

Writing Curriculum Progression Early Years to Year 6



Writing at Mandale Mill Primary School-

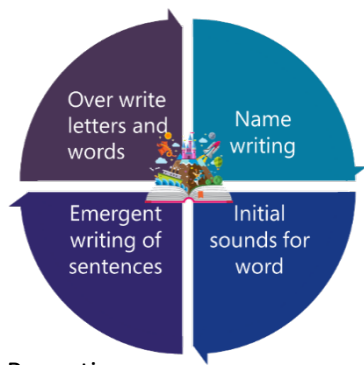
At Mandale Mill Primary School, we understand that writing is an essential skill that underpins all elements of the curriculum and is an essential life-skills and we want our children to become confident and independent writers. We want our children to not only understand the purpose and importance of writing but also enjoy the writing process.

It is our intention that our children understand the social functions of writing in order to use different genres of writing appropriately by considering its purpose and matching it to its audience. Furthermore, it is our intent that every child develops a progressive understanding of grammatical conventions, the way in which punctuation aids understanding and how to apply spelling rules. It is also our intent that all children have a joined, legible and increasingly efficient handwriting style. Through our teaching of writing, we intend to impart children with the knowledge, understanding and skills they need in order to reach their potential as individuals.

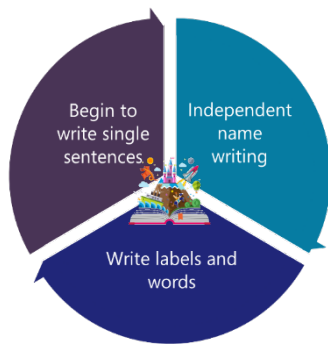
At Mandale Mill Primary School, the teaching of writing within the English curriculum and the wider curriculum has been carefully considered to enable our children to become confident and creative writers.

This document should be read in conjunction with the subject policy, the Teaching and Learning Policy and the Long-Term plan for each year group and assessment documentation.

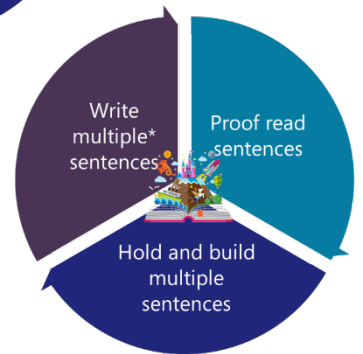
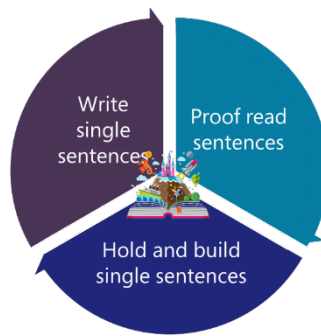
Writing Cycle Structure-



Reception



Year One




Year Two onwards




Overarching principles-

Key Knowledge and Skills in Genre Progression-

Instructions	Recount (newspaper, diary, reports, biographies, letters)	Explanation texts	Non-chronological reports	Persuasion (adverts, leaflets, arguments, letters)
Information texts	Balanced argument and discussion texts (speech, essay, letter)		Poetry	Story/narrative
				

