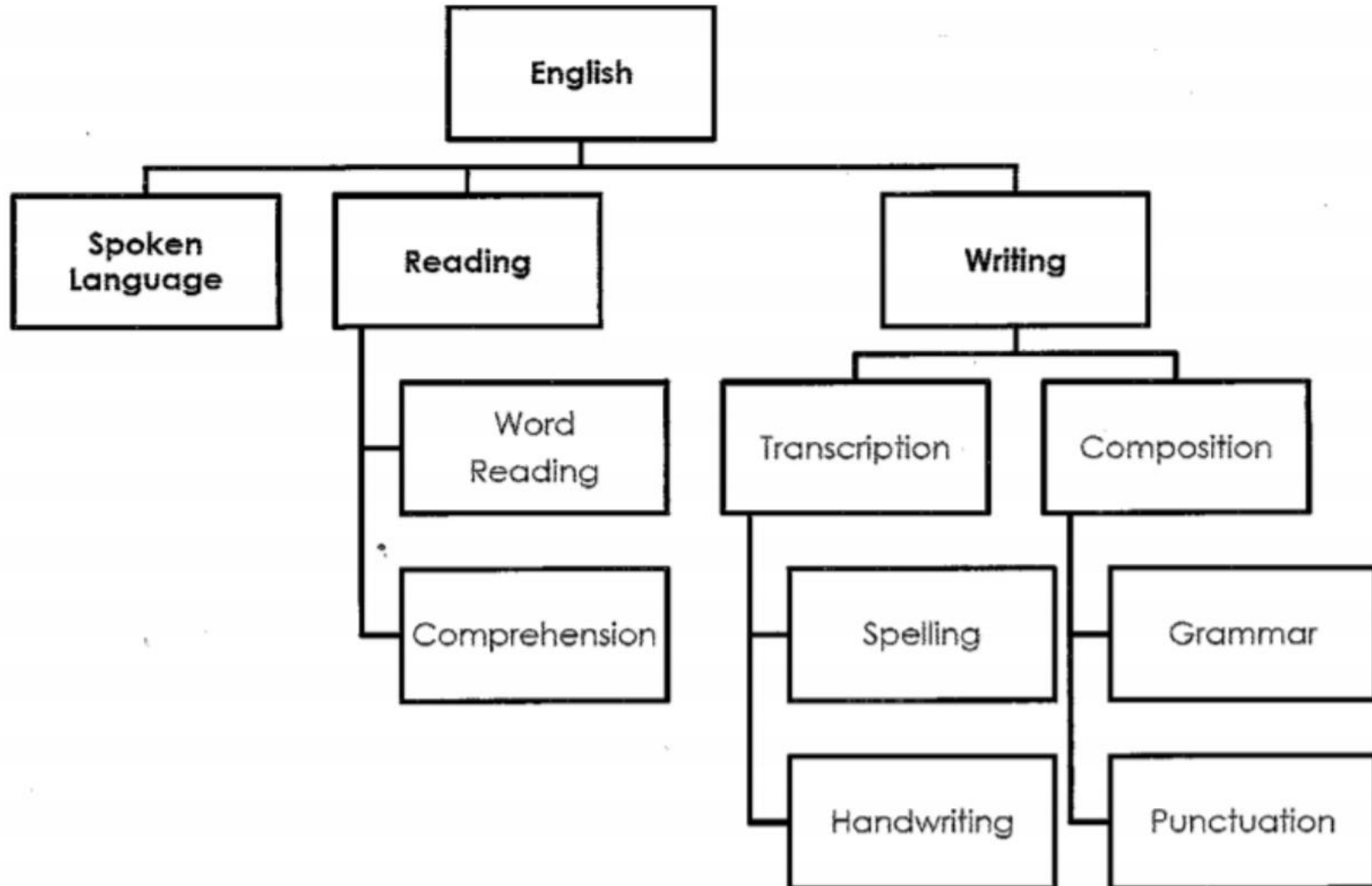


English Progression



Speaking and Listening / Spoken Language / Communication and Language Progression

Listening Skills

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to other people's talk with interest, but can easily be distracted by other things. Listen to simple stories and understand what is happening, with the help of the pictures Turn towards familiar sounds Gaze at faces, copying facial expressions and movements. Make eye contact for longer periods. Watch someone's face as they talk.	Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Can start a conversation with an adult or a friend and continue it for many turns. Listen with increased attention to sounds.	Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Listen attentively, move to and talk about music, expressing their feelings and response. <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i> <i>Make comments about what they have heard and ask questions to clarify their understanding.</i> <i>Hold conversation when engaged in back-and-forth exchanges with their teacher</i> <i>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions and peers.</i>	To listen to others in a range of situations and usually respond appropriately.	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	To make improvements based on constructive feedback on their listening skills.

Following Instruction

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to, understand and respond to a simple instruction	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." Increasingly follow rules, understanding why they are important.	<i>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly.</i>	To understand instructions with more than one point in many situations.	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.	To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions	To follow complex directions/multi-step instructions without the need for repetition.		

Asking & Answering Questions

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
When reading ask questions about the book. Make comments and share own ideas.	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Ask questions to find out more and check they understand what has been said to them. <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i> <i>Make comments about what they have heard and ask questions to clarify their understanding.</i> <i>Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</i>	To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).	To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.	To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning.	To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.	To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification.	To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.

Drama, Performance & Confidence

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. Show more confidence in new social situations. Develop appropriate ways of being assertive. Create their own songs, or improvise a song around one they know.	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasing matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. <i>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</i> <i>Sings a range of well-known nursery rhymes and songs.</i> <i>Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</i>	To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.	To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen.	To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions..	To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations.	To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.	To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s). To select and use appropriate registers for effective communication

Vocabulary Building & Standard English

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand single words in context	Use a wider range of vocabulary.	Learn new vocabulary. Use new vocabulary throughout the day.	To use appropriate vocabulary to describe their immediate world and feelings.	To start to use subject-specific vocabulary to explain, describe and add detail.	To use vocabulary that is appropriate to the topic and/or the audience.	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.	To use relevant strategies to build their vocabulary.
Recognise and point to objects if asked about them.	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'.	Articulate their ideas and thoughts in well-formed sentences. Develop social phrases.	To think of alternatives for simple vocabulary choices.	To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal.	To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.	To know and use language that is acceptable in formal and informal situations with increasing confidence.	To know and use language that is acceptable in formal and informal situations with increasing confidence.	To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose
Understand frequently used words		Use new vocabulary in different contexts. <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i>						To speak audibly, fluently and with a full command of Standard English in all situations.
Start to say how they are feeling, using words as well as actions	Use longer sentences of four to six words.	<i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>			To discuss topics that are unfamiliar to their own direct experience.	To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.
Identify familiar objects and properties for practitioners when they are described	Engage in extended conversations about stories, learning new vocabulary. Talk about what they see, using a wide vocabulary	<i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i>		To usually speak in grammatically correct sentences.				To confidently explain the meaning of words and offer alternative synonyms

Speaking for a Range of Purposes

EYFS		
Preschool	Nursery	Reception (<i>ELG</i>)
Make sounds to grab attention in different ways	Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.	Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases.
Babblble using sounds like 'baba' and 'mamama'	Can start a conversation with an adult or a friend, and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
Use gestures like waving and pointing to communicate	Play with one or more other children, extending and elaborating play ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Express their feelings and consider the feelings of others. Talk about their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Describe what they see, hear and feel whilst outside.
Copy your gestures and words	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Engage in extended conversations about stories, learning new vocabulary.	Watch and talk about dance and performance art, expressing their feelings and responses. <i>Make comments about what they have heard and ask questions to clarify their meanings.</i> <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i> <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</i> <i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i> <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i> <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i> <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i> <i>Talk about the lives of the people around them and their roles in society.</i> <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i> <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</i> <i>Share their creations, explaining the processes they have used.</i> <i>Invent, adapt and recount narratives and stories with peers and their teacher.</i> <i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</i>
Reach and point something they want while making sounds	Talk about what they see, using a wide range of vocabulary. Explore and talk about different forces they can feel.	
Use intonation, pitch and changing volume when 'talking'	Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.	

