

Early Years Foundation Stage					
	Speaking	Composition	Sentences	Vocabulary	Handwriting Fine Motor Skills
YN	- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. - Beginning to use more complex sentences to link thoughts (e.g. using and, because). - Can retell a simple past event in correct order (e.g. went down slide, hurt finger). - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. - Questions why things happen and gives explanations. Asks e.g. who, what, when, how. - Uses a range of tenses (e.g. play, playing, will play, played). - Uses intonation, rhythm and phrasing to make the meaning clear to others. - Uses vocabulary focused on objects and people that are of particular importance to them. - Builds up vocabulary that reflects the breadth of their experiences. - Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'	- Sometimes gives meaning to marks as they draw and paint. - Ascribes meanings to marks that they see in different places.		- Link ideas using - And - Because	- Draws lines and circles using gross motor movements. - Holds pencil between thumb and two fingers, no longer using whole-hand grasp. - Holds pencil near point between first two fingers and thumb and uses it with good control. - Can copy some letters, e.g. letters from their name.
YR	- Begins to break the flow of speech into words. - Continues a rhyming string. - Hears and says the initial sound in words. - Can segment the sounds in simple words and blend them together. - Links sounds to letters, naming and sounding the letters of the alphabet. - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	- Attempts to write short sentences in meaningful contexts. Writes own name and other things such as labels, captions. - Gives meaning to marks they make as they draw, write and paint. - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. - Uses language to imagine and recreate roles and experiences in play situations. - Links statements and sticks to a main theme or intention. - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. - Introduces a storyline or narrative into their play.	- Identify and describe what a noun is. (O) - Hear and distinguish the sounds in a cvc word - Identify and write the initial phoneme in a cvc word. - Identify and write the final phoneme in a cvc word - Identify and write the middle sound in a cvc word. - Begin writing on the left side of the page. - Use a finger space between 2 words. - Use 'the' to write a simple label with a decodable word as the subject.e.g. the cat - Use a capital letter for the personal pronoun 'I'. - Write a simple caption with 3 words, including finger spaces. - Identify and describe what a verb is. (O) - Understand a sentence has a subject and a verb. - Use a sentence bubble/using fingers for spaces to orally rehearse a sentence. Clap for a full stop, every time. (O) - Distinguish between a caption and sentence. (O and in reading) - Identify and describe that full stops demarcate the end of sentence every time. - Identify and describe that capital letters begin a sentence every time. - Write a decodable sentence with correct finger spaces and full stops. - Write one sentence per picture. - Write 2 sentences per picture and read back.	- Letter - Alphabet - Rhyme - Phoneme - Grapheme - Digraph - Trigraph - Sentence - Capital letter	- Shows a preference for a dominant hand. - Begins to use anticlockwise movement and retrace vertical lines. - Begins to form recognisable letters. - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

ELG		- Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others.
-----	--	--

Spoken Language Y1 - 6

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

	Composition				Sentences	Spelling	Handwriting and presentation
	Audience & Purpose	Structure & Paragraphs		Improve	Present		
		Narrative	Non-Narrative				

Q1E Writing Progression

Y1	- Say out loud what they are going to write about - Compose a sentence orally before writing it	Sequence sentences to form short narratives	Sequence sentences to form short non-narratives	- Re-read what they have written to check that it makes sense - 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	- Identify and write a past tense action verb - Identify and write a simple subject - Identify and write a capital letter to begin a sentence - Identify and write a full stop to end a sentence - Maintain a consistent past tense when writing - Identify and write a direct object - Identify and write nouns - Identify and write a compound subject - Identify and write a compound object - Identify and write personal pronouns as subjects - Identify and write personal pronouns as objects - Identify and write state of being verbs - Identify and write an adjective after a state of being verb - Identify and write lists of two adjectives after a state of being verb - Identify and use the coordinating conjunction 'and' to join two simple sentences. - Distinguish between statements and questions - Write the appropriate stop mark for questions and statements - Identify and write questions	See separate phonics program	See separate handwriting program
Y2	- Plan or say out loud what they are going to write about - Write down key ideas and/or key words including new vocabulary - Capture what they want to say, sentence by sentence	- Write narratives about personal experiences and those of others (real and fictional) - Write poetry - Write for different purposes	- Write about real events - Write for different purposes	- Evaluate their writing with the teacher and other pupils - Re-read to check that their writing makes sense - Proof-read to check for errors in spelling, grammar and punctuation to make the meaning clear - Check verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Read aloud their writing clearly enough to be heard by their peers and teacher	- Distinguish between common and proper nouns and use these within a simple sentence - Identify and write lists of nouns joined with conjunctions - Identify and write conjunctions to list nouns - Identify and write commas to list nouns - Identify and write a present tense action verb - Use of the progressive form of verbs in the past tense - Use of the progressive form of verbs in the present tense - Maintain a consistent present tense when writing - Distinguish between statements and commands - Identify and write commands - Distinguish between statements and exclamations - Identify and write exclamations - Distinguish between singular and plural nouns use these within a simple sentence - Maintain the correct subject/verb agreement when writing with singular and plural subjects - Identify and write adjectives before nouns acting as the subject - Identify and write adjectives before nouns acting as the object - Identify and write commas to list adjectives - Identify and write apostrophes for contraction - Identify and write prepositions of time, place and movement - Distinguish between a main clause and a phrase - Identify and write compound sentences with the co-ordinating conjunction 'but' - Identify and write compound sentences with the co-ordinating conjunction 'or' - Identify and write complex sentences that open with a main clause followed by a subordinate clause ('because', 'when', 'if' and 'that') - Identify and write prepositional phrases of time, place and movement within simple sentences - Identify and write prepositional phrases of time, place and movement that begin simple sentences	See separate spelling program	See separate handwriting program