Key Knowledge and Skills in Grammar and Punctuation-

Word	Sentence	Text
Punctuation	Terminology for pupils	
		

Key Knowledge and Skills in Genre Progression-

Genre	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Instructions</p>	<ul style="list-style-type: none"> Listen to and follow a single more detailed instruction and a longer series of instructions. Think out and give clear single oral instructions. Routinely read and follow written classroom labels carrying instructions. Read and follow short series of instructions in shared context. Contribute to class composition of instructions with teacher scribing. Write two consecutive instructions independently 	<ul style="list-style-type: none"> Listen to and follow a series of more complex instructions. Give clear oral instructions to members of a group. Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features: <ul style="list-style-type: none"> statement of purpose, list of materials or ingredients, sequential steps, direct/imperative language use of adjectives and adverbs limited to giving essential information emotive/value-laden language not generally used As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game 	<ul style="list-style-type: none"> Read and follow instructions. Give clear oral instructions to members of a group. Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. Write clear written instructions using correct register and devices to aid the reader 	<ul style="list-style-type: none"> In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features). Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again. 	<ul style="list-style-type: none"> In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features). Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again. 	<ul style="list-style-type: none"> Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text as appropriate.
<p>Recount (newspaper, diary, reports, biographies, letters)</p>	<ul style="list-style-type: none"> Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Write simple first-person recounts linked to 	<ul style="list-style-type: none"> Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Write simple first-person recounts linked to 	<ul style="list-style-type: none"> Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. Write newspaper style reports, e.g. about 	<ul style="list-style-type: none"> Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. Write newspaper style reports, e.g. about 	<ul style="list-style-type: none"> Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. ‘As he was running away he noticed...’, possible supporting illustrations, degree of formality adopted and use of connectives. Use the language features of recounts including formal language 	<ul style="list-style-type: none"> Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical

	<p>topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p>	<p>topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p>	<p>school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader.</p> <ul style="list-style-type: none"> • Include recounts when creating paper or screen based information texts. 	<p>school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader.</p> <ul style="list-style-type: none"> • Include recounts when creating paper or screen based information texts. 	<p>when recounting events orally.</p> <ul style="list-style-type: none"> • Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader. 	<p>characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary.</p> <ul style="list-style-type: none"> • When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. • Use the language conventions and grammatical features of the different types of text as appropriate.
<p>Explanation texts</p>	<ul style="list-style-type: none"> • Read captions, pictures and diagrams on wall displays and in simple books that explain a process. Draw pictures to illustrate a process and use the picture to explain the process orally. 	<ul style="list-style-type: none"> • After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. After seeing and hearing an oral Explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately. • Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. • Following other practical tasks, produce a simple flow chart or cyclical diagram independently. 	<ul style="list-style-type: none"> • Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. • Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively. 	<ul style="list-style-type: none"> • Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms • Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. • Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing: – purpose: to explain a process or to answer a question – structure: introduction, followed by sequential explanation, organised into paragraphs – language features: usually present tense; use of connectives of time and cause and effect; use of passive voice – presentation: 	<ul style="list-style-type: none"> • Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections. • Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate. • In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style. 	<ul style="list-style-type: none"> • Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. • Use the language conventions and grammatical features of the different types of text, as appropriate.

				<p>use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering</p> <ul style="list-style-type: none"> • After oral rehearsal, write explanatory texts independently from a flow chart or other diagrammatic plan, using the conventions modelled in shared writing. 		
<p>Non-chronological reports</p>	<ul style="list-style-type: none"> • Find out about a subject by listening and following text as information books are read, watching a video. • Contribute to a discussion on the subject as information is assembled and the teacher writes the information. • Assemble information on a subject in own experience, (e.g.) food, pets. • Write a simple non-chronological report by writing sentences to describe aspects of the subject. 	<ul style="list-style-type: none"> • After a practical activity or under taking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format • Assemble information on another subject and use the text as a template for writing a report on it using appropriate language to present and categorise ideas. 	<ul style="list-style-type: none"> • Analyse a number of report texts and note their function, form and typical language features: - introduction indicating an overall classification of what is being described ---use of short statement to introduce each new item -language (specific and sometimes technical) to describe and differentiate -impersonal language -----mostly present tense • Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information. • Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. • Analyse broadcast information to identify presentation techniques and notice how the language used signals change. • Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.)family is....., people are... 	<ul style="list-style-type: none"> • Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information. • Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs • Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. • Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style 	<ul style="list-style-type: none"> • Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information. • Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs • Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. • Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style 	<ul style="list-style-type: none"> • Secure understanding of the form, language conventions and grammatical features of non-chronological reports. • Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types

