

Leighswood Curriculum Progression Map- Writing

Level Expected at the end of EYFS	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Early Learning Goals • Children should use their phonic knowledge to write words in ways which match their spoken sounds. • Children can write some irregular common words. • Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. • Children show an awareness and understanding of capital letters and full stops within their sentences.	Pupils should be taught to: • With support, write simple coherent narratives, real or fictional, and begin to write for a range of purposes. • Children should be able to use full stops, capital letters commas in a list, question marks and exclamation marks mostly correctly. • Children should be able to use simple coordinating and subordinating conjunctions correctly in their writing • Children can use simplistic expanded noun phrases and descriptive devices such as simile to describe characters or settings • Children should be able to structure writing into simple paragraphs to show a change of time, place or theme. • Write in consistent tense and person throughout a piece • Handwriting should be correctly orientated and formed with some legible joins consistently used. • Spelling should reflect phonetically plausible attempts of more challenging words • Spellings with common suffixes should be mostly accurate	Pupils should be taught to: • write effectively for a range of purposes and audiences, selecting language that • shows good awareness of the reader (e.g. the use of the first person in a diary; direct • address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, • doing this mostly appropriately (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) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and • place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted • commas and other punctuation to indicate direct speech) • spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary • to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed

Intent

At Leighswood , we believe that a quality Writing curriculum should develop a child's life-long love of writing which should be delivered hand in hand with the reading of a range of texts and meaningful discussion. We recognise the importance of nurturing a culture where children can write clearly and accurately with the ability to adapt their style with attention to purpose and audience in a range of contexts. We aspire to create a vocabulary rich learning environment where writing is inspired from real life, meaningful experiences and the study of literature from our rich cultural heritage. At Leighswood , we understand that children must develop a secure knowledge base of grammar, punctuation , spelling strategies and handwriting as well as compositional elements which follows a clear pathway of progression as they advance through the curriculum. A secure basis in writing is crucial to accessing a high quality education and will give our children the tools they will need to participate fully as members of society.

Implementation

Lessons are taught in a sequence which allows children the opportunity to study a wealth of models and examples before children produce their own pieces. Lessons are focussed around themes for writing and learning journeys are shared with pupils so they have a clear understanding of the purpose of what they are writing and who they are writing for . All children are encouraged to share ideas, discuss themes, plan writing , draft, edit and publish work along with discrete lessons which are taught alongside units in order to introduce or reinforce new skills . Discrete spelling lessons are taught weekly which feed into the wider curriculum as are grammar skills across the school. Writing is always linked to a shared text or experience which reflects the main cross curricular topic for each year group. Children are immersed in themes , language and discussion in each and every piece on their journey to become an orator, writer, poet or author

Impact

Children produce high quality, purposeful writing which demonstrates a clear awareness of purpose and audience . Writing develops well throughout the year groups and children generally have a good level of vocabulary due to the immersive nature of the wider curriculum which is reflected through the children's own written work. Progression shows clear and meaningful planning and delivery of new content as evident in pupils written work. Pupils can speak about their writing confidently and are able to discuss the purpose for their writing as well as demonstrating their enjoyment of writing through themes and experiences. Our expectations and standards are high and we aim to attain the best for every individual through our careful assessment and delivery of the curriculum to meet the needs of the learner . All Leighswood children will leave us at the end of Key Stage two with the ability to achieve well in the next stage of their education

Spellings and phonics	EYFS	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To continue a rhyming string.	To know all letters of the alphabet and the sounds which they most commonly represent.	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.	To spell words with the / ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).	To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).	To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).	To spell words ending in -able and -ably (e.g. adorable, adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).
	To hear and say the initial sound in words.	To recognise consonant digraphs which have been taught and the sounds which they represent.		To spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).			
	To segment the sounds in simple words and blend them together.	To recognise vowel digraphs which have been taught and the sounds which they represent.	To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight).	To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).	To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).	To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).	To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).
	To link sounds to letters, naming and sounding the letters of the alphabet.	To recognise words with adjacent consonants.		To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).			
		To accurately spell most words containing the 40+ previously taught phonemes and GPCs.	To apply further Y2 spelling rules and guidance*, which includes:	To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).	To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).	To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).	To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).
	To use their phonic knowledge to write words in ways which match their spoken sounds.	To spell some words in a phonically plausible way, even if sometimes incorrect.					
		To apply Y1 spelling rules and guidance*, which includes:		To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).		To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through,	To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).
		- the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; - the /tj/ sound spelt 'n' before 'k' (e.g. bank, think); - dividing words into	- the /dz/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); - the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); - the /r/ sound spelt 'wr' (e.g. write, written); - the /l/ or /əl/ sound	To spell words ending	e.g. musician, electrician,		To spell words with

		syllables (e.g. rabbit, carrot); - the /tʃ/ 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 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); - 'ce' (e.g. green, week);	spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); - the /aɪ/ sound spelt -y (e.g. cry, fly, July); - adding -est to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); - adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; - adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); - adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); - the /ɔ:/ sound (or) spelt 'a' before 'l' and	with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).	magician, politician, mathematician). To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc')	thorough, borough, plough, bough).	endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).
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		- ‘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. bright, right); - ‘or’ (e.g. short, morning); - ‘ore’ (e.g. before, shore); - ‘aw’ (e.g. yawn, crawl);	’ll’ (e.g. ball, always); - the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother); - the /i:/ sound spelt –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); - the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash) - the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm); - the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards); - the /z/ sound spelt ‘s’ (e.g. television, usual).				
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		- '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).					
Common exception words	To write some irregular common words.	To spell all Y1 common exception words correctly.* To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.

		Key Stage 1		Key Stage 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Joining Letters			To begin to use the diagonal and horizontal strokes needed to join letters.	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

Letter formation and positioning	To sometimes give meaning to marks as they draw and paint. To realise tools can be used for a purpose. To draw lines and circles using gross motor movements. To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. To hold a pencil near point between first two fingers and thumb, and uses it with good control. marks they make as they draw, write and paint. To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	To write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; -choosing the writing implement that is best suited for a task.
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Prefixes and Suffixes		To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.	To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).	To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).
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Planning, Writing and Editing	To speak to retell a simple past event in correct order To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. To engage in imaginative role play based on own first-hand experiences. To build stories around toys,. To capture experiences and responses with a range of media To link statements and sticks to a main theme or intention. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To introduce a storyline or narrative into their play. To write own name and other things such as labels, captions. To attempt to write short sentences in meaningful contexts. To play cooperatively as part of a group to develop and act out a narrative. To develop their own narratives and explanations by connecting ideas or events. To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible	To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. 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).	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	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. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or 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.	To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Awareness of Audience, Purpose and Structure	To use vocabulary focused on objects and people that are of particular importance to them. To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use language to imagine and recreate roles and experiences in play situations. To express themselves effectively, showing awareness of listeners' needs.	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.	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. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. 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.	To and movement so that meaning is clear, 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. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume	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.). 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).

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Construction and Tense	To begin to understand 'why' and 'how' questions. To question why things happen and gives explanations and asks questions, e.g. who, what, when, how. To use a range of tenses in speech (e.g. play, playing, will play, played). To answer 'how' and 'why' questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	To use simple sentence structures.	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.	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.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use of Phrases and Clauses	To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').	To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.	To use co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	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. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	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. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	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). 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.	To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	Awareness of capital letters and full stops within sentences .	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 marks 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 semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use of Terminology	To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	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.