Spaking for a Range of Purposes

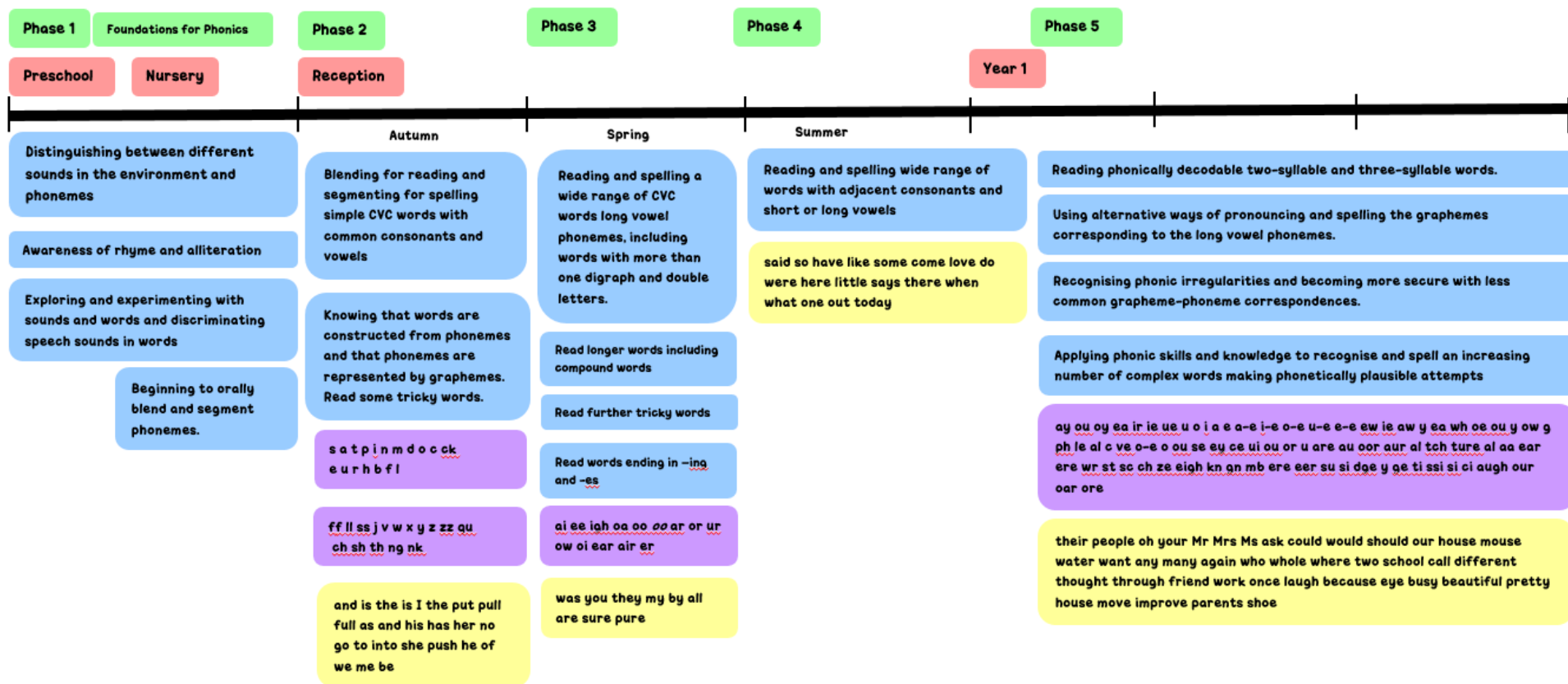
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud	To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.	To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.	To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.	To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.

Participating in Discussion

KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.	To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.	To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.	To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.	To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.

EYFS		
Preschool	Nursery	Reception (ELG)
Start to develop conversation, often jumping topic to topic	Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. Engage in extended conversations about stories, learning new vocabulary	<i>Listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions.</i> <i>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</i> <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i>

Little Wandle Age Related Phonics Timeline





Camps Hill Reading Book Band Progression

Little Wandle Phonics Books by phase:

<u>Colour</u>	<u>ARE</u>	<u>Book Band</u>	<u>Library Colour</u>
Lilac	WT	Foundation for Phonics Wordless Books	
Phase 2 Little Wandle	REC Aut	Blending Practice Set 1 Set 2 Set 3 Set 4 Set 5	
Phase 3 Little Wandle	REC Spr	Set 1 Set 2	Red
Phase 4 Little Wandle	REC Sum	Set 1 Set 2 Stretch and Challenge	Yellow
Phase 5 Little Wandle	Year 1	Set 1 Set 2 Set 3 Set 4	Blue Green Orange
	Year 2 Aut	Set 5 Stretch and Challenge	Turquoise

Collins Big Cat Books

<u>Colour</u>	<u>ARE</u>	
Purple	Year 2 Aut	Collins Big Cat
Gold	Year 2 Aut/Spr	Collins Big Cat
White	Year 2 Spr	Collins Big Cat
White Plus		Collins Big Cat
Lime	Year 2 Sum	Collins Big Cat
Lime Plus		Collins Big Cat
Copper	Year 3 Aut/Spr	Collins Big Cat
Topaz	Year 3 Spr/Sum	Collins Big Cat
Ruby	Year 4	Collins Big Cat
Emerald	Year 5 Au/Sp	Collins Big Cat
Sapphire	Year 5 Sp/Su	Collins Big Cat
Diamond	Year 6	Collins Big Cat
Pearl	Year 6 +	Collins Big Cat
Free Reader		Black

Word Reading Progression

Phonics and Decoding:

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop their phonological awareness, so that they can: spot and suggest rhymes	Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

Common Exception Words

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Understand the five key concepts about print: - print has meaning - the names of different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom	Read a few common exception words matched to the school's phonic programme. To read some common irregular words Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i>	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	To begin to read Y3/Y4 exception words. To read aloud books (matched to their ability) sounding out unfamiliar words accurately and automatically. To reread a book to demonstrate fluency and confidence in word reading. To read words accurately and fluently.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. To read aloud books (matched to their ability) sounding out unfamiliar words accurately and automatically. To reread a book to demonstrate fluency and confidence in word reading. To read words accurately and fluently.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.