<p>Persuasion (adverts, leaflets, arguments, letters)</p>	<ul style="list-style-type: none"> Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective. 	<ul style="list-style-type: none"> As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. Evaluate simple persuasive devices Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama. 	<ul style="list-style-type: none"> Write own report independently based on notes from several sources. Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used. 	<ul style="list-style-type: none"> Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words Both orally and in and writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language Use writing frames if necessary to back up points of view with illustrations and examples 	<ul style="list-style-type: none"> Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. 'surely', 'it wouldn't be very difficult...'; persuasive definitions, e.g. 'no one but a complete fool...'; 'every right-thinking person would...'; 'the real truth is...'; rhetorical questions, e.g. 'are we expected to...?'; 'where will future audiences come from...?'; pandering, condescension, concession, e.g. 'Naturally, it takes time for local residents...'; deliberate ambiguities, e.g. 'probably the best...in the world' 'known to cure all...'; 'the professional's choice' Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an 	<ul style="list-style-type: none"> Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: – the expression, sequence and linking of points – providing persuasive examples, illustration and evidence – pre-empting or answering potential objections – appealing to the known views and feelings of the audience Orally and in writing, construct effective persuasive arguments: – using persuasive language techniques to deliberately influence the listener. – developing a point logically and effectively – supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate) – anticipating possible objections – harnessing the known views, interests and feelings of the audience – tailoring the writing to formal presentation where appropriate Use reading to: – investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition – build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas... Overall, participate in whole class debates using the conventions and language of debate including standard English. In oral and written texts help to build the ability to choose the appropriate style and form to suit a
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				<ul style="list-style-type: none"> To present a point of view both orally and in writing, (e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this.(e.g. showing pictures.) Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. 'if..., then'; 'on the other hand...'; 'finally'; 'so' 	<p>emotive issue, protest; to edit and present to finished state</p> <ul style="list-style-type: none"> Write a commentary on a nissue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points Construct an argument in note form or full text to persuade others of a point of view and :present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this.(e.g. develop a PowerPoint presentation.) Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types. Read and evaluate letters, e.g.from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact Select and evaluate a range of texts, in print and other media, on 	<p>specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.</p>
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					<p>paper and on screen, for persuasiveness, clarity, quality of information</p> <ul style="list-style-type: none"> • From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. 'surely', 'it wouldn't be very difficult...'; persuasive definitions, e.g. 'no one but a complete fool...'; 'every right-thinking person would...'; 'the real truth is...'; rhetorical questions, e.g. 'are we expected to...?', 'where will future audiences come from...?'; pandering, condescension, concession, e.g. 'Naturally, it takes time for local residents...'; deliberate ambiguities, e.g. 'probably the best...in the world' 'known to cure all...'; 'the professional's choice' • Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state • Write a commentary on a nissue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points • Construct an argument in note form or full text to persuade others of a point of view and :present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this.(e.g. develop a PowerPoint presentation.) 	
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					<ul style="list-style-type: none"> Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types. 	
Information texts	<ul style="list-style-type: none"> Convey information and ideas in simple non- narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. Independently choose what to write about, orally rehearse, plan and follow it through. 	<ul style="list-style-type: none"> Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. Draw on knowledge and experience of texts in deciding and planning what and how to write. Maintain consistency in non-narrative, including purpose and tense Create an alphabetically ordered dictionary or glossary of special interest words. 	<ul style="list-style-type: none"> Recount the same event in a variety of ways, e.g.in the form of a story, a letter, a news report. Decide how to present information and make informed choices by using structures from different text types. Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books. Use computer to bring information texts to published form with appropriate layout, font etc. Create multi-media information texts. Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others. Summarise orally in one sentence the content of a passage or text, and the main point it is making. 	<ul style="list-style-type: none"> Fill out brief notes into connected prose. Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. Begin to use graphic organisers as a tool to support writing up of information Develop and refine ideas in writing using planning and problem-solving strategies Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices. 	<ul style="list-style-type: none"> Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount. create multi-layered texts, including use of hyperlinks, linked web pages Record and acknowledge sources in own writing. Summarise a passage, chapter or text in a specific number of words. Read a passage and retell it “in your own words” 	<ul style="list-style-type: none"> In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Establish, balance and maintain view points Use the conventions and language of debate when orally rehearsing a balanced argument. Revise own non-fiction writing to reduce superfluous words and phrases. Discuss and explain differences in the use of formal language and dialogue Listen for language variations in formal and informal contexts Identify the ways spoken language varies
Balanced argument and discussion texts (speech, essay, letter)	<ul style="list-style-type: none"> Through talk and role play explore how others might think, feel and react differently from themselves and from each other. In reading explore how different characters might think, feel and react differently from themselves and from each other 	<ul style="list-style-type: none"> Through reading and in life situations, recognise, that different people (characters) have different thoughts/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.) Explore different views and viewpoints. 	<ul style="list-style-type: none"> Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.) Through role play and drama explore how different views might be expressed/explained/justified 	<ul style="list-style-type: none"> In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. Continue to explore the expression of different views through 	<ul style="list-style-type: none"> In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion) and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue. Experiment with the presentation of various 	<ul style="list-style-type: none"> Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which: - Summarise different sides of an argument -Clarify the strengths and weaknesses of different positions -Signal personal opinion clearly -Draw reasoned conclusions based on available evidence

