

Writing Progression	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>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; writing m for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonetically plausible way.</p>	<p>Revisit Phase 5 GPCs as required by pupils.</p> <p><b>Homophones</b></p> <p><b>Aut:</b> Introduce Year 2 homophones when relevant. (example homophones: see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two)</p> <p><b>Spring:</b> quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant</p> <p><b>Summer:</b> Revision</p>	<p><b>Autumn</b> Revisit Common exception words from Year 2</p> <p><b>Spring:</b> Revisit <i>suffixes</i> from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p><b>Summer:</b> Revisit <i>vowel digraphs</i> from Years 1 and 2</p> <p><b>Autumn:</b> Revise <i>prefix</i> 'un'. <i>New prefixes:</i> 'pre-', 'dis-', 'mis-', 're-'.</p> <p>Revise <i>suffixes</i> from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p><b>Spring:</b> <i>Prefixes:</i> 'sub-', 'tele-', 'super-', 'auto-' <i>Suffixes</i> 'less' and 'ly'</p>	<p><b>Autumn:</b> Revisit -</p> <p><b>Spring:</b> Year 3 rare GPCs</p> <p><b>Summer:</b> Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed</p> <p><b>Autumn:</b> <i>Rare GPCs</i> Revise: • The /e / sound spelt 'ei', 'eigh', or 'ey' • The // sound spelt 'ch' • The // sound spelt 'ou' (all from Year 3)</p> <p><b>Spring:</b> Rare GPCs The /g/ sound spelt 'gu'</p> <p><b>Summer:</b> Words with the /s/ sound spelt 'sc' (Latin in origin)</p>	<p><b>Autumn:</b> Revisit <i>Strategies</i> at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession</p> <p><b>Spring:</b> Apostrophe for possession</p> <p><b>Summer:</b> A range of strategies for learning words</p> <p><b>Autumn:</b> Rare GPCs Words with 'silent' letters</p> <p><b>Spring:</b> Teach words with rare GPCs from the Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) Words with the /i:/ sound spelt 'ei' after 'c' (receive, ceiling)</p>	<p><b>Autumn:</b> Revisit <i>Strategies</i> at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly'</p> <p><b>Spring:</b> Words containing the letter string '-ough'</p> <p><b>Summer:</b> Spelling strategies at the point of writing</p> <p><b>Autumn:</b> Rare GPCs Revise words with the /i:/ sound spelt 'ei' after 'c'.</p> <p><b>Spring:-</b></p> <p><b>Summer:</b> Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)</p>