Vocabulary

Reading: Comprehension Progression

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary.	Learn new vocabulary. Use new vocabulary throughout the day. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i>	To discuss word meaning and link new meanings to those already known. Identifies simple and reoccurring language Identifies the meaning of vocabulary in context Explains their understanding of texts that are pitched beyond the level they can read independently	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. Drawing on what they already know or on background information and vocabulary provided by the teacher Discuss effective language choices Identifies that adverbs tell us how the character is feeling	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. Identifies new vocabulary and sentence structure and discusses to develop understanding Identifies and understands meanings of a wide range of conjunctions Identifies a range of standard words/phrases used at various stages (introduction, build up)	Discuss vocabulary used to capture readers' interest and imagination. Notes examples of descriptive language and explains the mood or atmosphere they create Notifies key words and phrases used to convey passing time to introduce paragraphs or chapters Identifies how specific words and phrases link sections, paragraphs and chapters Identifies how authors use precise vocabulary to meet the intended purpose/effect	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. Uses a range of strategies to identify the meaning of new vocabulary Identifies examples of effective description that evoke time and place commenting on both word and sentence choice Notes words and phrases in pre 20th century which have changed their meaning over time	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. Notifies where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand'



Infer

Reading: Comprehension Progression

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.	To begin to make simple inferences. Identifies goals/motives of the main character Expresses preferences linked to own experiences Uses different voices for characters when reading dialogue aloud Uses different voice pitch to indicate whether they are reading an exclamation or question	To make inferences on the basis of what is being said and done. Demonstrate empathy with characters looking at descriptions and actions Identifies evidence of change as a result of events, for example character behaviour Recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Suggests reasons for actions and events Justifies their views about what they have read Identifies how settings are used to create atmosphere Identifies evidence of relationships between characters based on dialogue and behaviour	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. Identifies techniques used by the author to persuade the reader to feel sympathy or dislike Justifies opinions of particular characters Distinguishes between fact and opinion Makes deductions about the motives and feelings that might lay behind character's words.	To draw inferences from characters' feelings, thoughts and motives. Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text Recognises that characters may have different perspectives in the story Considers the time and place where a story is set and looks for evidence of how that affects character's behaviour and/or plot development Explores indepth the meaning of a particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader, justifying with further evidence from the text	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues. Draws reasoned conclusions from non-fiction texts which present differences of opinion Analyses why and how scene changes are made and how they affect characters and events Distinguishes between implicit and explicit points of view Identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing Provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres Explains underlying themes across a range of poetry



Prediction

Reading: Comprehension Progression

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		To predict what may happen when reading a story, using the pictures and what has been read by the adult.	To predict what might happen on the basis of what has been read so far. Predicts events and endings	To predict what might happen on the basis of what has been read so far in a text. Predicts with increasing accuracy during reading and then adapts predictions in the light of new information Predicts some key events in a story based on the settings described in the story opening	To justify predictions using evidence from the text. Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct	To justify predictions from details stated and implied. Predicts on the basis of mood or atmosphere how a character will behave in a particular setting	To make predictions based on details stated and implied, justifying them in detail with evidence from the text Identifies whether changes in characters met or challenged the reader's expectations	



Expression

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Explain their understanding of what has been read to them Link what they read or hear to their own experiences	Link what they read or hear to their own experiences Explain clearly my understanding of what has been read to them Express views about events or characters	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Being introduced to nonfiction books that	Identifying themes and conventions in a wide range of books Reading books that are structured in different ways and reading for a range of purposes Identifying how language, structure, and presentation contribute to meaning	Identifying themes and conventions in a wide range of books-including more complex themes such as good over evil or love vs hate Reading books that are structured in different ways	Identifying and discussing themes and conventions in and across a wide range of writing Reading books that are structured in different ways and reading for a range of purposes Explain and discuss their	Identifying and discussing themes and conventions in and across a wide range of writing Reading books that are structured in different ways and reading for a range of purposes Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the

				are structured in different ways Begin to understand how writing is different to speech Express my own views about a book or poem Discuss some similarities between books Listen to the opinion of others		and reading for a range of purposes Identifying how language, structure, and presentation contribute to meaning Explain reasoning for organisational features such as glossaries or subheadings	understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views Continue to learn the conventions if different types of writing, such as the use of 1st person in diaries	topic and using notes where necessary provide reasoned justifications for their views Explain how punctuation adds to meaning and effect Continue to learn the conventions if different types of writing, such as the use of 1st person in diaries and clearly explain the purpose
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Retrieval

Reading: Comprehension Progression

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Answers simple retrieval questions using pictures and the texts they have had read to them	With support, justifies their views about texts they have had read to them Recognise patterns in texts Discusses the significance of the title Observes the punctuation and uses this to aid understanding	Retrieves information stated within text (may not be obvious) Identifies words and phrases that link events Refers back to the text for evidence Uses evidence from a text – may look through the book to help them remember or use information	Retrieves information from text where there is competing (distracting) information Refers back to the text for evidence when explaining Extracts information from tables and charts	Retrieves information from text where there is competing (distracting) information Recognises the introduction, build up, climax or conflict and resolution in narrative Identifies a wide range of poetic forms	Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information Comments on use of language using terminology including onomatopoeia, metaphor and personification Notes how cohesion is achieved in different ways	Retrieves information, referring to more than one place in the text and where there is competing information Recognises how the author of non-fiction text expresses, sequences and links points Explains how poets create shades of

			Identifies complete sentences Identifies typical phrases e.g. openings and endings Understands that there is a range of non-fiction texts Begins to understand how written language can be structured differently according to genre	Shows awareness of use of features of organisation e.g. index, headings Makes statements about characters on the basis of what is said and done Explains differences between fiction and non-fiction Understands that books can be used to find things out Recognise that information is grouped according to subject	Recognises some different forms of poetry Uses content pages and indexes to locate, retrieve and record information from non-fiction texts Recognises different narrative genres Notices the differences between 1st and 3rd person Identifies the conventions between different types of writing	Identifies key words and phrases as evidence when making a point Identifies the structure and features of a range of non-fiction narrative and poetry texts Analyses how structural and presentational features contribute to purpose in a range of texts	Identifies how the author signals change in the narration, time and place and notes the effect this has on the reader Identifies and compares underlying themes in a range of narrative texts e.g. can track words and phrases linked with the theme throughout a narrative and note how the authro keeps reinforcing the theme throughout Comments on how a character is built and presenting, referring to dialogue, action and description	meaning, justifying own views with reference to the text and other sources of evidence Considers when a story was first published, and discusses the audience that the author had in mind Identifies and analyses conventions across a range of non-fiction texts types and forms looking for the differences in conventions within the same text type
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Summaries and Sequence

Reading: Comprehension Progression

KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identifies how non-fiction texts are sequenced Identifies the beginning, middle and end of stories and pattern in poetry	Identifies the sequence of events e.g. Which event happened first? What happened before he fell over?	Summarises main ideas from a text Begins to identify themes across texts e.g. friendship, good and evil, bullying	Explains and justifies an opinion on the resolution of an issue/whole narrative Summarises the main ideas of a non-fiction text	Summarises main ideas from more than one text to support note taking Analyses information from tables and charts and can incorporate this information into a summary of the whole text	Summarises competing views Analyses dialogue at certain points in a story and summarises its purpose e.g. to explain plot, show character and relationships, convey mood or create humour Discusses main ideas from a text within a group and summarises the discussion

Understanding and Correcting Inaccuracies

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions	Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</i>	To check that a text makes sense to them as they read and to self- correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.	To check that the text makes sense as they read and self correct.	To self correct as they read, including correcting expression and tone in dialogue.		