			(e.g. the different view of characters in a particular book, the different view of people in a simulated 'reallife' scenario.)	discussion, role play and drama.	views (own and others, biased and balanced) though discussion, debate and drama.	<ul style="list-style-type: none"> Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. First explore orally and then write a balanced report of a controversial issue: <ul style="list-style-type: none"> -Summarising fairly the competing views -Analysing strengths and weaknesses of different positions -Drawing reasoned conclusions where appropriate -Using formal language and presentation as appropriate Use reading to: <ul style="list-style-type: none"> -Investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition -Build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas... Overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.
Poetry	<p>Reading poetry-</p> <ul style="list-style-type: none"> discuss own response and what the poem is about; talk about favourite words or parts of a poem; notice the poem's pattern <p>Performing poetry-</p> <ul style="list-style-type: none"> perform in unison, following the rhythm and keeping time imitate and invent actions 	<p>Reading poetry-</p> <ul style="list-style-type: none"> Talk about own views, the subject matter and possible meanings; comment on which words have most effect, noticing alliteration; discuss simple poetry patterns <p>Performing poetry-</p> <ul style="list-style-type: none"> perform individually or together; speak clearly and audibly. 	<p>Reading poetry-</p> <ul style="list-style-type: none"> describe the effect a poem has and suggest possible interpretations; discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes; explain the pattern of different simple forms 	<p>Reading poetry-</p> <ul style="list-style-type: none"> Describe poem's impact and explain own interpretation by referring to the poem; Comment on the use of similes and expressive language to create images, sound effects and atmosphere; discuss the poem's form and suggest the effect on the reader <p>Performing poetry-</p>	<p>Reading poetry-</p> <ul style="list-style-type: none"> discuss poet's possible viewpoint, explain and justify own response and interpretation; explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; explore imagery including metaphor and personification; 	<p>Reading poetry-</p> <ul style="list-style-type: none"> interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes explain the impact of figurative and expressive language, including metaphor; comment on poems' structures and how these influence meaning <p>Performing poetry-</p>

