

	Spoken Language	Spelling	Text Structure	Sentence	Word Classes	Punctuation
EYFS N	<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>Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	Sounds Write introduction	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p>Engage in extended conversations about stories, learning new vocabulary</p>			
EYFS R T1 &2	<p>Using sentences of four to six words – "I want to play with cars" or "What's that thing called?"</p> <p>Use sentences that have joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".</p> <p>Using the future and past tense: "I am going to the park" and "I went to the shop"</p> <p>Answer simple 'why' questions</p> <p>Sing a large repertoire of songs.</p> <p>Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p>	Sounds Write Initial Code Unit 1-7	<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>			Finger spaces, capital letters, full stops

EYFS R T3 &4	<p>Understand how to listen carefully and why listening is important. Describe events in some detail. Develop social phrases. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Use talk to organise sequence and clarify thinking, ideas, feelings and events.</p> <p>Use language to imagine and recreate roles and experiences in play situations.</p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning of sounds of new words.</p> <p>Link statements and stick to a main theme or intention.</p> <p>Introduce a storyline or narrative into play.</p>	Sounds Write Initial Code Unit 8-11	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>			Finger spaces, capital letters, full stops, exclamation marks, question marks, ellipsis
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EYFS R T5&6	<p>Listening and Attention</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their 	<p>Sounds Write Consolidation and introduction of Extended code</p>	<p>Writing</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. 	<p>Attempt to write short, meaningful sentences.</p> <p>Give meaning to marks during writing.</p> <p>Begin to break the flow of speech into words.</p>		<p>Finger spaces, capital letters, full stops, exclamation marks, question marks, ellipsis, notice speech marks and commas.</p>
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Y1

T1

<p>Compose a sentence orally.</p>	<p>Linked to phonics and the books that they are reading</p>	<p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative e.g. sift the flour.</p> <p>Use of numbers or bullet points to signal order.</p> <p>Rhetorical Question as a hook for reader.</p>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> <p>Imperative verbs start sentences e.g. spread, slice, cut.</p> <p>Sentences do not include pronouns and are written impersonally</p>	<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/ then.</p>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use question mark.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p>
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T2

<p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Listen and respond appropriately to adults and their peers</p>	<p>Linked to phonics and the books that they are reading</p>	<p>Beginning or end of narrative signalled e.g. one day</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The wolf was hiding.</p> <p>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p>	<p>Simple sentences, starting with a pronoun and a verb e.g. He went home</p> <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p>
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T3

<p>Speak audibly and fluently with an increasing command of Standard English. Discuss own work</p>	<p>Linked to phonics and the books that they are reading</p>	<p>Ideas grouped in sentences in time sequence.</p>	<p>Sentences using simple pronouns and connectives. Write sentences and re read own work. Persuasive features.</p>	<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>	<p>Use spaces to separate words. Begin to use full stops. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.</p>
<p>Ask relevant questions to extend their understanding and knowledge</p>	<p>Linked to phonics and the books that they are reading</p>	<p>Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>	<p>Separation of words with spaces Develop use of capital letters, full stops and learn exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I</p>

T4	Ask relevant questions to extend their understanding and knowledge. Participate in discussions, presentations, performances, role play, improvisations and debates	Linked to phonics and the books that they are reading	<p>Ideas are grouped together for similarity.</p> <p>Writes in first person.</p>	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'</p>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p>
T5	use relevant strategies to build their vocabulary	Linked to phonics and the books that they are reading	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we Understand past, present and future tense.</p>	Simple connectives are used to construct simple sentences e.g. and, but, then, so. Chronological order. Use adjectives to add detail to simple sentences.	<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>	Build on previous learning. Continue to use exclamation marks

T6		Linked to phonics and the books that they are reading	<p>Ideas grouped in sentences in time sequence.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Beginning describes what happened</p>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>	<p>Uses space to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p>
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Y2

<p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>Spellings linked to Sounds Write</p>	<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting Develop positive attitudes for writing</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Simple connectives and, but, then, so, when link clauses</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. massive field</p> <p>Make simple additions, revisions and corrections</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p>
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T1

		<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organized in groups.</p> <p>Using sequencing techniques – time related words.</p>	<p>Subject/verb sentences e.g. I think... We want...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. yesterday, today.</p> <p>Use simple noun phrases e.g. red shoes</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions. Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
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T2

select and use appropriate registers for effective communication.