Non-Fiction

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	<i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i>	Identifies how non-fiction texts are sequenced	To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

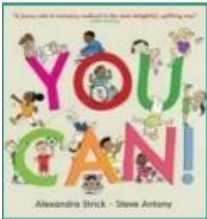
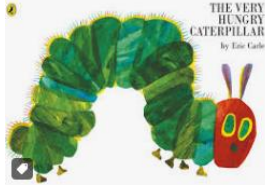
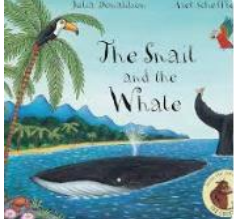
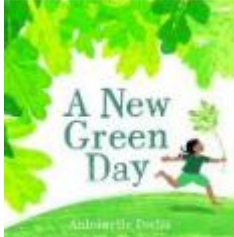
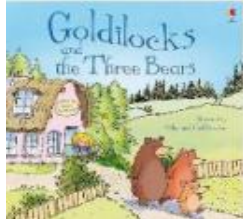
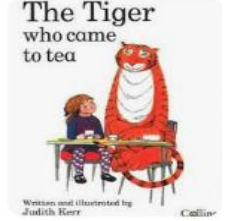
Comparing, Contrasting and Commenting

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy sharing books with an adult Have favourite books and seek them out, to share with an adult, with another child or to look at alone	Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i> <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> <i>Anticipate (where appropriate) key events in stories.</i> <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</i>	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently)..	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.

Poetry and Performance

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoys and joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo Say some of the words in songs and rhymes Sing songs and say rhymes independently Develop play around favourite stories using props	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and doll's houses, etc. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know.	Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

HFL Essential Writing in the Early Years for Reception Overview – Book Making Projects

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Marvellous me	Happy and healthy	Food glorious food	Little to big	Our wonderful world	Super stories
Story of the week	TRANSITION BOOK You can Only One You In every house in every street A place called home The Way I feel The 3 Little Pigs	The germ My must have mum Crossing the road book Alan's Big Scary Teeth This is the bear Kind (Well-being week) The best Diwali ever Polar express	Supertato and the valley of doom I like bees. I don't like honey The little Red Hen The very hungry caterpillar The Great Race (Chinese New Year focus) Mr Wolf's pancakes	Martha maps it out The big adventure The tiny seed The gingerbread man Kipper's birthday Easter Story	The Snail and the whale The River The little cloud Information text – turtles and looking at pollution A new green day Lost and found – comparing hot and cold	Dear Zoo (writing stimulus focus) Goldilocks Monkey puzzle The mixed up chameleon Tiger who came to tea Squash and a squeeze TRANSITION BOOK
HFL topics	All about me	My special people What is it?	Things I like Animal stories	Journey stories My celebrations	The world around us	Traditional tales My very own story book
	Books for book writing projects					
HFL books	 	 	 	 	 	 

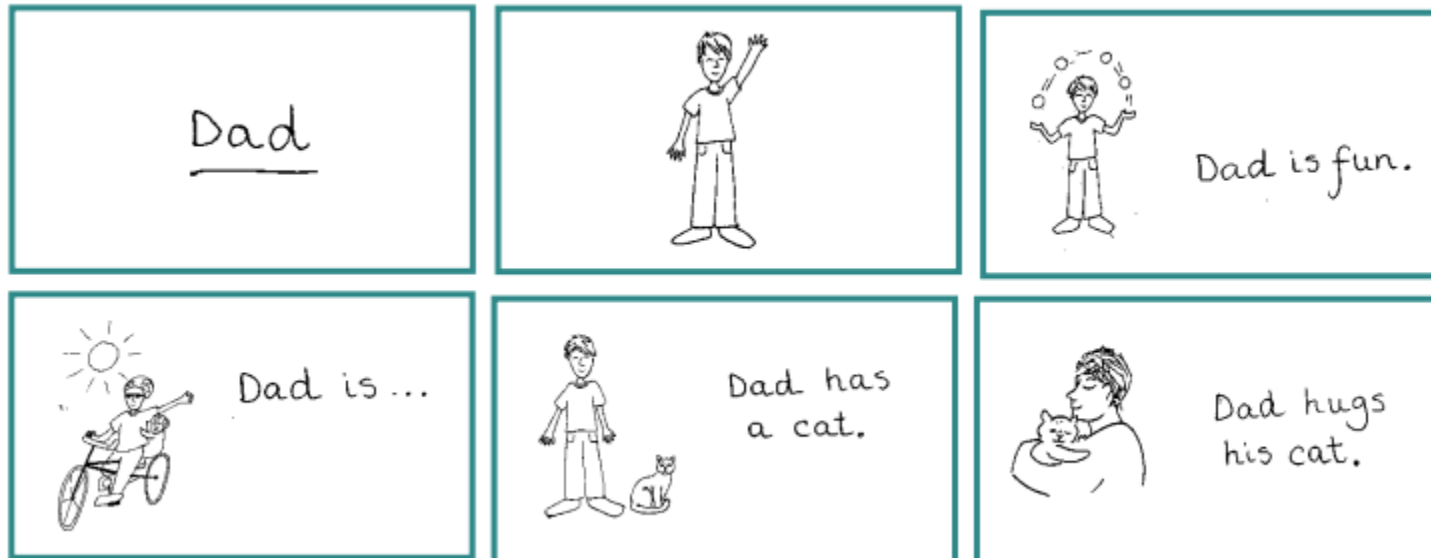
HFL Essentials Writing Reception Expectations

Book to be shared and teacher modelling during whole class snack time daily. Each book lasts for 2 weeks (2 books per half term). Children will be able to have access to their books during each CIL session – adults to encourage/support and continue to model. Books to be stored in children's coloured group trays so easily accessible.

2 week plan

WEEK 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Read story Model writing page 1	Share examples Re-read book Encourage children	Model writing Page 2	Share examples Re-read book Encourage children	Model writing page 3
WEEK 2				
Remind children of book Re-read book	Model writing Page 4	Share examples Re-read book Encourage children	Model writing Page 5	Share completed books

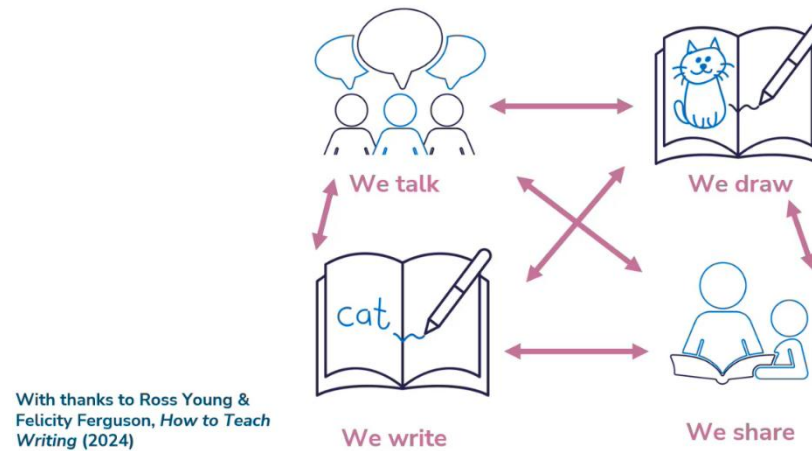
Example of pages for a book (adults' model) for 'My special people' topic



ESSENTIALWRITING Reception Introduction and Long Term Overview			
	I am a communicator	I am a mark-maker	I am a writer
 Rationale The ESSENTIALWRITING programme for Early Years 4–5-year-olds is closely linked to ESSENTIALWRITING for 3-4-year-olds as children move onward through their writing journeys. The three strands <i>I am a communicator</i>, <i>I am a mark-maker</i>, and <i>I am a writer</i> continue to be woven tightly together and not taught in a linear way or in isolation. As well as the <i>Statutory Framework for the EYFS</i>, we have referenced learning statements from <i>Development Matters</i> and the <i>Reading Framework</i> so that we can be sure that the skills children learn and practise in their Reception year build upon what has gone before and prepare them for what follows in Y1. The programme is built around bookmaking to support children with understanding that writing is a multi-sensory, fun and joyous experience for all of us, that it is purposeful, and that everyone can be a writer. Short (5-10 minute carpet sessions) are introduced where the YR practitioner teaches and models one thing within their own book and invites the children to do the same thing within their bookmaking during the school day. When practitioners are supporting children to do this, they should be making their own book at the same time.			
Educational programmes (based on Statutory Framework for the EYFS - square brackets denote additional guidance)	Communication and Language The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	Physical Development Strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.	Literacy It is crucial for children to develop a life-long love of reading and writing. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading [begun in the reception year] involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). [Fluent and automatic transcription enables the writer to be freed up to increasingly control and enjoy their composition, and to check it themselves. It also aids reading fluency. Once children realise that writing is something they can all do, that it has purpose and is a means of communication, they will begin to write with intent and enjoyment.]

