



F1

Handwriting	<ul style="list-style-type: none">-I can draw lines and circles using gross motor movements.-I can hold a pencil between my thumb and two fingers, no longer using whole-hand grasp.-I can hold a pencil near the point between my first two fingers and my thumb and use it with good control.-I can copy some letters, e.g. letters from my name.-I can show a preference for a dominant hand.-I can begin to use anticlockwise movement and retrace vertical lines.
Word	<ul style="list-style-type: none">-I can sometimes give meaning to marks as I draw and paint.
Speaking	<ul style="list-style-type: none">-I can begin to use more complex sentences to link thoughts (e.g. using and, because)-I can retell a simple past event in correct order (e.g. went down slide, hurt finger).-I can use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
Vocabulary	<ul style="list-style-type: none">-I can build up vocabulary that reflects the breadth of my experiences.
Verbs - tenses	<ul style="list-style-type: none">-I can use a range of tenses when talking to others (e.g. play, playing, will play, played).
Sentence structure	<ul style="list-style-type: none">-I can ascribe meaning to marks that I see in different places.
Punctuation	
Composition and effect	
Writing Process	<ul style="list-style-type: none">-I can use talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'
Spelling	

Handwriting	<ul style="list-style-type: none"> - I can hold a pencil correctly using a tripod grip. -I can hold a pencil effectively. -I can write letters using the correct sequence of movements. -I can write from the top of the page to the bottom of the page. -I can write from the left of the page to the right of the page. -I can form most upper case and lower case letters correctly. -I am starting to use some cursive script.
Word	<ul style="list-style-type: none"> -I can break my spoken language into words. -I can continue a rhyming string using my knowledge of rhyming words -I can explore the meaning and sounds of new words. -I am beginning to know that a noun is a naming word for a thing or feeling. -I am beginning to know that an adjective is a word that describes a noun. -I am beginning to know that a verb is a 'doing' or 'being' word.
Verbs - tenses	<ul style="list-style-type: none"> - I am can use the present tense in some of my writing. -I can use the past tense in speaking and am starting to use this in some of my writing.
Sentence structure	<ul style="list-style-type: none"> - I can write my own name. -I can give meaning to marks as I write, draw and paint. -I can hear and write the initial sounds of words. -I can write labels. -I can write captions. -I can write some simple sentences which I can read back to myself and others.
Punctuation	<ul style="list-style-type: none"> - I can write my own name using a capital letter. -I can use a capital letter at the start of some sentences. -I can use full stops at the end of some sentences. - I can use finger spaces between some of my words.
Composition and effect	<ul style="list-style-type: none"> -I can use some story language, such as 'Once upon a time....' -I can attempt to write for different purposes, using features of different forms such as lists, stories and instructions. -I can retell a narrative or a recount. -I can write simple narratives and recounts.
Writing Process	<ul style="list-style-type: none"> -I can orally retell narratives in the correct sequence, drawing on the language patterns of stories. -I can dictate and invent my own compositions. -I can think about what to write before I write.
Spelling	<ul style="list-style-type: none"> - I can hear and write the initial sounds of words. -I can segment the sounds in simple words and blend them together. -I can use my phonic knowledge to write words in ways that match their spoken sounds. -I can use my phonic knowledge to write simple regular CVC words. E.g. leg, shop, rich. -I can make phonetically plausible attempts at more complex words. -I can attempt to spell unfamiliar words using a phonemic strategy (including analogy).

-I can write common irregular words correctly.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<ul style="list-style-type: none"> -I can use a conventional tripod pencil grip. -I am starting to use the correct letter formation using school cursive script. -I can orientate letters correctly on four lines. -I am starting to join letters using the handwriting patterns. -I can sit correctly at a table, holding a pencil comfortably and correctly. - I am starting to form lower-case letters in the correct direction, starting and finishing in the right place. -I can form capital letters. -I can form digits 0-9. -I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and am starting to practise these. 	<ul style="list-style-type: none"> - I can form lower-case letters of the correct size relative to one another. - I can use 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. - I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters -I can use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> -I am consolidating the formation of basic joins from Year 2. -I can consistently use the correct size, proportion, fluency and spacing between letters and words. -I am developing clear, neat handwriting for finished work. -I am building up handwriting speed, fluency and legibility through practice. -I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. -I am increasing the legibility, consistency and quality of my handwriting, e.g. by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<ul style="list-style-type: none"> -I am continuing to build up speed. -I am consolidating consistency in size, proportion, fluency and spacing between letters and words. -I can use a range of presentational skills. E.g. print script for captions, sub-headings and labels; capital letters for posters, title pages and headings; a range of computer generated fonts and point sizes. -I continue to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined - I continue to increase the legibility, consistency and quality of my handwriting. 	<ul style="list-style-type: none"> -I continue to consolidate consistency in size, proportion, fluency and spacing between letters and words. -I am developing fluency and speed so that problems with forming letters do not get in the way of my writing down what I want to say. -I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices; deciding, as part of my personal style, whether or not to join specific letters and choosing the writing implement that is best suited for a task (e.g. quick notes, letters). 	