Spellings linked to Sounds
Write

Brief introduction and conclusion.

Written in the past tense e.g. I went... I saw...
Main ideas organised in groups.

Ideas organized in chronological order using connectives that signal time.

Subject/verb sentences e.g. He was... They were... It happened...

Some modal verbs introduced e.g. would, could, should.

Use simple adverbs e.g. quickly, slowly.

Use simple noun phrases e.g. large tiger.

Noun
Form nouns using suffixes and compounding. Expanded noun phrases for description.
Add 'es' to nouns.

Verbs
Progressive form of verbs in the past and present tense.
Add 'es', 'ed' and 'ing' to verbs.

Adjectives
Add 'er' and 'est' to adjectives where no change is needed to root word.

Connectives/conjunctions
Subordination – when, if, that, because
Coordination – or, and, but.

Tense
Correct and consistent use of past and present tense.

Adverbs
'ly' added to adjective to form adverb.

Use capital letters correctly
Use full stops correctly
Use question marks correctly
Commas to separate items in a list.

T3	articulate and justify answers, arguments and opinions	Spellings linked to Sounds Write	Brief introduction and conclusion. Written In the present tense. Main ideas organised in groups. Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.
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T4

	ask relevant questions to extend their understanding and knowledge □ use relevant strategies to build their vocabulary	Homophones and near-homophones	Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... Main ideas organized in groups.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences correctly.
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T5

<p>gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication</p>	<p>Common exception words</p>	<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Simple connectives and, but, then, so, when link clauses</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. massive field</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions. Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
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T6	<p>articulate and justify answers, arguments and opinions □ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings □ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	Common exception words	<p>Brief introduction and conclusion.</p> <p>Written with an impersonal style</p> <p>Main ideas organised in groups.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. yesterday, last week</p> <p>Use simple noun phrases e.g. angry mum</p> <p>Uses rhetorical questions.</p> <p>Uses ambitious adjectives to grab the reader's attention.</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions. Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
Y3						

<p>listen and respond appropriately to adults and their peers □ ask relevant questions to extend their understanding and knowledge □ use relevant strategies to build their vocabulary</p>	<p>Words with the long /ei/ sound spelt ei, ey & ay. Words with /er/ spelt with ear. Homophones and near homophones.</p>	<p>Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When she arrived at the scene, the doctors told her exactly what happened.</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduction to inverted commas to punctuate direct speech</p>
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		<p>Clear introduction.</p> <p>Points about subject/issue</p> <p>Organised into paragraphs</p> <p>Sub-heading used to organize texts.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.</p> <p>Start sentences with verbs e.g. imagine, consider, enjoy.</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>
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T2

	<p>articulate and justify answers, arguments and opinions □ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings □ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>Adverbs using the suffix -ly (no change to root word) (root word ends in 'y' with more than one syllable) (root word ends in 'le') (root word ends in 'ic' or 'al') & exceptions to these rules. Plus Y3/4 Statutory spellings.</p>	<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent e.g. typically past tense for narration, present tense in dialogue</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose...</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed</p> <p>Adverbials e.g. When she reached home...</p> <p>Expanded noun phrases e.g. two horrible hours</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns. Introduce inverted commas</p>
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T3	<p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <input type="checkbox"/> speak audibly and fluently with an increasing command of Standard English</p>	<p>Words with short /i/ sound spelt with y. Adding suffixes beginning with a vowel (er, ed,ing,en) to words with more than one syllable. Creating negative meanings using prefixes mis-, dis-. Words with a /k/ sound spelt with 'ch'</p>	<p>Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of headings and sub-headings.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When the caterpillar makes a cocoon...</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Correct use of apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>
T4	<p>participate in discussions, presentations, performances, role play, improvisations and debates <input type="checkbox"/> gain, maintain and monitor the interest of the listener(s)</p>	<p>Homophones and near homophones. Adding the prefixes bi- & re-. Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'. Words with a /sh/ sound spelt 'que' plus Year 3/4 statutory spellings.</p>	<p>A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Adverbials e.g. When the glue dries, attach the paperclip.</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns. Commas to separate items in a list.</p>

T5

consider and evaluate different viewpoints, attending to and building on the contributions of others □ select and use appropriate registers for effective communication.

Words ending in -ary. Words with a short /u/ sound spelt with 'o' or 'ou'. Word families based on common words, showing how words are related in form and meaning.