						- Identify and write adverbs of manner and time within a sentence - Identify and write adverbs of manner that begin a sentence		
--	--	--	--	--	--	--	--	--

KS2	Composition					Sentences		
	Audience & Purpose	Structure & Paragraphs		Improve	Present	Grammar & Punctuation	Spelling	Handwriting and presentation
		Narrative	Non-Narrative					
Y3	- 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 within a given structure - Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures	- Write for a range of real purposes and audiences across the curriculum - Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose	- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Write for a range of real purposes and audiences across the curriculum - Organise paragraphs around a theme	- Assess the effectiveness of their own and others' writing suggesting improvements - Improvements to writing proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials - Proof-read for spelling and punctuation errors including the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials	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.	- Distinguish between statements and exclamations - Identify and write exclamations - Identify and write adverbs that modify adjectives - Identify and write adverbs of place within a simple sentence - Identify and write adverbial phrases of manner, time and place within simple sentences - Identify and write adverbial phrases of time, place and manner that begin simple sentences - Identify and write compound sentences with the co-ordinating conjunction 'and' - Identify and write compound sentences with the co-ordinating conjunction 'but' - Identify and write compound sentences with the co-ordinating conjunction 'yet' - Distinguish between simple and compound sentences - Identify and write a combination of simple and compound sentences (joined with the conjunctions 'and' and 'but') - Identify and write personal pronouns to replace nouns repeated as subjects in the second main clause of a compound sentence - Identify and write personal pronouns to replace nouns repeated as objects in the second main clause of a compound sentence - Identify and write a prepositional phrase within a compound sentence - Identify and write a prepositional phrase that begins a compound sentence - Identify and write compound sentences with the co-ordinating conjunction 'or' - Identify and write compound sentences with the co-ordinating conjunction 'so' - Identify and write a combination of simple and compound sentences (joined with the conjunctions 'or' and 'so') - Identify and write adverbs and adverbial phrases of time, place and manner within compound sentences - Identify and write adverbs and adverbial phrases of time, place and manner that begin compound sentences - Identify and write apostrophes for singular possession - Identify and write apostrophes for plural possession - Convert spoken word into direct speech (statement) followed by a reporting clause - Convert spoken word into direct speech (question and exclamation) followed by a reporting clause	See separate spelling program	See separate handwriting program

Q1E Writing Progression

Y4	- 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 an increasing range of sentence structures	- Write for a range of real purposes and audiences across the curriculum - Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose - Organise paragraphs around a theme	- Write for a range of real purposes and audiences across the curriculum - Draft and write non-narrative material using simple organisational devices - Organise paragraphs around a theme	- Assess the effectiveness of their own and others' writing suggesting improvements - Suggest improvements to writing proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials - Proof-read for spelling and punctuation errors including the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials	Confidently 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.	- Identify and write compound sentences with semi-colons - Distinguish between a main clause and a subordinate clause - Identify and write the subordinating conjunctions 'because', 'when' and 'although' - Identify and write complex sentences that open with a main clause followed by a subordinate clause ('because', 'when' and 'although') - Identify and write complex sentences that open with a subordinate clause followed by a main clause ('because', 'when' and 'although') - Identify and write topic sentences that start new paragraphs in expository writing - Identify and write supporting detail that elaborates on topic sentences in expository writing - Identify and write concluding sentences that end paragraphs in expository writing - Identify and write the subordinating conjunctions 'since', 'after/before' and 'even though' - Identify and write complex sentences that open with a main clause followed by a subordinate clause ('since', 'after/before' and 'even though') - Identify and write complex sentences that open with a subordinate clause followed by a main clause ('since', 'after/before' and 'even though') - Convert spoken word into direct speech (question and exclamation) starting with a reporting clause - Convert spoken word into direct speech (statement) starting with a reporting clause - Identify and write appropriate verbs in reporting clauses for characterisation - Identify and write new paragraphs for new speakers - Identify and write the subordinating conjunctions 'as', 'while' and 'if' - Identify and write complex sentences that open with a main clause followed by a subordinate clause ('as', 'while' and 'if') - Identify and write complex sentences that open with a subordinate clause followed by a main clause ('as', 'while' and 'if') - Identify and write sentences that open with present or past participles - Identify and write sentences that open with present or past participle phrases	See separate spelling program	See separate handwriting program
----	--	---	--	--	---	---	---	--