	<p>Creating poetry-</p> <ul style="list-style-type: none"> invent impossible ideas, e.g. magical wishes; observe details of first-hand experiences using the senses and describe; list words and phrases or use a repeating pattern or line. 	<ul style="list-style-type: none"> Use actions and sound effects to add to the poem's meaning <p>Creating poetry-</p> <ul style="list-style-type: none"> experiment with alliteration to create humorous and surprising combinations; make adventurous word choices to describe closely observed experiences; create a pattern or shape on the page; use simple repeating phrases or lines as models 	<p>Performing poetry-</p> <ul style="list-style-type: none"> perform individually or chorally; vary volume, experimenting with expression and use pauses for effect use actions, voices, sound effects and musical patterns to add to a performance <p>Creating poetry-</p> <ul style="list-style-type: none"> invent new similes and experiment with word play; use powerful nouns, adjectives and verbs; experiment with alliteration; write free verse; borrow or create a repeating pattern 	<ul style="list-style-type: none"> vary volume, pace and use appropriate expression when performing use actions, sound effects, musical patterns and images to enhance a poem's meaning <p>Creating poetry-</p> <ul style="list-style-type: none"> use language playfully to exaggerate or pretend; use similes to build images and identify clichés in own writing; write free verse; use a repeating pattern; experiment with simple forms 	<ul style="list-style-type: none"> compare different forms and describe impact <p>Performing poetry-</p> <ul style="list-style-type: none"> vary pitch, pace, volume, expression and use pauses to create impact; use actions, sound effects, musical patterns, images and dramatic interpretation <p>Creating poetry-</p> <ul style="list-style-type: none"> invent nonsense words and situations and experiment with unexpected word combinations; use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing; write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour 	<ul style="list-style-type: none"> vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT <p>Creating poetry-</p> <ul style="list-style-type: none"> use language imaginatively to create surreal, surprising, amusing and inventive poetry; use simple metaphors and personification to create poems based on real or imagined experience; select pattern or form to match meaning and own voice
Story/narrative	<p>Telling stories-</p> <ul style="list-style-type: none"> Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives. <p>Writing stories-</p> <ul style="list-style-type: none"> Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events 	<p>Telling stories-</p> <ul style="list-style-type: none"> Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatize parts of own or familiar stories and perform to class or group <p>Writing stories-</p> <ul style="list-style-type: none"> Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add 	<p>Telling stories-</p> <ul style="list-style-type: none"> Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. <p>Writing stories-</p> <ul style="list-style-type: none"> Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters. 	<p>Telling stories-</p> <ul style="list-style-type: none"> Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. <p>Writing stories-</p> <ul style="list-style-type: none"> Plan complete stories by identifying stages in the telling: introduction–build-up–climax or conflict–resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Some time later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and 	<p>Telling stories-</p> <ul style="list-style-type: none"> Plan and tell stories to explore narrative viewpoint, (e.g.) re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catch phrase, humour; use spoken language imaginatively to entertain and engage the listener. <p>Writing stories-</p> <ul style="list-style-type: none"> Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several 	<p>Telling stories-</p> <ul style="list-style-type: none"> Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. <p>Writing stories-</p> <ul style="list-style-type: none"> Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; Vary narrative structure when writing complete stories, (e.g.) start

		interest, (e.g.) she couldn't believe her eyes		figurative language to evoke time, place and mood	paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously (Meanwhile...); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.	with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative.
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Key Knowledge and Skills in Grammar and Punctuation-

English Appendix 2 (National Curriculum)-

	Word	Sentence	Text	Punctuation	Terminology for pupils
1	<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>letter</p> <p>capital letter</p> <p>word</p> <p>singular</p> <p>Plural</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p>

2	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in English Appendix 1)</p> <p>Use the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>Subordination (using <i>when, if, that</i> or <i>because</i>) and coordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification [for example <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>noun, noun phrase statement, questions exclamation, command compound, adjective, verb suffix adverb tense (past, present) apostrophe comma</p>
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3	<p>Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i></p> <p>Use of forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>)</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>	<p>Expressing time, place and cause using conjunctions (for example, <i>when, so, before, after, while, because</i>)</p> <p>adverbs [for example, <i>then, next, soon, therefore</i>] or prepositions (for example, <i>before, after, during, in because of</i>)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Adverb preposition, conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks')</p>
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4	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (<i>we were</i> instead of <i>we was</i>, <i>I did</i> instead of <i>I done</i>)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' name</i>]</p> <p>The use of commas after fronted adverbials</p>	<p>Determiner pronoun, possessive pronoun adverbial</p>
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5	<p>Converting nouns or adjectives into verbs using suffixes [for example –ate; –ise; –ify]</p> <p>Verb prefixes [for example <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i>, and <i>re-</i>]</p>	<p>Relative clauses beginning with <i>who, which, where, why, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</p>	<p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>
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6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]</p>	<p>Use of the passive voice to affect the presentation of information in a sentence [for example, <i>I broke the window in the green house</i> versus <i>The window in the greenhouse was broken (by me)</i>]</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. <i>He's your friend, isn't he?</i> Or the use of the subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of a colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	<p>Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points</p>
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Key Knowledge and Skills in Grammar and Punctuation-