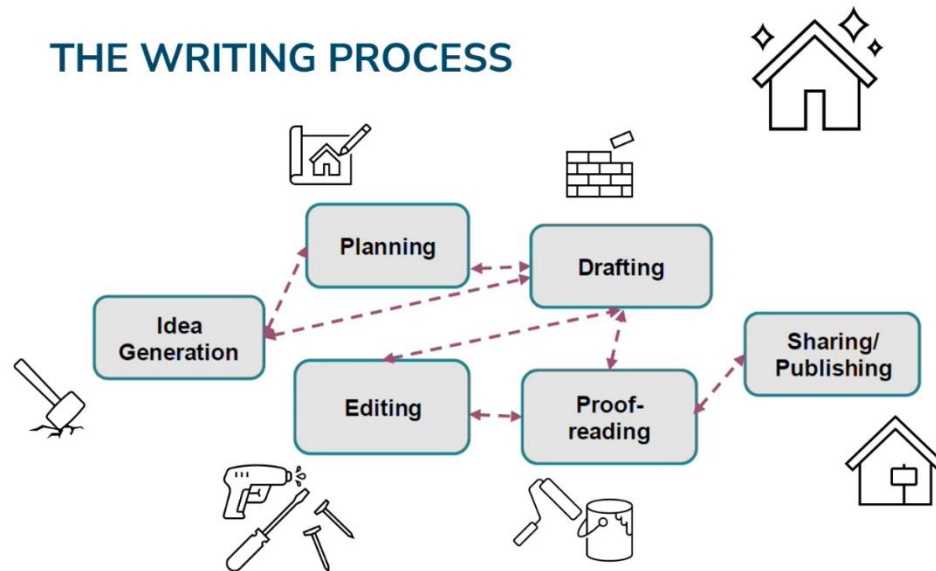
HFL Essential Writing in the Early Years (REC)

THE WRITING PROCESS IN EARLY YEARS



HFL Essential Writing Y1-6

THE WRITING PROCESS



Writing Purpose		Years 1 & 2	Years 3 & 4	Years 5 & 6
To entertain		✓	✓	✓
To inform		✓	✓	✓
To persuade			✓	✓
To discuss				✓

Camps Hill Writing Curriculum Overview 2026-2025 Years 1-6

HFL Essential Writing

Year 1

Autumn					Spring					Summer				
Labels, lists and captions 	Narrative 	Poetry: List Poems 	Recipes 	Narrative 	Narrative 	Rules & recount 	Poetry 	Narrative 	Poetry: Performance Poetry 	Letters 	Poetry: Free Verse 	Narrative 	Explanation 	Narrative 
Jasper's Beanstalk Sam Plants a Sunflower	Puffin Peter	Purple Is...	Gruffalo Crumble	Three Billy Goats Gruff; The Princess and the Pea; Stop! That's; Not my Story; Professor Goose Debunks Goldilocks	Stanley's Stick	Ravi's Roar Ruby's Worry	Oi Frog!	Madlenka Martha Maps It Out	Julia Donaldson's Poems to Perform	Paddington's Post Here Comes Mr Postmouse	A First Book of Poems: Out and About	Little Red and the Very Hungry Lion	The Big Book of Bugs Tad	We're Going to Find the Monster!
10 steps	10 steps	5 steps	10 steps	20 steps	10 steps	10 steps	5 steps	15 steps	10 steps	10 steps	9 steps	15 steps	10 steps	10 steps
55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)					54 steps (approx. 11 weeks)				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Whole-School Unit* Inform (10 steps) Entertain (10 steps) Entertain (5 steps)	Inform (10 steps) Entertain (20 steps)	Entertain (10 steps) Inform (10 steps) Entertain (5 steps)	Entertain (15 steps) Entertain (10 steps)	Inform (10 steps) Entertain (9 steps) Entertain (15 steps) <i>can be split across into Sum2</i>	Inform (10 steps) Entertain (10 steps)
Written Outcomes	Range of genres (whole-school unit)* Lists, labels, captions; Instructions Simple sentences List poetry	Recipes Simple traditional tale	Short narrative Rules & Recount Poetry (rhyme and nonsense)	Short narrative reflecting personal experience Performance Poetry	Letters Poetry (free verse) Short narrative	Explanation Short narrative
NC: Composition (planning, drafting, editing and proof reading)	- Say out loud what they are going to write about; - Compose a sentence orally before writing it - Re-read what they have written to check for sense - Sequence sentences to form short narratives - Discuss what they have written with the teacher or other pupils - Read aloud their writing clearly enough to be heard by their peers and teacher					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Sentence level	Write single-clause sentences Leave spaces between words Sequencing sentences to form short narratives Use 'and' to link words within sentences Join two clauses in a sentence using the co-ordinating conjunction 'and' Join two clauses in a sentence using the co-ordinating conjunction 'and' Use 'and' to link words within sentences					
NC: Word level including punctuation	Use a capital letter for names of people and days of the week Begin to punctuate sentences using a capital letter and full stops	Begin to punctuate sentences using a capital letter and full stop Use a capital letter for names of people, places, days of the week	Use a capital letter for names of people, places, days of the week and personal pronoun 'I'	Begin to punctuate sentences using a capital letter, full stop or exclamation mark use a capital letter for names of people, places, days of the week and personal pronoun 'I'	Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark	Review all learning
NC: Grammar Terminology	Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark					