<p>Word/Word classes</p>	<p>-I know that a noun is a naming word for a thing or feeling. I can give some examples. -I know that an adjective is a word that describes a noun. I can give some examples. -I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples. - I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes. - I know when I can add suffixes to verbs where no change is needed in the spelling of root words. E.g. helping, helped, helper. - I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos.</p>	<p>-I can identify nouns, adjectives, verbs and adverbs. I can give some examples. -I know that an adverb can give extra information about a verb. -I can use regular and irregular plural noun suffixes and know how these affect the meaning of the noun. E.g. flies, children, monkeys, sheep. -I can create and use compound nouns. E.g. whiteboard, superman, underpants. - I can create and use nouns using suffixes such as -ness, -er. E.g. buyer, happiness. - I can use suffixes such as -ful, -less to form adjectives. E.g. hopeful, hopeless. - I can use the suffixes -er and -est to form comparative and superlative adjectives. E.g. thicker, thickest. -I can form adverbs by using the suffix -ly. E.g. quickly, slowly, suddenly.</p>	<p>-I know what nouns, adjectives, verbs and adverbs are. I can give examples. -I know that an adverb can give extra information about a verb including how and when the action took place. E.g. angrily, yesterday. -I am beginning to understand the difference between the plural -s and the possessive -s. -I can form and use nouns using a range of prefixes. E.g. superman, antifreeze, autograph. -I can form and use a wider range of prefixes to change the meaning of verbs and adjectives E.g. agree - disagree, correct - incorrect, possible- impossible. -I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel. - I can spot word families to show how words are related. E.g. solve, solution, solver, dissolve, insoluble. -I can form a range of adverbs by applying the rules for using the</p>	<p>- I know what nouns, adjectives, verbs, adverbs and determiners are. I can give examples. -I know that an adverb can give extra information about a verb including how, when and where the action took place. E.g. angrily, yesterday, here, there. - I know the grammatical difference between plural and possessive -s. -I can form and use a range of prefixes and suffixes to change the class and/or meaning of a word. E.g. -ation, -sion, inter-, super-. -I can identify and use a range of determiners including simple articles, quantifiers and possessive determiners. E.g. a, an, the, some, three, my, their. -I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully luckily, carelessly, dramatically. -I can identify some of the differences between Standard English and non-Standard English and can apply what I have learnt in my writing. E.g. In dialogue for characters.</p>	<p>-I can use nouns, adjectives, verbs and adverbs to enhance meaning. - I know that an adverb can give extra information about a verb including how (manner), when (time), how often (frequency), how likely (possibility) and where (place) the action took place. E.g. angrily, yesterday, here, there, often, definitely. -I know the grammatical difference between plural and possessive -s and can use these mostly correctly in my writing. -I am increasing the range of suffixes I can use to change the meaning of words. E.g. I can change nouns or adjectives into verbs using suffixes. E.g. -ate, -ise, -ify. -I can use a wider range of verb prefixes to change the meaning of verbs (dis-, de-, mis-, over-, and re-). E.g. disagree, demotivate misread, overthink, retell. -I can identify and use a range of determiners including simple articles, demonstratives, possessives, quantifiers, numbers and question words. E.g. a, this, her, each, which, several.</p>	<p>-I can use and explain how nouns, adjectives, verbs and adverbs are used to enhance meaning. -I know that an adverb can give extra information about a verb, an adjective or another adverb. E.g. <u>very</u> tired, <u>extremely</u> slowly, <u>quite</u> carefully. - I know when a word is being used as an adverb. E.g. He went <u>inside</u>.) or a preposition (followed by a noun or number. E.g. He went <u>inside</u> the house.). -I know the grammatical difference between plural and possessive -s and can use these correctly in my writing. -I am using a wide range of suffixes and prefixes to change the meaning of words and am using this to increase my understanding of how words are related. E.g. science, conscious, conscience. -I know how words are related by meaning as synonyms and antonyms E.g. big, large, little, small, tiny, miniscule. -I can identify and use a wide range of determiners including simple articles, demonstratives, possessives, quantifiers,</p>
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		<ul style="list-style-type: none"> - I can use some features of Standard English in my writing. E.g. They did it <u>cos</u> they wouldn't do <u>no</u> more work - They did it <u>because</u> they wouldn't do <u>any</u> more work. 	<ul style="list-style-type: none"> suffix -ly. E.g. hopefully, luckily, carelessly. - I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters. 		<ul style="list-style-type: none"> -I can form and use a range of adverbs. -I can recognise vocabulary and structures that are appropriate for formal speech and writing such as the use of question tags. E.g. He's your friend, <u>isn't he?</u> 	<ul style="list-style-type: none"> numbers and question words. E.g. a, this, her, each, which?, several. - I can identify when a word is a determiner and when it is a pronoun. E.g. <u>This</u> phone is mine (determiner) - This is my phone (pronoun). - I can accurately form and use a wide range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully luckily, carelessly, dramatically. -I know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. E.g. find out - discover; ask for - request; go in - enter.