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	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
WORD-LEVEL							
Suffixes		<p>Add regular plural suffixes to nouns – <i>s, es</i>.</p> <p>Add suffixes to verbs where no change is needed in the spelling of the root word – <i>ing, -ed, -er, -est</i>.</p>	<p>Form nouns using suffixes – <i>ness, –er</i> and by compounding (e.g. superman, whiteboard).</p> <p>Form adjectives using suffixes – <i>ful, –less – er, -est</i>.</p> <p>Form adverbs from adjectives using the suffix – <i>ly</i>.</p>	<p>Form a range of nouns, adjectives and adverbs using y3/4 suffixes from spelling Appendix 1 (e.g. –ate, –ise, –ify, –ation, –ly, –ous, –ion, –ian, –sion, –cian, –er,), including when there is a change in the root word.</p>		<p>Spell a range of words using the y5/6 suffixes from Spelling Appendix 1 (i.e. –ible/–able, –ance/–ence, –cial/–tial, –ent/–ant, –ment, –ably, –ibly, –ancy/–ency, –cious/–sious, –ation, –ly, –ous, –ing after words ending in ‘fer’.)</p>	
Prefixes		<p>Add the prefix <i>un–</i> to change the meaning of verbs and adjectives.</p>	<p>Add the prefix <i>un–</i> to change the meaning of verbs and adjectives.</p>	<p>Form a range of words using y3/4 prefixes from Spelling Appendix 1 (dis–, mis–, in–, il–, im–, re–, sub–, inter–, super–, anti–, auto–).</p>	<p>Form a range of words using y3/4 prefixes from Spelling Appendix 1 (dis–, mis–, in–, il–, im–, re–, sub–, inter–, super–, anti–, auto–), including when there is a change in the root word.</p>	<p>Form verbs using a range of prefixes (e.g. dis–, de–, mis, over– and re–).</p>	
Word Families				<p>Understand word families based on common root words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble).</p>			
Synonyms and Antonyms						<p>Understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little) and use thesauri to search for suitable synonyms.</p>	
Homophones			<p>Spell a range of y2 homophones, and near homophones from Spelling Appendix 1.</p>	<p>Spell a range of y3/4 homophones, and other words which are often confused, from Spelling Appendix 1.</p>		<p>Spell a range of y5/6 homophones, and other words which are often confused, from Spelling Appendix 1.</p>	
Hyphens							<p>Use hyphens to join prefixes to root words.</p>