	<p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To spell the reception tricky words taught.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Read some letter groups that each represent one sound and</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p><b>Re-read what they have written to check that it makes sense.</b></p>	<p>To apply Y1spelling rules and guidance*, which includes: • the sounds /f/,/l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and ck' and exceptions; • the /ŋ/sound spelt 'n' before 'k' (e.g. bank, think); • dividing words into syllables (e.g. rabbit, carrot); • the /tj/ sound is usually spelt as 'tch' and exceptions; • the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); • adding -s and -es to words (plural of nouns and the third person singular of verbs); • adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); • adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); • spelling words with the vowel</p>	<p><b>Aut:</b> Year 2 phonics</p> <ul style="list-style-type: none"> <li>• The sound /d / spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.</li> <li>• The /s/ sound spelt 'c' before 'e', 'i' and 'y'</li> <li>• The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words</li> </ul> <p><b>Spring:</b></p> <p>The /a / sound spelt 'y' at the end of words</p> <p>The /i:/ sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words</p> <p>The // sound spelt 'a' after 'w' and 'qu'</p> <p>The sound / / spelt 's'</p> <p><b>Summer:</b></p> <p>The /l/ or /əl/ sound spelt '-el' at the end of words</p> <p>The /l/ or /əl/ sound spelt '-al' at the end of words</p> <p>The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling)</p> <p>The /:/ sound spelt 'a' before 'l' and 'll'</p> <p>The /:/ sound spelt 'ar' after 'w'</p> <p>The // sound spelt 'o' The /</p>	<p><b>Summer:</b> Suffix '-ly' with root words ending in 'le' and 'ic'</p> <p>Previously taught suffixes</p> <p><b>Autumn:</b> Rare GPCs</p> <p>The /e / sound spelt 'ei', 'eigh', or 'ey'</p> <p>The // sound spelt 'y'</p> <p><b>Spring:</b> The // sound spelt 'ch' (mostly French in origin)</p> <p>The /k/ sound spelt 'ch' (Greek in origin)</p> <p><b>Summer:</b> The // sound spelt 'y' other than at the end of words (gym, myth)</p> <p>The // sound spelt 'ou' (young, touch)</p> <p><b>Autumn:</b> Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p><b>Autumn:</b> Homophones</p> <p>brake/break, grate/great, eight/ate, weight/wait, son/sun</p> <p>Apostrophe</p> <p>Revise contractions from Year 2</p> <p><b>Spring:</b></p>	<p><b>Autumn:</b> Word endings: Words ending /ure/ (treasure, measure)</p> <p><b>Spring:</b> Words ending /t ə/ spelt 'ture' (creature, furniture)</p> <p>Endings that sound like / ən/, spelt '-tion', '-sion', '-ssion', '-cian' (invention, comprehension, expression, magician)</p> <p><b>Summer:</b> Endings that sound like / ən/ spelt '-sion' (division, confusion)</p> <p><b>Autumn:</b> Prefixes and Suffixes</p> <ul style="list-style-type: none"> <li>• Prefixes 'in-', 'il-', 'im-' and 'ir-'</li> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')</li> </ul> <p><b>Spring:</b> Prefixes 'anti-' and 'inter-'</p> <p>Suffix '-ation'</p> <p><b>Summer:</b> Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic'</p>	<p><b>Autumn:</b> Homophones</p> <p>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</p> <p><b>Spring:</b> altar/alter, led/lead, steal/steel</p> <p><b>Summer:</b> cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</p> <p><b>Autumn:</b> Morphology/ Etymology</p> <p>Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p><b>Spring:</b> Teach extension of base words using word matrices.</p> <p><b>Summer:</b> Teach morphemic and etymological strategies to be used when learning specific words</p> <p><b>Autumn:</b> Words ending in '-able' and Word endings</p> <p>Words with the letter string '-ough'</p> <p>Words '-ible'</p>	<p><b>Autumn:</b> Prefixes and Suffixes</p> <p>Adding suffixes beginning with vowel letters to words ending in '-fer'</p> <p><b>Spring:</b> Prefixes and Suffixes</p> <p>Generating words from prefixes and suffixes</p> <p><b>Summer:</b></p> <p><b>Autumn:</b> Word endings</p> <p>Endings that sound like /ous/ spelt '-cious' or '-tious' (precious, ambitious)</p> <p><b>Spring:</b></p> <p>Word endings</p> <p>Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency</p> <p><b>Autumn:</b> Homophones</p> <p>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</p> <p><b>Spring:</b> Homophones</p> <p>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary</p> <p>All homophones from KS2</p> <p><b>Summer:</b> Homophones and near homophones</p>
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		<p>digraphs and trigraphs: -'ai' and 'oi'(e.g. rain, wait, train, point, soil) - 'oy' and 'ay'(e.g. day, toy, enjoy, annoy); - a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); - 'ar' (e.g. car, park); - 'ee'(e.g. green, week); - 'ea'(e.g. sea, dream); - 'ea'(e.g. meant, bread); - 'er' stressed sound (e.g. her, person); - 'er' unstressed schwa sound (e.g. better, under); - 'ir'(e.g. girl, first, third); - 'ur' (e.g. turn, church); - 'oo'(e.g. food, soon); - 'oo'(e.g. book, good); - 'oa' (e.g. road, coach); - 'oe'(e.g. toe, goes); - 'ou'(e.g. loud, sound); - 'ow' (e.g. brown, down); - 'ow' (e.g. own, show); - 'ue'(e.g. true, rescue, Tuesday); - 'ew' (e.g. new, threw) - 'ie'(e.g. lie, dried); - 'ie'(e.g. chief, field); - 'igh'(e.g.</p>	<p>:/ sound spelt 'or' after 'w'  <b>Common exception</b>  <b>Aut:</b> words /a / sound spelt 'i' in common exception words: find, kind, mind, behind, child (children), wild, climb as well as others as needed by pupils.  <b>Spring:</b> Examples include: most, only, both, could, would, should, move, prove, improve and others as needed by pupils  <b>Summer:</b> All year 2 words taught so far.  <b>Apostrophes</b>  <b>Spring:</b> The possessive apostrophe (singular nouns) Apostrophe for contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)  <b>Summer:</b> Possessive apostrophe- singular nouns  <b>Suffixes</b>  <b>Spring:</b> Adding endings '-ing-', '-ed', '-er', '-</p>	<p>here/hear, knot/not, meat/meet  <b>Summer:</b> heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign  <b>Autumn:</b> Revise contractions from year 2  <b>Spring:</b> Revise contractions from year 2.  <b>Summer:</b> Revise contractions from year 3.  <b>Learning and Practising spellings</b>  Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the</p>	<p>ending changed to '-ally' Suffix '-ous' (poisonous, outrageous)  <b>Autumn:</b> Homophones peace/piece, main/mane, fair/fare  <b>Spring:</b> scene/seen, male/mail, bawl/ball  <b>Summer:</b> whether/weather, who's/whose, missed/mist, medal/meddle, team/teem  <b>Autumn:</b> Apostrophe Possessive apostrophe with singular proper nouns (Cyprus's population)  <b>Spring:</b> Revise contractions from Year 2 Possessive apostrophe with plurals  <b>Summer:</b> Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p>	<p><b>Spring:</b> Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'  <b>Learning and Practising spellings</b>  Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>draft/draught, dissent/descent, precede/proceed, wary/weary  <b>Learning and Practising spellings</b>  Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists • Root words and meanings Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>
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		<p>bright, right); - 'or' (e.g. short, morning); - 'ore' (e.g. before, shore); - 'aw' (e.g. yawn, crawl); - 'au' (e.g. author, haunt); - 'air' (e.g. hair, chair); - 'ear' (e.g. beard, near, year); - 'ear' (e.g. bear, pear, wear); - 'are' (e.g. bare, dare, scared); • spelling words ending with -y (e.g. funny, party, family); • spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); • using 'k' for the /k/ sound (e.g. sketch, kit, skin).</p>	<p>est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'</p> <p><b>Summer:</b> Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',</p> <p>Learning and practising spellings Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words. • Identify the tricky part of the word • Segmentation strategy • Look, Say, Cover, Write, Check • Rainbow write •</p>	<p>Years 3 and 4 word list.</p>	<p>Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>		
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			Saying the word in a funny way				
	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formations, placement and positioning	Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Write some letters accurately. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	With adult prompting, separate words with spaces, e.g. using a finger or a lollipop stick Separate words with spaces. Form lower case letters starting and finishing in the right place. Form lower case letters of the correct size in relation to one another in their writing.	Form capital letters and digits of the correct size, orientation and relationship to another and to lower case letters. Use spacing between words that reflects the size of the letters. Use diagonal and horizontal strokes needed to join letters.	Write consistently with neat, legible and joined handwriting	Write consistently with neat, legible and joined handwriting with increasing fluency.	Write consistently with neat, legible and joined handwriting with increasing fluency. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	Write consistently with neat, legible and joined handwriting with increasing fluency. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.