Clear introduction.
Organised into paragraphs shaped around key events.
A closing statement to summarise the overall impact.

Simple sentences with extra description.
Some complex sentences using when, if, as etc.
Tense consistent e.g. modal verbs can/will
Adverbials
e.g. When she arrived at the scene, the doctors told her exactly what happened.

Noun
Form nouns using prefixes.
Nouns and pronouns used to avoid repetition.
Verbs
Present perfect forms of verbs instead of 'the'
Adjectives
Choose appropriate adjectives.
Connectives/conjunctions
Express time and cause (when, so, before, after, while, because)
Tense
Correct and consistent use of past and present tense.
Adverbs
Introduce/revise adverbs.
Express time and cause; then, next, soon.

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
Introduce colon for playscript

T6	ask relevant questions to extend their understanding and knowledge □ use relevant strategies to build their vocabulary □ articulate and justify answers, arguments and opinions	Words ending in the suffix -al. Words ending with a /zher/ sound spelt with 'sure' /cher/sound spelt with 'ture'. Silent letter revision	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] .	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Y4						

<p>listen and respond appropriately to adults and their peers □ ask relevant questions to extend their understanding and knowledge □ use relevant strategies to build their vocabulary</p>	<p>Words with /aw/ spelt with 'augh' and 'au'. Adding the prefixes in-, im- il- & ir-. Homophones and near homophones. Words with /shun/ ending spelt with 'sion'.</p>	<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organized correctly into key ideas. All letter layout features included.</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>
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		<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis</p>	<p>Variation in sentence structures e.g. while, although, until</p> <p>Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,....</p> <p>Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</p> <p>Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>
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T2

<p>articulate and justify answers, arguments and opinions □ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings □ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>Words ending with a /shun/ sound spelt with 'sion' 'ssion' 'tion' & 'cian'. Words with 'ough' to make a long /o/, /oo/ or /or/ sound. Y3/4 Statutory spellings.</p>	<p>Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly around key events. Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Variation in sentence structures e.g. While we watched the sea lion show... Use embedded/relative clauses e.g. Penguins, which are very agile, Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials</p>
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T3

	<p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas □ speak audibly and fluently with an increasing command of Standard English □ participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Homophones and near homophones. Nouns ending in the suffix -ation. Adding the prefixes sub- and super-. Plural possessive apostrophes with plural words.</p>	<p>Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration.</p>	<p>Variation in sentence structures e.g. While the witness was distracted... As the police arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>
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T4

	<p>gain, maintain and monitor the interest of the listener(s) □ consider and evaluate different viewpoints, attending to and building on the contributions of others □ select and use appropriate registers for effective communication</p>	<p>Words with the /s/ sound spelt with 'sc'. Words with a soft 'c' sound spelt with 'ce' & 'ci'. Word families based on common words and statutory spellings.</p>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</p>	<p>Variation in sentence structures e.g. While the pastry cooks...</p> <p>As the sauce thickens... Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>Noun Expanded noun phrases</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions when, before, after, while, because, if</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbials First, Firstly, Before, After, Later, Soon, Also, In addition, However</p>	<p>Use commas to separate adjectives after a list. Consolidation for four main punctuation marks (. , ! ?) Use commas to mark fronted adverbials.</p>
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T5

	<p>listen and respond appropriately to adults and their peers □ ask relevant questions to extend their understanding and knowledge □ use relevant strategies to build their vocabulary □ articulate and justify answers, arguments and opinions □ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>Adding prefixes inter-, anti-auto-, ex- & non-. Words ending in ar/-er.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organized correctly into key ideas.</p> <p>Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.</p>	<p>Variation in sentence structures e.g. While the eggs hatch female penguins ...</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile,</p> <p>Include subordinating conjunction to join clauses, including as openers e.g. Although they have a fierce reputation, the Vikings weren't all bad.</p> <p>Begin to use Present Perfect tense to place events in time e.g. This week we have visited the Houses of Parliament</p> <p>Use technical vocabulary to show the reader the writer's expertise.</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Use of commas after fronted adverbials.</p> <p>Grammatical difference between plural and possessive Use commas to mark subordinate clauses e.g. When he was a boy, Dahl did not like reading</p>
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T6	<p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <ul style="list-style-type: none"> □ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas □ speak audibly and fluently with an increasing command of Standard English 	<p>Adding the suffix -ous. Adverbs of frequency, possibility and manner.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter. Paragraphs organised correctly into key ideas.</p> <p>Subheading Topic sentences Facts and statistics</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived...</p> <p>Use imperative verbs to convey urgency e.g. Buy it today!</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>More complicated rhetorical questions e.g. haven't you always longed for a...?</p> <p>Use noun phrases to add details and description e.g. Our fantastic resort.</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense and 2nd person.</p> <p>Adverbs Firstly, Also, In addition, However, On the other hand, Therefore, In conclusion</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials and subordinate clauses.</p> <p>Use inverted commas and other punctuation to indicate direct speech. Use ? ! For rhetorical/exclamatory sentences</p>
Y5						