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
WORD-LEVEL							
Spelling Lists	Spell irregular common words.	Spell y1 common exception words.	Spell y1 and y2 common exception words.	Spell words from the y3/4 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	Spell words from the y5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.		
Spelling Rules	<p>Spell words containing the spelling rules as set out in phase 4 of the Letters and Sounds program or equivalent.</p> <p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p>	Spell words containing the spelling rules as set out in phase 5 of the Letters and Sounds program or equivalent.	<p>Spell words containing the sound spelt as 'ge' and 'dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before e, i and y (e.g. badge, bridge, age, huge, gem, giant, jog).</p> <p>Spell words containing the sound spelt 'c' before e, i and y (e.g. race, ice, cell).</p> <p>Spell words beginning with 'kn' and (less often) 'gn' (e.g. knock, know, knee)</p> <p>Spell words beginning with 'wr' (e.g. write, wrong, wrap).</p> <p>Spell words ending in '-le' (e.g. table, apple, bottle).</p> <p>Spell words ending in '-el' (e.g. travel, towel, tinsel).</p> <p>Spell words ending in '-al' (e.g. metal, petal, capital).</p> <p>Spell words ending '-il' (e.g. pencil, fossil, nostril).</p> <p>Spell words ending in '-y' (e.g. cry, dry, fly).</p> <p>Add '-es' to nouns and verbs ending in '-y' (e.g. copies, babies, carries).</p>	<p>Spell words containing the 'y' sound elsewhere than at the ends of words.</p> <p>Spell words with the sound spelt 'ou' (e.g. young, touch, double, trouble, country).</p> <p>Spell words ending in -ture and -sure (e.g. measure, treasure, nature adventure).</p> <p>Spell words ending in -sion and (e.g. division, invasion, television).</p> <p>Spell words with the sound spelt 'ch' [Greek origin] (e.g. echo, chorus, chemist).</p> <p>Spell words with the sound spelt 'ch' [mostly French origin] (e.g. machine, brochure, chef, chalet).</p> <p>Spell words with the sound spelt 'g' [French origin] (e.g. antique, unique, league, tongue).</p> <p>Spell words with the sound spelt 'sc' [Latin origin] (e.g. science, scene, discipline, fascinate, crescent).</p> <p>Spell words with the sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p>	<p>Spell words ending in -cious or -tious.</p> <p>Spell words ending in -cial and -tial.</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</p> <p>Spell words ending in -able, -ible, -ably and -ibly.</p> <p>Spell words with ei after c.</p> <p>Spell words containing the letter-string 'ough'.</p> <p>Spell words with 'silent' letters.</p>		

