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| **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * Spell words by identifying sounds in them and representing the sounds with a letter or letters | * Say, and hold in memory whilst writing, simple sentences make sense. * Write simple sentences that can be read by themselves and others. * Separate words with spaces * Use punctuation to demarcate simple sentences (capital letters and full stops). * Use capital letters and names of people, places and days of the week. * Use capital letter for the personal pronoun I * Identify and use question marks and exclamation marks * Use the joining word ‘and’ to link words and clauses. * Extend range of joining words to link words and clauses using ‘but and or’. | * Say, write and punctuate simple and compound using the joining words ‘and, but, so and or’ (co-ordination). * Use sentences with different forms: statement, question, command, exclamation. * Secure the use of full stops, capital letters, exclamation marks and question marks. * Use commas to separate items in a list. * Use apostrophes for contracted forms *e.g. don’t, can’t wouldn’t you’re I’ll.* * Use apostrophes for singular possession in nouns *e.g. the girl’s name* * Use subordination for time using ‘when before and after’ *e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.* * Use subordination for reason using ‘because and if’ *e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.* * Use the subordination conjunction ‘that’ in a sentence *e.g. I hope that it doesn’t rain on sports day.* * Select, generate and effectively use verbs. * Explore the progressive form of verbs in the present tense (*e.g. she is drumming*) and past tense (*e.g. he was shouting*) to mark actions in progress. * Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports. * Use the present tense for non-chronological reports and persuasive adverts. * Select, generate and effectively use nouns. * Select, generate and effectively use adjectives | * Identify clauses in sentences * Explore and identify main and subordinate clauses in complex sentences. * Explore, identify and create complex sentences using a range of **conjunctions** e.g. when, if because, although, while, since, until, before, after, so * Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first e.g. *Although it was raining, we decided not to take our coats.* * Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond * Select, generate and effectively use **prepositions** for where *e.g. above, below, beneath, within, outside, beyond* * Select, generate and effectively use **adverbs** *e.g. suddenly, silently, soon, next, eventually* * Use **inverted commas** to punctuate **direct speech (speech marks).** * Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. *He has gone out to play* (present perfect) instead of *he went out to play* (simple past) * Use the determiner *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box* | * Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. * Use commas to mark clauses in complex sentences. * Create sentences with fronted adverbials for when *e.g. As the clock struck twelve, the soldiers sprang into action.* * Create sentences with fronted adverbials for where *e.g. In the distance, a lone howled.* Use commas after fronted adverbials. * Identify, select and effectively use pronouns. * Use nouns for precision, *e.g. burglar rather than, bungalow rather than house.* * Explore, identify and use noun phrases *e.g. the crumbly cookie with tasty marshmallow pieces.* * Explore, identify and use Standard English verb inflections for writing e.g. *We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.* | * Create complex sentences by using relative clauses with relative pronouns *who, which, where, whose, when, that e.g. Sam,* ***who*** *had remembered his wellies, was first to jump in the river. The thief broke into the house* ***which*** *stood on the top of the hill.* * Create complex sentences where the relative pronoun is omitted *e.g. Tina, standing at the bus stop, pondered the day ahead* * Create and punctuate complex sentences using ed opening clauses *e.g. Exhausted from the race, Sam collapsed in a heap.* * Create and punctuate complex sentences using opening clauses, *e.g. Grinning with anticipation, Paul launched himself from the diving board.* * Demarcate complex sentences using commas in order to clarify meaning * Identify and use commas to indicate parenthesis e.g. The house, lonely and abandoned, teetered on the edge of the cliff. * Identify and use brackets to indicate parenthesis e.g. in formal writing: *The cheetah (acinonyx jubatus) inhabits open grassland in Africa.* * Identify and use dashes to indicate parenthesis, e.g. in less formal writing: *The cake was lovely – delicious in fact – so I had another slice.* * Link ideas across paragraphs using adverbials for time, place and numbers *e.g. later, nearby, secondly.* * Use devices to build cohesion within a paragraph *e.g. firstly, then, presently, this, subsequently.* * Use expanded noun phrases to convey complicated information concisely *e.g. carnivorous predators with surprisingly weak jaws and small teeth.* * Identify the audience and purpose. * Select the appropriate language and structures. | * Use devices to build cohesion between paragraphs in persuasive, discursive (discussion in issues and opinions) and explanatory texts e.g. adverbials such as: *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.* * Use devices to build cohesion between paragraphs in narrative *e.g. adverbials such as: in the meantime, meanwhile, in due course, until then* * Identify and use semi-colons to mark between independent clauses *e.g. It is raining; I am fed up* * Explore and investigate active and passive e.g*. I broke the window in the greenhouse versus the window in the greenhouse was broken.* * Explore, collect and use examples of the perfect form of verbs to mark relationships of time and case *e.g. I had eaten lunch when you came* (past perfect); *She has eaten lunch already or I have eaten lunch already* (present perfect); *I will have eaten lunch by then* (future perfect). * Explore how hyphens can be used to avoid ambiguity *e.g. man eating shark* versus *man-eating shark.* * Explore, collect and use subjunctive forms for formal speech and writing *e.g. If I were able to come to your party. I would….; The school requires that all pupils be honest.* |