Conjunctions and cohesion	<ul style="list-style-type: none"> -I can join words within a sentence using 'and'. -I can join clauses within a sentence using 'and'. -I can join clauses within a sentence using 'but'. -I can join clauses within a sentence using 'because'. -I can use some simple time connectives to sequence 	<ul style="list-style-type: none"> -I can use co-ordinating conjunctions (and, but, or) to write compound sentences. -I can use some subordinating conjunctions (when, if, that, because) to create some complex sentences. - I can use a wider range of time connectives to show when an event is happening. E.g. Later, 	<ul style="list-style-type: none"> -I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences. - I can use some subordinating conjunctions to show time, place and cause. E.g. when, before, after, while, so, because. -I can use time connectives (conjunctive adverbs) and phrases to sequence and link my sentences. E.g. After 	<ul style="list-style-type: none"> -I can identify and use co-ordinating conjunctions (FANBOYS) to create compound sentences mostly correctly. -I can identify and use subordinating conjunctions of time (when, before, until, as soon as) place (where, wherever) and cause (since, because, so that) to create complex sentences. -I can use some connectives to show the relationship between ideas/sentences. E.g. however, on the other 	<ul style="list-style-type: none"> -I can identify and use a full range of co-ordinating conjunctions (FANBOYS) to create compound sentences mostly correctly. - I can identify and use a wide range of subordinating conjunctions (I SAW A WABUB). to create complex sentences mostly correctly. -I can use devices to build cohesion within a paragraph so that the paragraph flows (e.g time connectives, pronouns). 	<ul style="list-style-type: none"> - I can identify and use a full range of co-ordinating conjunctions (FANBOYS) to create compound sentences correctly. - I can identify and use a wide range of subordinating conjunctions (I SAW A WABUB) to create complex sentences correctly. - I can use appropriate subordinating conjunctions and connectives (adverbs) to

	<p>ideas/events in order. E.g. First, next, then, after that.</p>	<p>finally, suddenly, before.</p>	<p>that... When we were finished... Then... Eventually...</p>	<p>hand, although, nevertheless, even though. -I can use pronouns in the place of names and other nouns (<i>personal</i> - he, she, we, they, it; <i>possessive</i> - my, his, her, their) to aid cohesion and avoid repetition. E.g. Amy had a bike. She loved it very much. Her brother was jealous. He wanted it.</p>	<p><u>Firstly</u>, the player rolls the dice. <u>This</u> shows the number of spaces to move forward on the board. <u>After that</u>, the counter is moved around the board. <u>Wherever it</u> lands, an instruction is given and <u>this</u> must be carried out. -I can link ideas across paragraphs using adverbs and adverbials of time (later, the following day) place (nearby, suddenly) and number (firstly, secondly). - I can link ideas across paragraphs using tense choices. E.g. He <i>had</i> seen her before -I can use connectives to build cohesion within and across paragraphs. E.g. however, therefore, nevertheless, subsequently, moreover, furthermore, as a result. - I can choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition. E.g. <u>Amy and Alex</u> got on the train. <u>The two friends</u></p>	<p>suit the purpose of the writing I am doing. E.g. addition (furthermore, in addition to, moreover); causal (because of this, as a result) and contrasting (however, although, on the other hand, despite). -I can link ideas across paragraphs by using a wider range of cohesive devices. E.g. repetition of a word or phrase, connectives, ellipsis and adverbials such as on the other hand, in contrast, or as a consequence. -I can refer to the same person, event or place in a variety of different ways. E.g. a heavy gust of wind, the disastrous snow storm, the powerful blizzard.</p>
<p>Verbs - tense, mood and voice</p>	<p>-I can use the suffix 'ed' to form verbs in the simple past tense where there is no</p>	<p>-I can use the suffix -ed to form verbs in the simple past tense where there is a</p>	<p>- I can use a range of rules to form verbs in the simple past tense, including irregular verbs.</p>	<p>- I can use a range of rules to form verbs in the simple past tense and past progressive tense mostly</p>	<p>- I can use a range of rules to form verbs in the simple past tense and past</p>	<p>- I can identify and consistently use the simple past tense and the past progressive tense in</p>

