appropriate for formal speech and writing including subjunctive forms** **To know the difference between structures typical of informal speech and writing (for example, the use of**

				To express time, place and cause using adverbs (for example, then, next, soon, therefore) **To express time, place and cause using prepositions (For example, before, after, during, in, because of)**	To create sentences with fronted adverbials to express when e.g. As the clock struck twelve, the soldiers sprang into action and for where e.g. In the distance, a lone wolf howled	**To use the perfect form of verbs to mark relationships of time and cause** To create and punctuate sentences using simile starters e.g. Like a fish out of water To create and punctuate complex sentences using ed and ing opening clauses	**question tags; He's your friend, isn't he?) including the use of subjective forms such as *If I were* or *Were they to come* in some very formal writing and speech.** **To use expanded noun phrases to convey complicated information concisely.** **To use the perfect form of verbs to mark relationships of time and cause** To manipulate sentences to create particular effects
		To sequence sentences to form short narratives	To use a subheading. **To use the present and past tenses correctly and consistently throughout writing** **To use the progressive form of verbs in the present and past tense to mark actions in progress (For example, she is drumming, he was shouting**	**To use paragraphs as a way to group related material.** **To use headings and subheadings to aid presentation** **To use the present perfect form of verbs in contrast to the past tense** **To use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play**	**To use paragraphs to organise ideas around a theme** **To choose nouns or pronouns appropriately (within and across sentences) for clarity and cohesion and to avoid repetition**	**To use devices to build cohesion within a paragraph (for example, then, after that, this, firstly)** **To link ideas across paragraphs using adverbials of time, place or numbers e.g. later, nearby, secondly** **To link ideas across paragraphs using tense choices (for example, he *had* seen her before)**	**To link ideas across paragraphs using the repetition of a word or phrase.** **To link ideas across paragraphs using ellipses.** **To use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile in due course, until then** **To use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as : on the other hand, the opposing view, similarly, in contrast to, although, additionally, another possibility, alternatively, as a consequence**

		To leave spaces between words To punctuate sentences using a capital letter and a full stop. To begin to punctuate sentences using a question mark or exclamation mark To use a capital letter for names of people. To use a capital letter for places. To use a capital letter for the days of the week. To use a capital letter for the personal pronoun 'I'.	To learn how to use both familiar and new punctuation correctly (see English Appendix 2), To use the punctuation taught in Yrs 1& 2 mostly correctly To use full stops and Capital Letters. To use an exclamation mark correctly in a sentence. To use a question mark correctly in a sentence. To use commas to separate items in a list correctly. To use apostrophes to mark singular possession in nouns. To use apostrophes for contracted forms. To use inverted commas for speech.	To indicate grammatical and other features To use and punctuate direct speech with inverted commas To put new speech on a new line	To indicate grammatical and other features To use commas after fronted adverbials To indicate possession by using the possessive apostrophe with plural nouns [for example, the girl's name, the girls' names] To use inverted commas & other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] To use commas to mark clauses in complex sentences	To indicate grammatical and other features To use commas to clarify meaning or avoid ambiguity in writing e.g. "Let's eat Grandma." "Let's eat, Grandma." To use brackets to indicate parenthesis e.g. in formal writing, The cheetah (Acinonyx jubatus) inhabits the grasslands in Africa To use dashes to indicate parenthesis e.g. in less formal writing The cake was lovely – delicious in fact – so I had another slice. To use commas to indicate parenthesis	To indicate grammatical and other features To use hyphens to avoid ambiguity (For example, man eating shark verses man-eating shark, or recover verses re-cover) To use semi-colons, colons or dashes to mark boundaries between independent clauses (for example, It's raining; I'm fed up) To use a colon to introduce a list To use a semi-colon within lists To punctuate bullet points to list information. To use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hypens.
		To use the grammatical terminology as set out in English Appendix 2 in discussing their writing: letter, capital letter word, singular, plural sentence punctuation, full stop, question	To use and understand the grammatical terminology in English Appendix 2 in discussing their writing: noun, noun phrase , statement, question, exclamation, command, compound, suffix, adjective, adverb, verb,	To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: preposition, conjunction, word family, prefix, clause, subordinate	To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading: modal verb, relative pronoun, relative clause,	To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading; subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

		mark, exclamation mark	**tense (past, present), apostrophe, comma**	**clause, direct speech, consonant, consonant, letter vowel, vowel letter, inverted commas (or 'speech marks')**	**Determiner, pronoun, possessive pronoun, adverbial**	**parenthesis, bracket, dash, cohesion, ambiguity**	

Genre							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative							
	Traditional and fairy tales Stories with predictable and patterned language	Stories with a familiar setting Retells Character and setting descriptions Traditional and well-loved stories (including predictable and patterned language)	Stories with a familiar setting Character and setting descriptions Traditional and well-loved stories (where appropriate to include stories from other cultures) Retell with an alternative twist	Adventure stories Stories with a familiar setting/alternative endings Diary entries Extended stories	Adventure stories Stories set in an imaginary world Diary entries Extended stories	Adventure/Mystery stories Myths and legends Diary entries Narrative writing from different view points Play scripts	Adventure/Mystery stories Myths and legends Diary entries Narrative writing from different view points Stories with flashbacks
Non-Fiction/Information							
Draw and Label	Labels, lists and captions	Labels, lists and captions Recounts	Information pages Recount Instructions	Non-Chronological reports Recount Explanation texts Instructions	Non-Chronological reports Recount Explanation texts Letters Newspaper articles	Non-Chronological reports Recount Persuasive texts Letters Newspaper articles	Non-Chronological reports Recounts Persuasive texts and letters Newspaper articles Autobiographies/ biographies
Poetry							
	Rhyming Strings	Use of the senses Repetitive language	Riddles Shape poetry	Poetry appreciation Exploring form (Kenning and acrostic)	Poetry appreciation Exploring form (Haiku and Cinquain) Language play	Poetry appreciation The power of imagery Classic poetry (e.g., sonnet)	Poetry appreciation The power of imagery Free verse