Year 2

Autumn					Spring				Summer				
Narrative 	Instructions 	Poetry: List poems 	Narrative 	Letters, postcards 	Narrative 	Non-Chronological Report 	Narrative 	Poetry: Free Verse & Simile 	Narrative 	Instructions 	Recount 	Narrative 	Poetry: Take One Poet 
Frog and the Stranger	How to Make Friends with a Ghost	The Puffin Book of Fantastic First Poems	Last Stop on Market Street	Dragon Post	Rapunzel	Big Blue Whale	Julian is a Mermaid Splash, Anna Hibiscus!	The Puffin Book of Fantastic First Poems	The Lost Homework	How to Wash a Woolly Mammoth	Here I Am	Super Joe Does Not Do Cuddles Traction Man	Belonging Street
10 steps	10 steps	5 steps	12 steps	15 steps	15 steps	10 steps	15 steps	10 steps	12 steps	10 steps	10 steps	14 steps	5 steps
52 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)				51 steps (approx. 11 weeks)				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Whole-School Unit* Entertain (10 steps) Inform (10 steps) Entertain (5 steps)	Entertain (12 steps) Inform (15 steps)	Entertain (15 steps) Inform (10 steps)	Entertain (15 steps) Entertain (10 steps)	Entertain (15 steps) Inform (10 steps)	Inform (10 steps) Entertain (14 steps) Entertain (5 steps)
Written Outcomes	Range of genres (whole-school unit)* Short narrative Instructions List poetry	Narrative (journey) Letters & postcards	Traditional tale Non-chronological report	Narrative (based on real experiences) Poetry	Narrative Instructions	Recount (about real event) Narrative Poetry
NC: Composition (planning, drafting, editing and proof-reading)	- Write narratives about personal experiences and those of others (real and fictional) -Write about real events -Write poetry -Write for different purposes - Plan or say out loud what they are going to write about - Write down ideas and/or key words, including new vocabulary - Encapsulate what they want to say, sentence by sentence - Evaluate their writing with the teacher and other pupils - Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly) - Read aloud what they have written with appropriate intonation to make the meaning clear					
NC: Sentence level	Use the simple present and past tense consistently Co-ordination (using or, and, but) Subordination (using when, if, that, or because) How the grammatical patterns in a sentence indicate its function as a statement, question or command Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Subordination (using when, if, that, or because) How the grammatical patterns in a sentence indicate its function as a statement, question or command Use the simple present and past tense consistently	Co-ordination (using or, and, or but) and subordination (using when, if, that, or because) How the grammatical patterns in a sentence indicate its function as a statement, question, or exclamation Use the simple present and past tense consistently	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Co-ordination (using or, and, or but) and subordination (using when, if, that, or because)	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Review of objectives taught in KS1 Review use of conjunctions to combine ideas and sentences
NC: Word level including punctuation	Review Y1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Introduction to use of commas for lists	Review Y1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Introduction to use of commas for lists	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, and commas for lists	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Grammar Terminology	noun, verb, present tense past tense, adjective statement, command comma <u>Review:</u> full stop capital letter, question mark sentence	statement, question noun, noun phrase adjective, verb comma present tense past tense	past tense, present tense adjective, comma exclamation statement, question	apostrophe comma adjective present progressive tense past progressive tense	command apostrophe comma present progressive tense past progressive tense	Review terminology from the year adverb

Year 3

Autumn				Spring				Summer				
Narrative 	Poetry: Free Verse 	Fables 	Non-Chronological Report 	Narrative (Setting and dialogue) 	Persuasive Speeches 	Personal Narrative (memoir) 	Poetry: Calligrams 	Persuasive Letters 	Instructions 	Non-Chronological Report 	Narrative 	Poetry: Take One Poet 
Mini-Rabbit Not Lost	'Words Are Ours' (Michael Rosen) & 'The Magic Box' (Kit Wright)	The Koala who Could; The Squirrels that Squabbled; The Lion Inside	Incredible Jobs You've (Probably) Never Heard Of	Alice's Adventures in Wonderland	Stella and the Seagull	Jabari Jumps; Ralph Tells a Story The Proudest Blue	Love that Dog	Speak Up! Look Up! Clean Up!	Instructions Wolf in the Snow	A Year Full of Celebrations and Festivals from Around the World	The Iron Man	Poems Aloud; Smile Out Loud
15 steps	10 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	15 steps	9 steps	10 steps	11 steps	5 steps
55 steps (approx. 11 weeks)				50 steps (approx. 10 weeks)				50 steps (approx. 11 weeks)				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	<i>Whole-School Unit*</i> Entertain (15 steps) Entertain (10 steps)	Entertain (15 steps) Inform (15 steps)	Entertain (15 steps) Persuade (10 steps)	Entertain (15 steps) Entertain (10 steps)	Persuade (15 steps) Inform (9 steps)	Inform (10 steps) Entertain (11 steps) Entertain (5 steps)
Written Outcomes	<i>Range of genres (whole-school unit)*</i> Narrative (journey) Free verse poems	Fable Non-chronological report	Narrative (focus on setting and dialogue) Persuasive speech	Personal Narrative (memoir) Poetry (calligrams & free verse)	Persuasive letters Instructions	Non-chronological report Narrative Poetry (kennings)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Composition (planning, drafting, editing and proof-reading)	- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discuss and record ideas - Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures - Organise paragraphs around a theme - In narratives, create settings, character and plot - In non-narrative material, use simple organisational devices (for example headings and subheadings) - Assess the effectiveness of their own and others' writing and suggesting improvements - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Proof-read for spelling and punctuation errors - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear					
NC: Sentence level	Revisit Y2 Subordinating conjunctions (using when, if, that, because) and co-ordination (using or, and, but)	Introduction to paragraphs as a way to group related material Subordinating conjunctions [for example, when, before, after, while, so, because], Prepositions [for example, before, after, during, in, because of] Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Adverbs [for example, then, next, soon, therefore], or Prepositions [for example, before, after, during, in, because of] Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Prepositions [for example, before, after, during, in, because of] Adverbs [for example, then, next, soon, therefore],	Subordinating conjunctions [for example, when, before, after, while, so, because], Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Prepositions [for example, before, after, during, in, because of] Adverbs [for example, then, next, soon, therefore]
NC: Word level including punctuation	Revisit KS1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Revisit KS1: Commas to separate items in a list Choose noun or pronouns appropriately for clarity and cohesion and to avoid repetition	Revisit KS1: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Introduction to inverted commas to punctuate direct speech Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i>]	Introduction to inverted commas to punctuate direct speech	Revisit KS1: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Revisit KS1: Commas to separate items in a list	Use of inverted commas to punctuate direct speech Choose noun or pronouns appropriately for clarity and cohesion and to avoid repetition

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Grammar Terminology	main clause subordinate clause conjunction	paragraph conjunction, preposition main clause subordinate clause	paragraph adverb, preposition apostrophe inverted commas consonant, consonant letter vowel, vowel letter	inverted commas direct speech simple past tense present perfect tense	paragraph present perfect tense preposition adverb conjunction	Review terminology from the year

Year 4

Autumn					Spring				Summer				
Narrative (Graphic Novel) 	Persuasive Speech 	Poetry: Free verse 	Explanations 	Narrative 	Newspaper reports/ Recounts 	Travel leaflets 	Narrative 	Poetry: Haiku 	Persuasive Letters 	Non-Chronological Report 	Poetry: Take one Poet 	Narrative 	Poetry 
Arthur and the Golden Rope	The King who Banned the Dark	'A Small Dragon' (Brian Patten)	Until I met Dudley; Rosie Revere, Engineer; This Book Thinks You're an Inventor; How Everything Works	Starbird Zeraffa Giraffa	Real-Life Mysteries	Africa, Amazing Africa Take A Bite India, Incredible India The Big Book of the UK	Leon and the Place Between	The Works: Every Kind of Poem You will Ever Need	Malala's Magic Pencil Greta and the Giants		Stars with Flaming Tails	The Girl Who Stole an Elephant	Marshmallow Clouds
10 steps	10 steps	5 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	15 steps	15 steps	5 steps	15 steps	10 steps
55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)				58 steps (approx. 12 weeks)				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Whole-School Unit* Entertain (10 steps) Persuade (10 steps) Entertain (5 steps)	Inform (15 steps) Entertain (15 steps)	Inform (15 steps) Persuade (10 steps)	Entertain (15 steps) Entertain (10 steps)	Persuade (15 steps) Inform (15 steps)	Entertain (5 steps) Entertain (15 steps) Entertain (10 steps)
Written Outcomes	Range of genres (whole-school unit)* Graphic novel Persuasive speech Poem (free verse)	Explanation Narrative	Newspaper article/ Recount Travel leaflet	Narrative Poetry (haiku)	Persuasive speech & letters Non-chronological report	Short story Poetry (focus on figurative language)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Composition (planning, drafting, editing and proof reading)	- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discuss and record ideas - Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures - Organise paragraphs around a theme - In narratives, create settings, character and plot - In non-narrative material, use simple organisational devices (for example headings and subheadings) - Assess the effectiveness of their own and others' writing and suggesting improvements - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Proof-read for spelling and punctuation errors - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear					
NC: Sentence level	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Revisit Y3: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Fronted adverbials [for example, Later that day, I heard the bad news.] Revisit Y3: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Fronted adverbials [for example, Later that day, I heard the bad news.] Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Revisit Y3: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Fronted adverbials [for example, Later that day, I heard the bad news.] Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Revisit Y3: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
NC: Word level including punctuation	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Use of commas after fronted adverbials	Use of commas after fronted adverbials Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
NC: Grammar Terminology	pronoun, conjunction, preposition, adverb <u>Review:</u> expanded noun phrase, noun, verb, adjective, inverted commas	pronoun, adverbial, fronted adverbial <u>Review:</u> comma	fronted adverbial <u>Review:</u> present perfect tense, comma	pronoun, possessive pronoun <u>Review:</u> expanded noun phrase	plural possession, adverbial, fronted adverbial <u>Review:</u> comma, present perfect tense, apostrophe	Review terminology from the year