<p>change to the root word and use them in my writing. E.g. helped, danced.</p> <p>-I can use the suffix '-s' to form third person singular verbs where there is no change to the root word and use them in my writing. E.g. makes, hopes.</p> <p>-I can use the suffix 'ing' to form verbs where there is no change to the root word and use them in my writing. E.g. wanting, sleeping.</p> <p>-I can form verbs using the prefix un- where no change is needed to the spelling of the root word and use them in my writing. E.g. untie, undo.</p>	<p>change to the root word. E.g. copied, slept, planned.</p> <p>-I can use the past tense for stories, recounts and historical reports.</p> <p>-I can use the suffix -es to verbs ending in -y to form third person singular verbs where there is a change to the root word. E.g. flies, replies.</p> <p>-I can use the present tense for non-chronological reports and instructions.</p> <p>- I can use the suffix -ing to form verbs where there is a change to the root word. E.g. running, hiking, shining.</p> <p>-I can use the present progressive form of verbs. E.g. She is running.</p> <p>-I can use the past progressive form of verbs. E.g. She was running.</p>	<p>E.g. planned, went, had, was, preferred.</p> <p>-I can identify and use the simple past tense in my writing. E.g. I went out to play.</p> <p>-I can use a range of rules to form the present participle of a verb. E.g. hoping, running, helping, gardening.</p> <p>- I can use the present progressive and past progressive verb forms in my writing. E.g. She is running. She was running.</p> <p>-I can identify and write some sentences written in the present perfect form to describe an action that has already occurred but continues to happen. E.g. I have washed my hands. He has brushed his teeth.</p>	<p>correctly, including irregular verbs and verbs of more than one syllable. E.g. planned, went, had, preferred, hoping, running, gardening.</p> <p>-I can identify and use the simple past tense and the past progressive tense in my writing mostly correctly. E.g. I went out to play. I was going out to play.</p> <p>- I can use a range of rules to form verbs in the simple present and present progressive mostly correctly. E.g. is running, is hoping.</p> <p>- I can identify and use the simple present tense and the present progressive tense in my writing mostly correctly. E.g. He copies. We are planning.</p> <p>-I can identify and write sentences in the present perfect form to describe an action that has already occurred but continues to happen. E.g. He <u>lived</u> there for three years. He <u>has lived</u> there for three years.</p> <p>-I can identify and write some sentences in the past perfect form to describe an action that has happened before another action or before a specific time in the past. E.g. The plane <u>had left</u> by the time I got to the airport. I <u>had</u> just</p>	<p>progressive tense correctly.</p> <p>-I can identify and use the simple past tense and the past progressive tense in my writing correctly. E.g. I went out to play. I was going out to play.</p> <p>- I can use a range of rules to form verbs in the simple present and present progressive tense correctly.</p> <p>- I can identify and use the simple present tense and the present progressive tense in my writing correctly. E.g. He copies. We are planning.</p> <p>- I can identify and use the perfect form of verbs to mark relationships of time and cause. E.g. I <u>have washed</u> my hands. He <u>had brushed</u> his teeth.</p> <p>- I can identify and use modal verbs to indicate degrees of possibility. E.g. might, could, shall, will, must.</p> <p>- I can identify and use adverbs to indicate degrees of possibility. E.g. perhaps, maybe, never, sometimes, surely.</p> <p>-I can use the correct subject/ verb agreement when using singular and plural nouns mostly correctly. E.g. The ships <u>were</u>, The children <u>did</u>.</p>	<p>my writing correctly. E.g. I went out to play. I was going out to play.</p> <p>- I can identify and consistently use the simple present tense and the present progressive tense in my writing correctly. He copies. We are planning.</p> <p>- I can identify and consistently use the perfect form of verbs to mark relationships of time and cause. E.g. I <u>have washed</u> my hands. He <u>had brushed</u> his teeth. He <u>has lived</u> there for three years.</p> <p>-I can identify and use modal verbs to indicate degrees of possibility. E.g. might, could, shall, will, must.</p> <p>- I can identify and use adverbs to indicate degrees of possibility. E.g. perhaps, maybe, never, sometimes, surely.</p> <p>-I can use the active voice (<u>subject</u> doing something to the object) and passive voice (<u>subject</u> having something done to it by the object) for effect. E.g. The cat was chasing the mouse. The mouse was chased by the cat.</p> <p>-I can use a range of verb forms for effect. E.g.</p>
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				<p><u>finished</u> cooking when my guests arrived.</p> <p>- I can use Standard English forms for verb inflections instead of local spoken forms. E.g. we were instead of we was, or I did instead of I done.</p>		<p>Using the passive voice to create a formal tone; using the past perfect tense in the passive form to show the subject isn't known. E.g. The graffiti <u>had been scrawled</u> all over the wall.</p> <p>-I can use the correct subject/ verb agreement when using singular and plural nouns. E.g. The ships <u>were</u>, The children <u>did</u>.</p>