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GRAMMAR							
Verbs		Begin to use present tense and past tense appropriately.	Use present tense mostly correctly including the progressive form to mark actions in progress (e.g. she is drumming). Use past tense mostly correctly including the progressive form to mark actions in progress (e.g. was shouting).	Use present tense correctly including the progressive form to mark actions in progress (e.g. she is drumming). Use past tense correctly including the progressive form to mark actions in progress (e.g. He was shouting).	Use the present correctly. Use past tense correctly. including both the present perfect form of verbs in contrast to the past tense and Standard English forms for verbs.	Use a range of verb tenses consistently and correctly. Use present perfect forms of verbs. Use some modal verbs (e.g. could, should, would, must, will, may, can, ought, shall) to indicate degrees of possibility.	Use a range of verb tenses consistently and correctly. Use present perfect forms of verbs and perfect forms of verbs. Use a range of modal verbs (e.g. could, should, would, must, will, may, can, ought, shall) to indicate degrees of possibility.
Conjunctions		Join words and join clauses using 'and'.	Use co-ordinating conjunctions (e.g. or / and / but) to join clauses. Use subordinating conjunctions (e.g. when / if / that / because) to join clauses.	Express time and cause using a range of conjunctions (e.g. when, before, after, while, so, because).	Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, before, while, so, if, because, although, once).	Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, before, while, so, if, because, although, once, in spite of, wherever, as a result of, as well as, in addition to, moreover, therefore, subsequently, on the other hand).	
Sentences and Clauses	Write simple sentences which can be read by themselves and others.	Understand that words can join to form sentences and write simple and compound sentences which can be read by themselves and others.	Use sentences of a variety of forms and understand their functionality (statement, question, exclamation or command).	Begin to vary the position of subordinating clauses.	Begin to vary the position of subordinating clauses with intention and effect.	Use a range of clause structures, varying the position of subordinating clauses with intention and effect. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Use a range of clause structures, varying the position of subordinating clauses with intention and effect, including subordinate clauses with no conjunction (i.e. ...ing verbs, ...ed verbs). Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GRAMMAR							
Nouns and noun phrases		Begin to add adjectives to modify nouns.	Use expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).	Use expanded noun phrases for description and specification throughout writing, beginning to expand by the addition of preposition phrases (e.g. the black cat under the creaky stairs). Use the correct forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the black cat under the creaky stairs). Use the correct forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.	Use a range of precise nouns and expanded noun phrases to add qualification, detail and precision (e.g. the black, sly cat under the creaky stairs), including collective nouns (e.g. a flock of sheep) and abstract nouns (e.g. friendship).	Use a wide range of precise nouns and expanded noun phrases to add qualification, detail and precision (e.g. the black, sly cat under the creaky stairs), including collective nouns (e.g. a flock of sheep) and abstract nouns (e.g. friendship).
Adverbials and prepositional phrases			Use a small number of '-ly' adverbs to express time, place, manner or cause.	Use adverbs to express time, place, manner and cause.	Use adverbs, including fronted adverbials, to express time, place, manner and cause.	Use a range of adverbs, adverbial phrases and prepositional phrases to describe when, where, how frequently, how and to what extend verbs to take place in order to add detail, qualification and increased precision. Use some adverbs (e.g. possibly, clearly, surely, obviously, perhaps) to indicate degrees of possibility.	Use a wide range of adverbs, adverbial phrases and prepositional phrases to describe when, where, how frequently, how and to what extend verbs to take place, in order to add detail, qualification and increased precision. The position of these are varied with intention and effect. Use a range of adverbs (e.g. possibly, clearly, surely, obviously, perhaps) to indicate degrees of possibility.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PUNCTUATION							
Basic punctuation - capital letters and full stops	Begin to use capital letter at start of sentence and full stop at the end.	Demarcate sentences in their writing with capital letters and full-stops. Use capital letters for names, days of the week, places and for the personal pronoun 'I' correctly.	Demarcate sentences in their writing with capital letters and full-stops. Use capital letters for a range of proper nouns, including names, days of the week, places and for the personal pronoun 'I' correctly.				
Question marks and exclamation marks		Use question marks or exclamation marks appropriately.	Use question marks and exclamation marks appropriately.	Use question marks and exclamation marks appropriately, beginning to use them within direct speech.	Use question marks and exclamation marks appropriately, including within direct speech.	Use question marks and exclamation marks appropriately, including within direct speech.	Use question marks and exclamation marks appropriately, including within direct speech.
Commas and hyphens			Use commas to separate items in a list.	Use commas to separate items in a list.	Use commas to separate items in a list and after fronted adverbials.	Use commas to separate items in a list, to clarify meaning and avoid ambiguity, including after fronted adverbials, between adjacent adjectives and to separate both subordinate clauses and relative clauses from main clauses.	Use commas to separate items in a list, to clarify meaning and avoid ambiguity, including after fronted adverbials, between adjacent adjectives and to separate both subordinate clauses and relative clauses from main clauses. Use hyphens to avoid ambiguity.
Apostrophes			Use apostrophes for contraction and singular possession.	Use apostrophes for contraction and singular possession.	Use apostrophes for contraction and both singular and plural possession.	Use apostrophes for contraction and both singular and plural possession.	Use apostrophes for contraction and both singular and plural possession.
Inverted Commas and other speech punctuation				Use inverted commas to punctuate direct speech.	Use inverted commas and appropriate punctuation (i.e. comma, question mark and exclamation mark) to close the direct speech.	Use inverted commas, appropriate punctuation (i.e. comma, question mark and exclamation mark) to close the direct speech, and use commas to separate the non-spoken part when it	Use inverted commas and appropriate punctuation (i.e. comma, question mark and exclamation mark), including both when the non-spoken starts the sentence and within split speech.

							starts the sentence.	Use speech over an extended conversations within a piece of writing that moves the story forward and reveals additional details.
Parenthesis							Use brackets, dashes or commas to indicate parenthesis.	Use brackets, dashes and commas to indicate parenthesis.
Colons, semi-colons and bullet points							Use colons to start lists.	Use colons to start lists and semi-colons to separate items within a list. Use colons and semi-colons to mark boundaries between main clauses. Use bullet points in lists.