Year 5

Autumn					Spring					Summer				
NCR 	Description 	Poetry: Cinquains 	Narrative 	Biography 	Persuasive Letters 	NCR 	Descriptive recount 	Narrative: Mystery and Suspense 	Poetry: Take One Poet (assonance) 	Explanation 	Advertising campaign 	Poetry: Free Verse 	Reviews 	Narrative 
The World of the Unknown: Monsters The Book of Mythical Beasts and Magical Creatures	Cloud Tea Monkeys	Where the Poppies Now Grow	The Promise	Stone Girl, Bone Girl; Fantastically Great: Women who Changed the World; Women in Science	The Misadventures of Frederick	The Skies Above My Eyes The Street Beneath My Feet & The Sea Below My Toes	The Watertower	Boy in the Tower	Rhythm and Poetry	The Lost Book of Adventure		Cloud Busting		Birdsong
15 steps	12 steps	5 steps	15 steps	10 steps	10 steps	15 steps	10 steps	15 steps	5 steps	10 steps	15 steps	10 steps	10 steps	15 steps
55 steps (approx. 11 weeks)					55 steps (approx. 11 weeks)					60 steps (approx. 12 weeks)				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Whole-School Unit* Inform (15 steps) Entertain (12 steps)	Entertain (5 steps) Entertain (15 steps) Inform (10 steps)	Persuade (10 steps) Inform (15 steps)	Entertain (10 steps) Entertain (15 steps) Entertain (5 steps)	Inform (10 steps) Persuade (15 steps)	Entertain (10 steps) Discuss (10 steps) Entertain (15 steps)
Written Outcomes	Range of genres (whole-school unit)* Non-chronological report Descriptive Scene	Cinquain poems Narrative Biography	Persuasive letters Non-Chronological Report	Descriptive Scene Narrative Free verse poetry (rap)	Explanation Advertising Campaign	Free verse poetry Reviews Narrative (description)
NC: Composition (planning, drafting, editing and proof-reading)	- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - note and develop initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action - precising longer passages - use a wide range of devices to build cohesion within and across paragraphs - use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - assess the effectiveness of their own and others' writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensure the consistent and correct use of tense throughout a piece of writing - ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Sentence level	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]					
	Y4: Fronted adverbials [for example, Later that day, I heard the bad news.]	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Word level including punctuation	Brackets to indicate parenthesis Dialogue punctuation	Brackets or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Dialogue punctuation	Brackets, dashes or commas to indicate parenthesis Indicate degrees of possibility using adverbs (for example perhaps, surely) or modal verbs (for example, might, should, will, must) Use of commas to clarify meaning or avoid ambiguity Y6: Use of a colon to introduce a list	Y6: using a colon to mark boundaries between independent clauses Y6: Use ellipsis as a cohesive device to link ideas across paragraphs	Brackets, dashes or commas to indicate parenthesis Indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)	Use of commas to clarify meaning or avoid ambiguity Y6: Use of a colon to introduce a list
NC: Grammar Terminology	bracket, parenthesis <u>Review</u> : noun phrases, fronted adverbials, subordinate clause	cohesion, relative clause, relative pronoun, <u>Review</u> : comma	bracket, comma, colon parenthesis, relative clause, relative pronoun, cohesion, ambiguity modal verb, adverb	ellipsis, colon, cohesion	bracket, comma, dash, parenthesis, modal verb adverb colon	review terminology from across the year

Year 6

Autumn				Spring					Summer				
Narrative 	NCR 	Narrative 	Persuasive Speeches 	NCR 	Dialogue 	Balanced argument 	Narrative 	Biography 	Advocacy Campaign 	Narrative 	Advocacy Poetry 	Blogs 	Narrative 
Night of the Gargoyles The Mysteries of Harris Burdick /	Planetarium Professor Astro Cat's Frontiers of Space / Dr Maggie's Grand Tour of the Solar System	Wisp	Talking History	Arthur Spiderwick's Field Guide to the Fantastic World Around You			Blackberry Blue and other fairy tales /	Survivors	I Have the Right Every Child a Song	Skellig	Be the Change: Poems to Help You Save the World		Macbeth /
10- 15 steps	14 steps	10 steps	15 steps	15 steps	10 steps	5 steps	15 steps	10 steps	15 steps	10 steps	5 steps	10 steps	15 steps
50-55 steps (approx. 10 – 11 weeks)				55 steps (approx. 11 weeks)					60 steps (approx. 12 weeks)				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Whole-School Unit* Entertain (10-15 steps) Inform (14 steps)	Entertain (10 steps) Persuade (15 steps)	Inform (15 steps) Entertain (10 steps) Discuss (5 steps)	Entertain (15 steps) Inform (10 steps)	Persuade (15 steps) Entertain (10 steps) Entertain (5 steps)	Discuss (10 steps) Entertain (15 steps)
Written Outcomes	Range of genres (whole-school unit)* Descriptive Scene Non-Chronological Report	Narrative Persuasive Speech	Non-Chronological Report Scene with Dialogue Balanced Argument	Narrative (fairy/ traditional tale) Biography	Advocacy Campaign Narrative Advocacy Poetry (ballads)	Blogs Narrative
NC: Composition (planning, drafting, editing and proof-reading)	- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - note and develop initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action - precising longer passages - use a wide range of devices to build cohesion within and across paragraphs - use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - assess the effectiveness of their own and others' writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensure the consistent and correct use of tense throughout a piece of writing - ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Sentence level	Review use of single and multi-clause sentences, joining with range of conjunctions Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?]	Link ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase, grammatical connections such as the use of adverbials and ellipses		Review sentence structure across the primary phase	
			Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].			
			The use of subjunctive forms such as If I were or were they to come in some very formal writing and speech] Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?]		
NC: Word level Inc Punctuation	Punctuate bullet points consistently to list information <u>Review:</u> Accurate punctuation of dialogue <u>Review:</u> Use of comma to clarify meaning or avoid ambiguity	Placement of speech tags before, in between speech or after speech <u>Review:</u> Use of comma to clarify meaning or avoid ambiguity	Semi-colons to separate longer or more complicated items in a list Hyphens used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i>)	Semi-colons, colons and dashes to mark the boundary between independent clauses (for example: <i>It's raining; I'm fed up.</i>) Placement of speech tags before, in between speech or after speech	Semi-colons, colons and dashes to mark the boundary between independent clauses (for example: <i>It's raining; I'm fed up.</i>)	Semi-colons to separate longer or more complicated items in a list Hyphens used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i>)
NC: Grammar Terminology	comma, conjunction, clause, parenthesis fronted adverbial subordinate clause bullet points	comma, noun, verb ambiguity paragraph adverbial formality, phrasal verb modal verb	bracket, comma, dash, parenthesis relative clause, relative pronoun semi-colon, hyphen formality, phrasal verb modal verb, subjunctive subject, object, active, passive	ellipsis, colon, semi-colon paragraph adverbial subject, object, active, passive formality, phrasal verb cohesion	hyperbole, exaggeration modal verb colon, semi-colon cohesion subjunctive	Review terminology from the year

*Whole School Unit – Work around a chosen book as part of the transition programme. A new book will be chosen each year.