Sentence structure/Text	<p>-I can think and say a sentence that makes sense.</p> <p>-I can write simple sentences that make sense.</p> <p>-I can write some questions.</p> <p>-I can identify some commands.</p> <p>-I can sequence sentences to form short narratives.</p>	<p>-I can identify and write statements mostly correctly.</p> <p>-I can identify and write questions mostly correctly.</p> <p>-I can identify and write commands mostly correctly.</p> <p>-I can identify and write exclamation sentences mostly correctly.</p> <p>-I am beginning to group related sentences into paragraphs.</p>	<p>-I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.</p> <p>- I can identify main and subordinate clauses in complex sentences.</p> <p>-I can write some complex sentences using subordinating conjunctions in my writing.</p> <p>-I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence.</p>	<p>- I can identify and write a wide range of different sentence forms in my writing, including: statements, commands, questions (including rhetorical questions) and exclamation sentences.</p> <p>- I can identify and write complex sentences using a range of subordinating conjunctions.</p> <p>- I can use some -ed, -ing and -ly openers to start my sentences. E.g. Worried, Running, Slowly.</p> <p>- I can identify and use prepositions /prepositional phrases (indicating time, position, direction, possession, means) to start my sentences. E.g. During the film, At the station, Over the fence.</p>	<p>- I can identify and write a wide range of complex sentences using a range of subordinating conjunctions.</p> <p>-I can identify and write complex sentences using relative clauses with the relative pronouns: who, which, where, when, that. E.g. Sam, who had remembered his wellies, was the first to jump in the river.</p> <p>-I can use parentheses to write some complex sentences where the relative pronoun is implied. E.g. The house, <u>which</u> was on top of the hill, had a red roof. The house, on top of the hill, had a red roof. The house - on top of the hill -had a red roof. The house (on top of the hill) had a red roof.</p>	<p>-I can identify and write a wide range of complex sentences using a wide range of subordinating conjunctions and relative pronouns.</p> <p>- I can write complex sentences, varying the position of the clauses within the sentence. E.g. Subordinate clause at the start, subordinate clause at the end, relative clause at the end, relative clause in the middle.</p> <p>- I can use parentheses to write complex sentences where the relative pronoun is implied. E.g. The house, <u>which</u> was on top of the hill, had a red roof. The house, on top of the hill, had a red roof. The house - on top of the hill -had a red roof.</p>

			<p>-I can use adverbs to open some sentences. E.g. Quietly, I crept into the room.</p> <p>-I can group related sentences into paragraphs.</p> <p>- I can use some headings and sub-headings to help me organise my ideas.</p>	<p>-I can use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly. E.g. Later that day... In the distance...As fast as he could...In admiration...</p> <p>-I can use paragraphs to organise my ideas around a theme.</p> <p>- I can use headings and sub-headings to organise my ideas.</p>	<p>-I can write complex sentences, varying the order of the subordinate clause. E.g. <u>Although it was raining</u>, I didn't wear my coat. I didn't wear my coat <u>although it was raining</u>.</p> <p>- I can write complex sentences, varying the order of the relative clause. She lives in Nottingham <u>which is a university town</u>. Nottingham, <u>which is a university town</u>, has a large population.</p> <p>-I can- use some -ed, -ing and -ly phrases to start my sentences. E.g. Running through the door, Excited about the news, ... Slowly crossing the room, ...</p> <p>- I can identify and use a range of prepositions /prepositional phrases (indicating time, position, direction, possession, means) mostly correctly to start my sentences. E.g. During the film, At the station, Over the fence.</p> <p>- I can use a wide range of fronted adverbials (for time, place, and manner) in my writing. E.g. As soon as she could...Without warning...Above the clouds...</p> <p>- I can use further organisational and presentational devices to</p>	<p>The house (on top of the hill) had a red roof.</p> <p>-I can identify and appropriately use a wide range of prepositions /prepositional phrases (indicating time, position, direction, possession, means) to start my sentences. E.g. During the film, At the station, Over the fence</p> <p>- I can use a variety of ways to start my sentences, including -ed, -ing and -ly phrases (Running through the door, Excited about the news, Slowly crossing the room), similes (As quick as a flash,), 3-ed openers (Frightened, terrified, exhausted,).</p> <p>- I can use a full range of organisational and presentational devices to structure my writing. E.g. headings, sub-headings, columns, bullet points, tables.</p>
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					structure my writing. E.g. headings, bullet points, underlining.	
