



## Newbold Primary School English Progression of Skills EYFS - KS2

This table shows the progression of skills over the year groups, from Early Years to the end of KS2 for English.

Writing: Transcription Spelling	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>

# Phonics and Spelling Rules

<p>s, a, t, i, p, n</p> <p>c k, e, h, r, m, d</p> <p>g, o, u, l, f, b</p> <p>ai, j, oa, ie, ee, or</p>	<p>sh,</p> <p>ch,</p> <p>th,</p> <p>ng,</p> <p>qu,</p> <p>ar</p>	<p>Silent b,</p> <p>silent w,</p> <p>silent k,</p> <p>wh for w,</p> <p>ph for f,</p> <p>ea for e</p>	<p>digraphs</p> <p>ai, ay, a_e,</p> <p>ee, ea, e_e, ie, y,</p> <p>igh, i-e, oa, ow, o_e,</p> <p>ue, ew, u_e</p>	<p>ch,sh,th,</p> <p>homophones, nch,</p> <p>se for/s/, ve for /v/,</p> <p>plurals (ves)</p>	<p>age, ege, nge, suffix</p> <p>-ance, -ancy, -ence,</p> <p>-ency</p>	<p>numerical prefixes</p> <p>for 1,</p> <p>2,3,4,5,6,7,8,9,10</p> <p>(dec)</p>
<p>z, w, ng, v, oo, oo</p> <p>y, x, ch, sh, th, th</p>	<p>Short vowels, ff,</p> <p>ll,</p> <p>ss/zz,</p> <p>ck,</p> <p>y</p>	<p>Soft c for s,</p> <p>Soft g for j,</p> <p>Wa for wo,</p> <p>ou for u,</p> <p>air for air,</p> <p>ch for k</p>	<p>ee, n for /ng/, soft</p> <p>c, soft g, tch, dge</p>	<p>schwa a, schwa o,</p> <p>schwa u, schwa ar,</p> <p>schwa or, schwa er</p>	<p>prefix multi-, auto-,</p> <p>micro-, super-, kilo-,</p> <p>milli-, prefix post-,</p>	<p>ei and eigh for/ai/,</p> <p>ei and ie for /ee/</p> <p>ei, eigh, and eir, ci</p> <p>for /sh/, cious,</p> <p>-eous,</p>
<p>Letter sounds</p> <p>Letter formation,</p> <p>Reading (blending,</p> <p>segmenting)</p> <p>Identifying sounds in words,</p> <p>Tricky words</p>	<p>Vowels,</p> <p>a_e,</p> <p>i_e,</p> <p>o_e,</p> <p>u_e,</p> <p>wh</p>	<p>Ai,</p> <p>ee,</p> <p>ie,</p> <p>oa,</p> <p>ue,</p> <p>k</p>	<p>le, qu, s for /z/, se</p> <p>and ze for /z/, suffix</p> <p>-less, suffix -able,</p>	<p>or for er, ear for er,</p> <p>u for long oo, gh,</p> <p>ough, augh, ive for</p> <p>/iv/, suffix -ic</p>	<p>suffix -tion, -sion,</p> <p>ssion, cian, -ation,</p> <p>ch and che for /sh/</p>	<p>double letters, cc</p> <p>for /k/, doubling</p> <p>rule for fer,</p> <p>spellings for long</p> <p>oo, spellings for ai,</p> <p>silent h digraphs</p>
<p>Letter sounds</p> <p>Letter formation,</p> <p>Reading (blending,</p> <p>segmenting)</p> <p>Identifying sounds in words,</p> <p>Tricky words</p>	<p>ou,</p> <p>ow,</p> <p>oi,</p> <p>oy,</p> <p>or,</p> <p>al</p>	<p>ay,</p> <p>ea,</p> <p>igh,</p> <p>y,</p> <p>ow,</p> <p>ew</p>	<p>a for ai, e for ee, i</p> <p>for ie, o for oa, -o</p> <p>for oa, u for ue</p>	<p>st for/s/, silent</p> <p>letters, suffix ically,</p> <p>schwa al, schwa el,</p> <p>schwa il,</p>	<p>sure, ture, -ible,</p> <p>-ate, -ise, ize, -ify</p>	<p>bt, te, tte, th, cht, for</p> <p>/t/, mb, mn, me for</p> <p>/m/, silent p</p> <p>digraphs, ui a u for</p> <p>/i/, gh and gue, gu</p>
<p>Letter sounds</p> <p>Letter formation,</p> <p>Reading (blending,</p> <p>segmenting)</p> <p>Identifying sounds in words,</p> <p>Tricky words</p>	<p>nk,</p> <p>er,</p> <p>ir,</p> <p>ur,</p> <p>au,</p> <p>aw</p>	<p>ou,</p> <p>ow,</p> <p>oi,</p> <p>oy,</p> <p>or,</p> <p>al</p>	<p>a for ar, ie for ee, y</p> <p>for i,</p> <p>a for /o/, aw, au, al,</p> <p>homophones</p>	<p>suffix ery, suffix ary,</p> <p>suffix ory, suffix ant,</p> <p>suffix ent, suffix ist</p>	<p>suffix -ous, suffix</p> <p>-ious, tious, cial, tial,</p> <p>words ending in -i,</p>	<p>que for /k/, ne for</p> <p>/n/, word mix ups,</p> <p>suffix -ly, ere and</p> <p>oa, schwas</p>
<p>Letter sounds</p> <p>Letter formation,</p>	<p>Letter sounds</p> <p>Letter formation,</p>	<p>nk,</p> <p>er,</p>	<p>ei and eigh for ai,</p> <p>o for u,</p>	<p>prefix pre, prefix</p> <p>sub, prefix anti,</p>	<p>graph, suffix -ology,</p>	<p>graph, suffix -ology,</p>