<p>listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions</p>	<p>Words with endings that sound like /shuhs/spelt with -cious & -ious. Words with the short vowel sound /i/ spelt with 'y'. Words with the long vowel sound /i/ spelt with y. Homophones and near homophones.</p>	<p>Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organized chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective.</p>	<p>Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis</p>
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			<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis</p> <p>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p>		
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T2

	<p>speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates gain, maintain and monitor the interest of the listener(s)</p>	<p>Words with silent letters, modal verbs. Words ending in -ment. Adverbs of possibility and frequency. Year 5/6 statutory spelling words.</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both view points are transparent for reader. Emotive language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statements are used to change the reader's opinion. E.g. you will never need to...</p>	<p>Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>using a colon to introduce a list punctuating bullet points consistently</p>
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T3

	<p>participate in discussions, presentations, performances, role play/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication Notes and guidance (non-statutory)</p>	<p>Nouns using -ity, -ness, & -ship suffixes. Homophones and near homophones.</p>	<p>Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective.</p>	<p>Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>using semicolons, colons or dashes to mark boundaries between independent clauses</p>
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T4

<p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>Words with an /or/ sound spelt with 'or' & 'au'. Converting nouns or adjectives into verbs using suffixes -ate, -ise, -ift & -en.</p>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</p> <p>Prepositional phrases used cleverly. e.g. In the event of a blackout...</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>	<p>using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity</p>
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T5

<p>listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Words containing the letter string 'ough'. Adverbials of time & place. Words with an /ear/ sound spelt 'ere'. Year 5/6 statutory spellings.</p>	<p>Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalized sentences are used to categorise and sort information for the reader Purpose of the report is to inform the reader and to describe the way things are. Formal and technical language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach. Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently</p>
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T6	<p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play/improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication</p>	<p>Unstressed vowels in polysyllabic words. Adding verb prefixes de-, re- & over-. Convert nouns or verbs into adjectives using suffixes -ful, -ive & -al.</p>	<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis</p> <p>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p>	<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is.</p> <p>Fronted adverbials Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>	<p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p>
	<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p>	<p>Sentence length varied e.g short/long.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>				
Y6						

<p>listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions</p>	<p>Ambitious synonyms:adjectives. Homophones and near homophones. Adjectives ending in -ant into nouns ending in -ance/-ancy -ent into -ence/-ency. Hyphens.</p>	<p>The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply</p>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions... Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire...</p>	<p>Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>	<p>using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis</p>
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		<p>Letter well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writers position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>	
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T2

	<p>speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates gain, maintain and monitor the interest of the listener(s)</p>	<p>Words ending in -able & -ably. Word families based on common words. Creating diminutives using prefixes micro- or mini-</p>	<p>The report is well constructed and answers the readers questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions... Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire...</p>	<p>Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>	<p>using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently</p>
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<p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Adding suffixes beginning with vowel letters to words ending in -fer. Words with a long /e/ sound spelt 'ie' or 'ei' after c 9and exceptions). Word families based on common words. Y5/6 statutory spellings.</p>	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p>	<p>Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description e.g. everyone charged like a deer pack under threat</p> <p>Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>	<p>using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis</p>
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		<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</p> <p>Prepositional phrases used cleverly. e.g. In the event of a blackout...</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>	<p>using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently</p>
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T4

	<p>gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication</p>	<p>Words with endings which sound like 'shuhl' after a vowel letter and a consonant letter. Words with a 'soft c' spelt /ce/. Word families based on common words. Y5/6 statutory spelling words.</p>	<p>Newspapers well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p> <p>Headlines include puns.</p>	<p>Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident...</p> <p>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>	<p>using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently</p>
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T5

use relevant strategies to build their vocabulary
articulate and justify answers, arguments and opinions
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Word families based on common words. Words that can be nouns and verbs.
Words with a long /o/ sound spelt 'ou' or 'ow'. Words ending in -ible & -ibly.