Punctuation	<ul style="list-style-type: none"> -I can separate words using finger spaces. -I can use a capital letter to start some sentences. -I can use a full stop to end some sentences. -I can use some question marks correctly. -I can use some exclamation marks correctly. -I can use some capital letters for the names of people, places and the days of the week. -I can use a capital letter for the personal pronoun 'I'. 	<ul style="list-style-type: none"> -I can use capital letters and full stops to show where a sentence begins and ends. -I can use some question marks correctly. - I can use some exclamation marks correctly. -I can use capital letters for names of people, days of the week and the personal pronoun 'I.' -I can use commas to separate items in a list. I can use apostrophes to contract some words: can't, don't, I'm, couldn't etc. -I can use apostrophes to mark singular possession in nouns e.g. Bob's hat. 	<ul style="list-style-type: none"> - I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks mostly correctly. -I can securely use apostrophes for a wide range of contractions e.g. can't, don't, I'm, couldn't, he'll, wouldn't, shan't etc. -I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes. -I can use some inverted commas correctly to punctuate direct speech. 	<ul style="list-style-type: none"> --I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks correctly in my writing for sentences, questions and commands or exclamations. -I can use a full stop to show a main clause has ended, or a conjunction to link another main clause. I do not run sentences together or comma splice (<i>use a comma between main clauses</i>). - I can use apostrophes for omission and singular possession mostly correctly. - I can use the possessive apostrophe accurately in words with regular and irregular plurals. The girls' names were written on the board. The children's favourite food is pizza. -I can use inverted commas correctly to punctuate direct speech. - I can use a new line for new speaker. - I can use a comma after the reporting clause at the start of direct speech. E.g. The conductor shouted, "Get off the bus!". -I can use the correct punctuation for the end of 	<ul style="list-style-type: none"> -I can use a full range of punctuation in my sentences including inverted commas and other punctuation to indicate direct speech and apostrophes for possession and omission. -I can use commas, brackets or dashes for parenthesis mostly correctly. - I can use commas after subordinate clauses at the start of a sentence. - I can use commas after prepositional phrases and adverbial phrases at the start of a sentence. E.g. Behind the window, As soon as she could, - I can use commas to clarify meaning or avoid ambiguity. E.g. When she's not working, she loves eating her dog and her family. When she's not working, she loves eating, her dog and her family. 	<ul style="list-style-type: none"> -I can use a full range of punctuation in my sentences including inverted commas and other punctuation to indicate direct speech, apostrophes for possession and omission, ellipses and bullet points. -I can use commas, brackets or dashes for parenthesis correctly. -I can use commas to demarcate phrases and clauses mostly correctly. -I can use hyphens to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover -I can use some semi-colons between closely related independent clauses in place of co-ordinating conjunctions. E.g. It was raining; I was fed up. - I can use some colons between independent clauses where both clauses in the sentence are closely linked and the second clause emphasises, adds clarification, or adds further detail to the first clause. E.g. I stayed inside: it was raining.

				<p>speech within inverted commas (only a full stop if the speech is after the reporting clause).</p> <p>-I can use commas after some fronted adverbs/adverbials.</p> <p>E.g. Long ago, there lived... Later that day, I went... Slowly, I crept...</p>		<p>-I can use some dashes to extend a sentence and expand upon a previously-made point or clause or to show subordinate or additional information within a sentence. E.g. Mrs Brown demands one thing from her pupils - attention.</p> <p>-I can use a colon to introduce a list and semi-colons to separate items within a list.</p>
Composition and effect	<p>-I can use some familiar phrases to open my sentences. E.g. Once upon a time... One day... A long time ago...</p> <p>- I can write for a range of purposes and am starting to use features of different forms such as lists, stories and instructions.</p> <p>-I can use adjectives to create simple expanded noun phrases. E.g. The red car. The huge castle.</p>	<p>-I can write longer narratives and am extending the range of my writing.</p> <p>- I can write for a wider range of purposes and I am starting to use features of different forms such as stories, poetry, explanation texts and instructions.</p> <p>-I can use adjectives to create expanded noun phrases. E.g. The big, blue butterfly... the man in the moon...</p> <p>-I can use some adverbs in my sentences. E.g. Slowly stir the mixture. He ran quickly.</p>	<p>-I can write for a range of purposes and audiences.</p> <p>-I can use adverbs effectively in my writing to modify verbs. E.g. The car zoomed loudly round the track.</p> <p>-I can use a range of adjectives and determiners to expand noun phrases. E.g. Some beautiful flowers, Their favourite food.</p> <p>-I can use powerful verbs, interesting adjectives and adverbs to describe settings and characters.</p> <p>- I can use comparatives and superlatives for effect. E.g. He was <u>taller than</u> a giraffe. He was <u>the bravest</u> boy in the whole world.</p>	<p>- I can write for a wide range of purposes and audiences.</p> <p>-I can use interesting verbs and adverbs for effect.</p> <p>-I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.