****Independent Writing Outcome for all units**

For more details and genre specific information please look at the Long Term Overview and Unit Overview for each year group available at: <https://hub.hfleducation.org/courses/take/essential-writing/multimedia/73624081-year-group-navigation>

Writing Transcription: Handwriting Progression

Letter Formation, Placement and Positioning

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notice some print, such as the first letter of their name, a bus or door number or a familiar logo Enjoy drawing freely Add marks to their drawings, which they give meaning to Make marks on their picture to stand for their name	Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Write some letters accurately.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower case (print) and capital letters correctly. <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i> <i>Write recognisable letters, most of which are correctly formed.</i>	To write lower case in print moving on to a precursive font when ready. Lower case and capital letters, to be formed 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 in the precursive font moving on to joined when ready, 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.

Joining Letters

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Add marks to their drawings, which they give meaning to Make marks on their picture to stand for their name	Write some letters accurately.	Begin to form lower-case print letters and capital letters in the correct direction, starting and finishing in the right place.	Form lower-case print letters in the correct direction, starting and finishing in the right place. Form capital letters and digits 0–9 correctly. Moving on when ready, to write in lower-case using the precursive font, forming letters in the correct direction, starting and finishing in the right place with a good level of consistency.	Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case 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 un-joined.	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 un-joined 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).

Writing Transcription: Spelling Progression

Phonics and Spelling Rules *(Refer to Phonics Timeline within Reading Progression)*

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use some of their print and letter knowledge in their early writing. For	Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with	To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant and vowel digraphs which have been taught and the sounds which they 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 recognise new ways of	To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' To spell words with the /ɪ/ sound spelt 'y' in a position	To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd') (if	To spell words with endings that sound like / shuhs/ spelt with - cious To spell	To spell words ending in -able and -ably To spell words ending in -

example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	words with known letter-sound correspondences using a capital letter and a full stop.	To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*, which includes: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before 'k' dividing words into syllables 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 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 adding -er and -est to adjectives where no change is needed to the root word spelling words with the vowel digraphs and trigraphs in Phase 5 spelling words ending with -y spelling new consonants 'ph' and 'wh' using 'k' for the /k/ sound	spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones. To apply further Y2 spelling rules and guidance*, which includes: the /dʒ/ sound spelt as 'ge' and 'dge' or spelt as 'g' or 'j' elsewhere in words the /n/ sound spelt 'kn' and 'gn' the /r/ sound spelt 'wr' the /l/ or /əl/ sound spelt -le or spelt -el or spelt -al or spelt -il the /aɪ/ sound spelt -y adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es adding -ed, -ing, -er and -est to a root word ending in -y and an -e and exceptions to the rules; 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 'll' the /ʌ/ sound spelt 'o' the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s the /b/ sound spelt 'a' after 'w' and 'qu' the /ʒ:/ sound spelt 'or' after 'w' the /ɔ:/ sound spelt 'ar' after 'w' the /ʒ/ sound spelt 's' (e.g. television, usual).	other than at the end of words To spell words with a /k/ sound spelt with 'ch' To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' To spell words with a /sh/ sound spelt with 'ch' To spell words with a short /u/ sound spelt with 'ou' To spell words ending with the /zhər/ sound spelt with 'sure' To spell words ending with the /cher/ sound spelt with 'ture'	the root word ends in 'ss' or 'mit') To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root) To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', To spell words with the /s/ sound spelt with 'sc'	words with endings that sound like /shuhs/ spelt with -tious or -ious To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string 'ough'	ible and -ibly To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial'
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Prefixes and Suffixes

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		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 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) To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable	To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- To form nouns with the suffix -ation 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	To convert nouns or adjectives into verbs using the suffix -ate To convert nouns or adjectives into verbs using the suffix -ise To convert nouns or adjectives into verbs using the suffix -ify To convert nouns or adjectives into verbs using the suffix -en	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency To spell words by adding suffixes beginning with vowel letters to words ending in -fer	

Further Spelling Conventions

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting	To spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll. To learn the possessive singular apostrophe (e.g. the girl’s book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male. To use the first	To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls’, boys’,	To spell complex homophones and near-homophones, including who’s/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy To spell words that contain hyphens To use a knowledge of morphology and etymology in spelling and understand that

			spoken words into phonemes before choosing graphemes to represent those phonemes.	To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).	two or three letters of a word to check its spelling in a dictionary.	babies', children's, men's, mice's). To use their spelling knowledge to use a dictionary more efficiently.		the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.
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Writing Composition Progression

Planning, Writing and Editing

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as	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	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 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	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	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 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.

	Write some or all of their name. Write some letters accurately. Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.	exact repetition and some in their own words. Use new vocabulary in different contexts. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. Develop storylines in their pretend play. <i>Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers.</i>	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 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 proof read to check for errors in spelling grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).	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 proof read work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proof read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	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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Awareness of Audience, Purpose and Structure

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend,	Learn new vocabulary. Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases.	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new	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	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of	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,

	using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Use new vocabulary in different contexts. <i>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</i> <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> <i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>	To start to engage readers by using adjectives to describe.	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.	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.	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.	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 and movement so that meaning is clear.	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).
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Writing: Vocabulary, Grammar and Punctuation Progression

Sentence Construction and Tense

EYFS			KS1		KS2			
Preschool	Nursery	Reception ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Develop their communication, but	Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences.	To use simple sentence structures.	To use the present tense and the past tense mostly correctly and consistently.	To try to maintain the correct tense (including the present perfect tense)	To always maintain an accurate tense throughout a piece of	To use a range of adverbs and modal verbs to indicate	To ensure the consistent and correct use of tense

	may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words Use longer sentences of four to six words.	Connect one idea or action to another using a range of connectives. <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> <i>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</i>		To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.	throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.	writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.	throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
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Use of Terminology

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			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.

Use of Phrases and Clauses

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Articulate their ideas and thoughts in well-formed sentences. Connect one idea or	To use the joining word (conjunction) 'and' to link ideas and	To using co-ordination (or/and/but). To use some	To use subordinate clauses, extending the range of	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider	To use a wide range of linking words/phrases between sentences and paragraphs to	To use the subjunctive form in formal writing. To use the

		action to another using a range of connectives. <i>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</i>	sentences. To begin to form simple compound sentences.	subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	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.	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.	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),	perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing.
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Punctuation

EYFS			KS1		KS2			
Preschool	Nursery	Reception <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Adults modelling use of punctuation Using capital letters and full stops in their 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.