	<p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Separate words with spaces of consistent size. Start letters and finish lower case and capital letters in the right place. Form lower case and capital letters of the correct size in relation to one another in their writing.</p>	<p>To only use capital letters when they are necessary; not in the middle of sentences.</p>				
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	EYFS	KS1		KS2			
Writing Composition	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, writing and editing	<p>Know many rhymes, to be able to talk about familiar books and to be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>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.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls, doll's houses etc.</p> <p>Learn new vocabulary.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Proofread work to make passages more precise by removing unnecessary repetition or</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>

	<p>Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. Develop storylines in their pretend play. Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers</p>	<p>To read their writing aloud clearly enough to be heard by their peers and the teacher.  To use adjectives to describe.</p>	<p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout.  To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>			<p>irrelevant details.  To consistently link ideas across paragraphs.  To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Awareness of Audience, purpose</p>	<p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Learn new vocabulary.</p> <p>Use new vocabulary throughout the day</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Develop social phrases. Use new vocabulary in different contexts.</p> <p>Participate in small group, class and one-to one discussion, offering their own ideas, using recently introduced vocabulary.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>
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	EYFS	KS1		KS2			
Vocabulary, grammar and punctuation	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence construction and tense	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>	To use simple sentence structures.	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>

<p>Use of phrase and clause</p>	<p>Use longer sentences of four to six words.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition: hem she, they, it</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>	<p>To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice. To use question tags in informal writing.</p>
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Punctuation	To mostly use a capital letter and full stop.	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: -  capital letters, full stops, question and exclamation marks  -commas to separate lists;  apostrophes to mark singular possession and contractions	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semicolons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity
Terminology		To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.