The report is well constructed and answers the reader's questions.

The writer understands the impact and thinks about the response.

Information is prioritised according to importance and a frame of response set up for the reply.

Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.

Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally

Sentence length and type varied according to purpose.

Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...

Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.

Prepositional phrases used cleverly.
e.g. In the event of a fire...

Noun
Expanded noun phrases to convey complicated information concisely.

Verbs
Use modal verbs.
Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.

Adjectives
Choose appropriate adjectives

Connectives/conjunctions
Use a wide range of connectives.

Tense
Change tense according to features of the genre.

Adverbs
Link ideas across a text using cohesive devices such as adverbials.

using commas to clarify meaning or avoid ambiguity in writing
using hyphens to avoid ambiguity
using brackets, dashes or commas to indicate parenthesis
using semicolons, colons or dashes to mark boundaries between independent clauses
using a colon to introduce a list
punctuating bullet points consistently

T6	<p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play/improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication</p>	Synonyms and antonyms.	<p>Title, list of characters and introduction describing the scene.</p> <p>Characters name are written on the left</p> <p>New line for every speaker</p> <p>New scene/new setting.</p> <p>Present tense for stage directions</p>	Present tense stage directions <i>(move to the left of the stage)</i>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	Brackets, colon. Elipses to show thinking
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Useful Vocabulary	Genres	Handwriting
	Experience rhymes, narrative, recount, poetry,	Tripod grip developing
	Experience recount, narrative, lists, labels, cards letters, captions, poetry, traditional tales, nursery rhymes	



Finger spaces, capital letters,
full stops, exclamation marks,
question marks, ellipsis

Letter join easy letters and
numbers, introduce harder
letters -21 to 45



Recount, narrative, poetry,
instructions, non fiction

Letter join - harder words and
numbers 46 to 70



<p>1, 2, 3, 4, 5</p> <p>First</p> <p>Next</p> <p>After</p> <p>Cut</p> <p>Move</p> <p>Fold</p> <p>Stir</p> <p>Colour</p> <p>Paint</p>	<p>Instructions</p>	<p>Begin to form lower case letters in the correct direction, starting and finishing in the right place.</p>
<p>Year 1 ambitious vocabulary used</p> <p>Range of size adjectives used e.g. big, small</p> <p>Range of colour adjectives used e.g. red, blue</p> <p>Range of emotion words used e.g. sad, angry, cross</p> <p>Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this</p> <p>Prepositions: up, down, in, into, out, to, onto</p> <p>Time connectives: first, then, next</p> <p>Once upon a time, one day, happily ever after</p>	<p>Story/Narrative Setting Description</p>	<p>Sit correctly and hold a pencil correctly.</p>

<p>Dear From I like I went I saw It was My favourite They were There was Next Then First After And, but, so, when</p>	<p>Narrative (see T1 build on previous knowledge) Letter Writing (invitation)</p>	<p>Understand which letters belong to which handwriting families and practice these.</p>
<p>□ are... is... They are... The different... This is a □ There are □ These can be grouped _</p>	<p>Non-Chronological Report Poetry</p>	<p>Form digits 0-9 and form capital letters.</p>

<p>It was Brilliant Best Exciting The most Super Fantastic Great It will Now you can Try</p>	<p>Persuasive Leaflet</p>	<p>Begin to form lower case letters in the correct direction, starting and finishing in the right place.</p>
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<p>First Next After Finally The best part was The worst part was I liked I didn't like</p>	<p>Recount (Diary) Repeated Poetry</p>	<p>Sit correctly and hold a pencil correctly.</p>
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<p>On Monday... The accident... People felt... Happened Angry Upset First Next After When Then So But It was...</p>	<p>Newspaper</p>	<p>Understand which letters belong to which handwriting families and practice these.</p>
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Year 2 ambitious vocabulary
used Time connectives: after,
after that, at that moment, by
next morning, in the end, one
day, next morning, soon, as
soon as, until, when, while,
later, soon, never, now,
tomorrow, finally, in the end,

Adverbs: suddenly, quickly,
slowly, carefully, nervously,
excitedly, happily, lazily,
angrily, slowly, truthfully

Story/Narrative.

Use spacing between words
that reflect the size of the
letters.

Write capitals and digits of
correct size and orientation, in
relation to one another and
lower case letters

Handwriting Form lower case
letters of the correct size
relative to one another.