	Reading (blending, segmenting) Identifying sounds in words, Tricky words	Reading (Blending) Identifying sounds in words, Tricky words Dictation Alien Words	ir, ur, au, aw	ture, ie for ee, ore for or, le	prefix trans, prefix inter, prefix tele	suffix -ment, suffix -ship, suffix - ward, sch	suffix -ment, suffix -ship, suffix - ward, sch
<b>Common Exception Words</b>	To write some irregular common words.	To spell all Y1 common exception words correctly.*  To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.

## Prefixes and Suffixes

To use -s and -es to form regular plurals correctly.

To use the prefix 'un-' accurately.

To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).

To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.

To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).

To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.

To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).

To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).

To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).

To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).

To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).

To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).

To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).

To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).

To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).

To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).

To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).

To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).

## Further Spelling Conventions

To spell simple compound words (e.g. dustbin, football).

To read words that they have spelt.

To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.

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 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).

To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.

To use the first two or three letters of a word to check its spelling in a dictionary.

To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).

To use their spelling knowledge to use a dictionary more efficiently.

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 (e.g. practice/ practise, licence/license, advice/advise).

To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own).

To use a knowledge of morphology and etymology in spelling and understand that 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.

Reading	EYFS	KS1		KS2				
	Three and Four-Year-Olds Reception Early Learning Goals	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
Word Reading		<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions, e.g. I'm,</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately without overt</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology),as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>			

		<p>l'll, we'll and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; re-read these books to build up their fluency and confidence in word reading.</p>	<p>sounding and blending when they have been frequently encountered.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Comprehension</b></p>		<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently</p> <p>Being encouraged to link what they read or hear read to their own experiences</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Recognising some different forms of poetry (e.g. free verse, narrative poetry).</p> <p>Understand what they read, in books they can read independently, by:</p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Learning a wider range of poetry by heart.</p>

		<p>predictable phrases. learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Discussing the significance of the title and events</p> <p>Making inferences on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their</p>	<p>Being introduced to nonfiction books that are structured in different ways.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Making inferences on the basis of what is being said and done.</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Understand what they read by:</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>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.</p> <p>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.</p> <p>Provide reasoned justifications for their views.</p>
--	--	---	--	--	--



		understanding of what is read to them	<p>Answering and asking questions.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>		
--	--	---------------------------------------	--	--	--

Writing: Transcription Handwriting	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Letter Formation, Placement and Positioning</b>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>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].</p>	<p>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.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>o write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul>

	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>						
<b>Joining Letters</b>			<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>

Writing: Composition	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Planning, Writing and Editing	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>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.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements</p>

	<p>the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Develop storylines in their pretend play.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p>		<p>spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>			<p>corrections and improvements.</p>	<p>to their writing.</p>
--	--	--	---	--	--	--------------------------------------	--------------------------

**Awareness of Audience, Purpose and Structure**

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, 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."

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.

Use new vocabulary in different contexts.

Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.

To start to engage readers by using adjectives to describe.

To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.

To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.

To read aloud what they have written with appropriate intonation to make the meaning clear.

To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).

To make deliberate ambitious word choices to add detail.  
To begin to create settings, characters and plot in narratives.

To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).

To write a range of narratives that are well- structured and well-paced.

To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.

To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.

To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.

To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.

To regularly use dialogue to convey a character and to advance the action.

To perform their own compositions confidently using appropriate intonation, volume and movement so that the meaning is clear.

To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).

To distinguish between the language of speech and writing and to choose the appropriate level of formality.

To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Writing: Vocabulary, Grammar and Punctuation	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Sentence Construction and Tense</b>	<p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>To use simple sentence structures.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>

## Use of Phrases and Clauses

Use longer sentences of four to six words.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

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.

To use the joining word (conjunction) 'and' to link ideas and sentences.

To begin to form simple compound sentences.

To using co-ordination (or/and/but).

To use some subordination (when/if/that/because).

To use expanded noun phrases to describe and specify (e.g. the blue butterfly).

To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.

To use a range of conjunctions, adverbs and prepositions to show time, place and cause.

To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.

To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.

To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.

To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).

To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.

To use the subjunctive form in formal writing.

To use the perfect form of verbs to mark relationships of time and cause.

To use the passive voice.

To use question tags in informal writing.



<p style="text-align: center;"><b>Punctuation</b></p>		<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> <li>-capital letters, full stops, question marks and exclamation marks;</li> <li>-commas to separate lists;</li> <li>-apostrophes to mark singular possession and contractions.</li> </ul>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>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.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>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.</p>
<p style="text-align: center;"><b>Use of Terminology</b></p>		<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>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.</p>	<p>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).</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>