</p> <p>-I can use similes for effect. E.g. He ran <u>as fast as</u> a cheetah.</p> <p>-I can use metaphors for effect. E.g. The sun is a ball of fire.</p> <p>- I can use personification for effect. E.g. The leaves <u>danced</u> in the breeze.</p> <p>-I can vary the length of my sentences to create pace in my writing.</p>	<p>- I can identify the audience for and purpose of my writing, selecting the appropriate form and using other similar writing as models for my own.</p> <p>- I can show rather than tell the reader how a character is feeling through action and dialogue. E.g. Her heart started to race... "What was happening?" she asked herself...</p> <p>- I can use noun phrases which are expanded by adding a range of determiners, modifying adjectives, nouns and prepositional phrases effectively to add detail, quality and precision to my sentences.</p> <p>- I can use a wide range of figurative language for effect including similes,</p>	<p>- I can identify the audience for and purpose of my writing, selecting the appropriate form and using other similar writing as models for my own.</p> <p>- I can develop characters and settings for effect using a wider range of features.</p> <p>- I can use noun phrases which are expanded by adding a wide range of determiners, modifying adjectives, nouns and prepositional phrases effectively to add detail, quality and precision to my sentences.</p> <p>- I can use a wide range of figurative language for effect including similes, metaphors, personification, hyperbole, onomatopoeia, alliteration and idioms.</p>

		<p>-I can use some powerful verbs in my writing. E.g. The car zoomed round the track.</p>	<p>-I can use some similes for effect. E.g. He ran <u>as fast as</u> a cheetah. -I can use some metaphors for effect. E.g. The sun is a ball of fire. - I can use some personification for effect. E.g. The leaves danced in the breeze.</p>		<p>metaphors, personification, and onomatopoeia. -I can choose and use language for effect, e.g. adjectives, interesting verbs, adverbs, specific nouns and connectives. - I can use a mixture of simple, compound and complex sentences for effect. E.g. Squawks filled the air and the wind whistled as black shadows swept through the foreboding forest. -I can use informal language and grammar when appropriate. E.g. Within a diary entry.</p>	<p>-I can use short sentences, rhetorical questions and ellipses moments to create atmosphere and tension. -I can use purposefully use a mixture of simple, compound and complex sentences for effect. E.g. Rain hammered the window. Circling the dark sky, crows swooped menacingly, searching for a scrap of food to satisfy their bedraggled bodies. Squawks filled the air and the wind whistled as black shadows swept through the foreboding forest. -I can use direct speech to show a character's thoughts, feelings or opinions. -I can use dialogue to purposefully advance the action in a narrative. -I can use question tags to manage shifts between levels of formality within the text I am writing. He's your friend, isn't he? - I can use the subjunctive form in some very formal writing and speech. Eg. If he <u>were</u> to go, He suggested that he <u>face</u> up to the bully.</p>
The writing process	-Before I write, I can tell someone out	-I can plan what I am going to write by	-Before I write, I can discuss example texts so that I understand their	-Before I write, I can discuss example texts so that I can learn from their	-Before I write, I can identify the audience and purpose of my writing.	-Before I write, I can select the appropriate form of writing for the

	<p>loud what I am going to write about.</p> <ul style="list-style-type: none"> -When I have written, I can talk about my writing with a teacher or my friends. -I can read my writing aloud so that others can hear me clearly. -I can read what I have written to check it makes sense. 	<p>writing down ideas and/or key words.</p> <ul style="list-style-type: none"> -As I write, I can think about what I want to say in my head or write it on a whiteboard, sentence by sentence. -When I have written, I can say what is good and how I can improve my writing with my friends or with a teacher. -I can re-read my work back to check that that my verbs are in the correct tense. -I can re-read my writing to check for errors in spelling, grammar and punctuation. -I can read aloud what I have written with intonation to make the meaning clear. 	<p>structure, vocabulary and grammar.</p> <ul style="list-style-type: none"> -Before I write, I can discuss and record simple ideas. -As I write, I can think of and practise my sentence orally. -I can use clear description in my writing. -After I have written, I can assess how effective my own writing is and give myself a 'next step'. -After I have written, I can suggest better word choices for effect. -After I have written, I can re-read my writing to check for errors in spelling, punctuation and grammar. -I can read aloud what I have written to a group, using appropriate intonation to make the meaning clear. 	<p>structure, vocabulary and grammar.</p> <ul style="list-style-type: none"> -Before I write, I can discuss and record a range of useful ideas. -As I write, I can think of and practise my sentences orally and improve them as I say them aloud. -I can assess how effective my peer's writing is and give them a 'next step'. -After I have written, I can suggest a better choice of vocabulary and some punctuation for effect. -I can re-read my writing and check for errors in spelling, grammar and punctuation and correct some of these errors. -After I have written, I can read my writing aloud to the whole class, with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> -Before I write I can use other similar texts as models for my own composition -Before I write, I can plan, note initial ideas, drawing on reading and some research where necessary. -As I write, I can select appropriate grammar and vocabulary for the text I am composing. -After I have written, I can assess how effective my own and my peer's writing is and give a 'next step'. -After I have written, I can re-read my writing to check for errors in spelling, grammar and punctuation and correct these errors. -After I have written, I can suggest a better choice of vocabulary and punctuation for effect. -After I have written, I can perform my own compositions, using appropriate intonation, volume and movement 	<p>specific purpose and audience and know how I am trying to make the audience feel.