Start using some of the
diagonal and horizontal strokes
needed to join letters and
understand which letters are
left unjoined.

Use spacing
between
words that
reflect the

<p>And, then, but, so, when. Dear Mr/Mrs.. Dear Sir/Madam.. Yours Sincerely Yours faithfully Later Afterwards After that Eventually I would like to... We felt...</p>	<p>Letters Character Description (see story Y2)</p>	<p>Begin to form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>Sit correctly and hold a pencil correctly.</p>
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Afterwards
After that
When
Suddenly
Just then
Next
Much later
I found it interesting when
I found it boring when
I didn't expect

Recount

The biggest
The greatest
The longest
The tallest
I think that
I believe that
Extraordinary
Remarkable

Persuasive

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They like to
They can
It can
Like many
I am going to
There are two sorts of
They live in
The have but the _ have
□

Non-Chronological Report



Year 2 ambitious vocabulary
used Time connectives: after,
after that, at that moment, by
next morning, in the end, one
day, next morning, soon, as
soon as, until, when, while,
later, soon, never, now,
tomorrow, finally, in the end,
in
conclusion, ultimately, to
conclude, to summarise

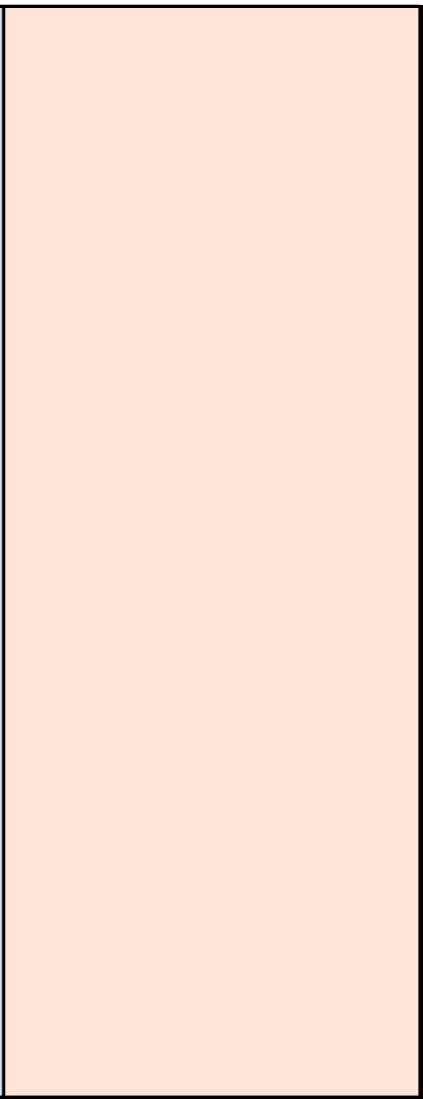
Conjunctions: who, because

Adverbs: suddenly, quickly,
slowly, carefully, nervously,
excitedly, happily, lazily,
angrily, slowly, truthfully

Story Writing
Poems

I am going to...
In fact...
It seems...
To sum this up...
The opposite view of this is...
Not everyone agrees with
this...

Balanced Argument



During his/her early life...
Soon afterwards...
Sometimes he...
Strangely...
One of the most remarkable
facts about...
His/her greatest achievement
was...

Biography

Letterjoin 226 - 235

<p>Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy</p>	<p>Persuasion</p>	
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<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p>Narrative</p>	<p>Letterjoin 236 - 245</p>
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The following report
They don't
It doesn't
Sometimes
Often
Most

6 Letterjoin 246 - 255

Afterwards
After that
To begin with
Begin by
Secondly
The next step is to
With a slow movement
With a quick pull
Try to

Instructions

Letterjoin 256 - 265

<p>During his/her early life... Soon afterwards... Sometimes he... Strangely... One of the most remarkable facts about... His/her greatest achievement was...</p>	<p>Playscript</p>	<p>Letterjoin 266 - 275</p>
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Last week
During our school trip
Soon
Meanwhile
To begin with
I was pleased that
I didn't expect that
It was difficult to

Recount

Letterjoin 276 - 286



As I stated earlier...
Referring to...
This is an unfortunate...
It is with regret...
I would be grateful if...
It is with regret that...
I look forward to hearing from
you in due course.
Use modal verbs to hint future
action or possibilities e.g.
should, would, could.