</p> <ul style="list-style-type: none"> - Before I write I can use other similar texts as models for my own composition, recognising the most appropriate and effective skills to 'maggie' for the given piece of text. -Before I write, I can plan, note initial ideas, drawing on relevant and useful reading and some research where necessary. -As I write, I can begin to manipulate grammatical structures to change and enhance meaning. -After I have written, I can assess how effective my own and my peer's writing is and give an appropriate 'next step'. -After I have written, I can re-read my writing to check for errors in spelling, grammar and punctuation and correct these errors. -After I have written, I can suggest a better choice of vocabulary and punctuation for effect and to clarify meaning -After I have written, I can perform my own compositions, using
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						appropriate intonation, volume and movement so that meaning is clear.
Spelling	<ul style="list-style-type: none"> - I can spell words containing each of the 40+ phonemes already taught. -I can spell the first 100 high frequency words. -I can spell some of the Year 1 common exception words. -I know how the prefix un- changes the meaning of verbs and adjectives. -I can spell the days of the week -I can name the letters of the alphabet: - I can name the letters of the alphabet in order. -I can divide words into syllables. -I can use letter names to distinguish between alternative spellings of the same sound - I can apply simple spelling rules and guidance, as listed in <u>English Appendix 1.</u> -I can write from memory simple sentences dictated by the teacher that include words using 	<ul style="list-style-type: none"> - I am learning new ways of spelling phonemes for which one or more spellings are already known. -I can learn some words with each spelling, including a few common homophones, -I can spell most of the Year 1 common exception words. - I can spell some of the Year 2 common exception words. -I can spell more words with contracted forms. -I can distinguish between homophones and near-homophones -I can apply spelling rules and guidance, as listed in <u>English Appendix 1</u> -I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> -I can spell most of the Year 1 and 2 common exception words. -I can spell some words on the Year 3 and 4 word list. - I can use further prefixes and suffixes and understand how to add them (English Appendix 1) -I can spell further homophones - I can apply spelling rules and guidance, as listed in <u>English Appendix 1.</u> - I can use the first two or three letters of a word to check its spelling in a dictionary - I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> - I can spell most of the Year 1 and 2 common exception words. -I can spell most words on the Year 3 and 4 word list. - I can use further prefixes and suffixes and understand how to add them (English Appendix 1) -I can spell further homophones - I can apply spelling rules and guidance, as listed in <u>English Appendix 1.</u> - I can use the first two or three letters of a word to check its spelling in a dictionary - I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> -I can spell most words on the Year 3 and 4 word list. -I can spell some words on the Year 5 and 6 word list. -I can use further prefixes and suffixes and understand the guidance for adding them. - I can continue to distinguish between homophones and other words which are often confused. -I can use my knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>English Appendix 1.</u> - I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. - I can use a thesaurus. -I can write from memory sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> -I can spell most words on the Year 3 and 4 word list. -I can spell most words on the Year 5 and 6 word list. -I can use further prefixes and suffixes and understand the guidance for adding them. - I can continue to distinguish between homophones and other words which are often confused. -I can use my knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>English Appendix 1.</u> - I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - I can use a thesaurus. -I can write from memory sentences, dictated by the teacher, that include words and punctuation taught so far.

	the GPCs and common exception words taught so far.					
Terminology	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence clause</p> <p>punctuation, full stop, question mark, exclamation mark</p> <p>prefix suffix</p> <p>noun verb adjective pronoun</p>	<p>statement, question, exclamation, command</p> <p>compound, suffix prefix</p> <p>noun, noun phrase adjective, adverb, verb</p> <p>subordination, co-ordination</p> <p>tense (past, present) progressive</p> <p>apostrophe, comma</p>	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>main clause, subordinate clause</p> <p>direct speech, inverted commas or speech marks</p> <p>consonant, consonant letter, vowel, vowel letter</p>	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial fronted adverbial</p> <p>cohesion</p> <p>independent and dependent clauses</p> <p>verb inflections</p>	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>	<p>subject, object</p> <p>active, passive</p> <p>subjunctive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>