Letters

Letterjoin 287 - 296

Year 4 ambitious vocabulary used

Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually

Story

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Later on...
Before long...
At that very moment...
At precisely...
When this was complete...
I was gripped by...
I felt overwhelmed when...
I was personally affected by...
This has changed how I feel
about...

Recount

Letterjoin 297 - 306

John Smith (64), a retired community officer said...

Within minutes...

The school confirmed that...

She claimed that..

He continued by informing us that...

Police were...

Newspaper Report

Letterjoin 307 - 316

Continue by...
Carry on...
Do this until...
Stop when...
When you have done this...
Try not to..
Avoid..

Instructions

Letterjoin 317 - 326

This report will
The following Information
Usually Normally Even though
Despite the fact As a rule

Non-Chronological Report

Letterjoin 327 - 336

I believe that
It seems to me that
It is clear that
Is it any wonder that
Furthermore
As I see it
Tremendous
Implore you to consider
Extremely significant
Inevitably
Finally
In conclusion
In summary
The evidence presented...
Have you ever thought
about...?
Do you think that..?
Fed up with...?

Persuasive Argument

Letterjoin 337 - 436

<p>As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt... In a flash... Presently Meanwhile In conclusion The experience overall.</p>	<p>Recount</p>	<p>Letterjoin units 347 - 357</p>
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Year 5 ambitious vocabulary
used

Narrative

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It strikes me that...
My intention is to...
To do this I will...
As I see it...
It appears to me...
Naturally...
It is precisely because....
Subsequently...
Doubtless...
Nevertheless...
In stark contrast...
Contrary to this position...
It would seem logical...
Let us consider the impact...
In conclusion...
The evidence presented leads
me to conclude...

Balanced Argument

Letterjoin units 357 - 366

In (insert year)
at the age of.....
I/we,me,mine...
The time came for...
In my later years...
Once I had...
Nobody is sure why...
In spite of...
My lasting legacy is that...

Auto-Biography

Letterjoin 367 to 376

<p>It appears that... There can be no doubt that.. It is critical.. Fundamentally... How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example... I would draw your attention to... I would refer to... On the basis of the evidence presented... Phenomenal Unique Unmissable You will be... Don't.. Take a moment to... Isn't it time to...? Worried about...</p>	<p>Persuasion</p>	<p>Letterjoin 377 to 386</p>
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The purpose of this report/article is to..
The information presented will...
Some experts believe...
This article is designed to
Many specialists consider
Firstly I will...
It can be difficult
___ will enable you to understand.

Unlike
Despite
Although
Like many

Non-Chronological Report

Letterjoin 387 to 396

	Myths - Narrative	Letterjoin 397 to 406
Don't forget to.. Be careful of.. Don't worry about.. Concentrate on.. At this point..	Instructions	

They are unusually
They are rarely
They are never..
They are very...
Generally
Be careful if you
Frequently they...
I will attempt to...
This article will frame...
It can be difficult to...
Each paragraph...
More than
Half
Less than half...

Biography

Letterjoin 1 -10

Please do not hesitate to contact me...
An early response would be greatly appreciated...
Please accept my...
I wish to express...
The impact of...
Despite continued efforts...
Subsequently...

Letter

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<p>They are unusually They are rarely They are never... They are very... Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less then half...</p>	<p>Diary</p>	<p>Letterjoin 11 - 20</p>
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Year 6 ambitious vocabulary used.

Sci-fi Story

Letterjoin 21 - 30

<p>I will present.. Following that I will... One argument for this is that... ...fundamentally flawed... ...an easy answer that avoids... I would counter this view.... It seems plausible to... Moreover... In point of fact... The evidence I would use to support this is... It surprises me that... It is my conviction... Finally I would like to add... Even though there has been a long history of activists...</p>	<p>Balanced Argument</p>	
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The impact of...
Despite continued efforts...
Subsequently...
The appointed spokesman...
In addition...
Mrs Hedges emphasized...
Tragic...
Crisis situation
Epic proportions...
Many parents refused to
accept...
The horror...
Politicians also spoke of how...

Newspaper

Letterjoin 31 - 40

<p>They are unusually They are rarely They are never.. They are very... Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less then half...</p>	<p>Non-Chronological Report</p>	<p>Letterjoin 41 - 50</p>
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Stage directions ... moves quickly, points to the sign etc. Said in an excited manner, said sadly, screamed.

Playscript

Letterjoin 51 - 60