KS2	Composition					Sentences		
	Audience & Purpose	Structure & Paragraphs		Improve	Present		Spelling	Handwriting and presentation
		Narrative	Non-Narrative					
Y5	Identify the audience for and purpose, and use other similar writing as models for their own	Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Use further organisational and presentational devices to structure text and to guide the reader [for example, headings subheadings, columns, tables and	Evaluate and edit by assessing effectiveness of own and others writing	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	- Identify and write adverbs followed by present and past particles openers - Use of commas to clarify meaning or avoid ambiguity	See separate spelling program	See separate handwriting program
	Note and develop initial ideas, drawing on reading and research where necessary			Ensure mostly consistent and correct use of tense throughout piece of writing		- To identify and write expanded noun phrases that include a prepositional phrase - Identify and write relative clauses (embedded and at the end of the main clause) as parenthesis - To substitute commas for brackets and dashes when demarcating relative clauses as parenthesis - Identify and write appositives (embedded and at the end of the main clause) as parenthesis - Write relative clauses and appositives within compound and complex sentences		
	Select the appropriate form and using other similar writing as models for their own	Link ideas across paragraphs using a wider range of cohesive devices to structure text and to guide the reader eg repetition of a word or phrase, grammatical connections and ellipsis	Link ideas across paragraphs using a wider range of cohesive devices to structure text and to guide the reader eg repetition of a word or phrase, grammatical connections and ellipsis	Propose changes to vocabulary, grammar and punctuation to enhance effects and meanings		- To identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time - Convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded - To open, embed or end a paragraph with direct speech - To expand on direct speech with narrative to advance the plot - Identify and write ellipsis as a stop mark and an incomplete thought - Identify and write ellipsis as a pause - To identify and write conjunctive adverbs to open sentences - To identify and write conjunctive adverbs after semi-colons to combine and then link two main clauses - Identify and write an introductory paragraph in expository writing - Identify and write a concluding paragraph in expository writing - Identify and write similes - Identify and write metaphor - Identify and write personification - Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, would, will must)		
	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning			Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing		- To identify and write ellipsis as a stop mark and an incomplete thought - Identify and write ellipsis as a pause - To identify and write conjunctive adverbs to open sentences - To identify and write conjunctive adverbs after semi-colons to combine and then link two main clauses - Identify and write an introductory paragraph in expository writing - Identify and write a concluding paragraph in expository writing - Identify and write similes - Identify and write metaphor - Identify and write personification - Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, would, will must)		
	Write for a range of real purposes and audiences across the curriculum	Using a wide range of devices to build cohesion within and across paragraphs	Using a wide range of devices to build cohesion within and across paragraphs	Proof read for spelling errors linked to spelling statements for Year 5		Use past perfect instead of simple past e.g. He had gone out to play rather than he went out to play		
	Write for a range of real purposes and audiences across the curriculum			Proof-read for spelling and punctuation errors including use of brackets, dashes or commas to indicate parenthesis, use of commas to clarify meaning or avoid ambiguity				
	Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [eg, find out – discover; ask for – request; go in – enter]							
	Identify the audience for and purpose, and use other similar writing as models for their own							

Q1E Writing Progression

Y6	- Identify the audience for and purpose, and use other similar writing as models for their own - Note and develop initial ideas, drawing on reading and research where necessary - Select the appropriate form and using other similar writing as models for their own - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Write for a range of real purposes and audiences across the curriculum - Write for a range of real purposes and audiences across the curriculum - Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [eg, find out – discover; ask for – request; go in – enter] - Identify the audience for and purpose, and use other similar writing as models for their own	- Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Link ideas across paragraphs using a wider range of cohesive devices to structure text and to guide the reader eg repetition of a word or phrase, grammatical connections and ellipsis - Using 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 subheadings, columns, tables and] - Link ideas across paragraphs using a wider range of cohesive devices to structure text and to guide the reader eg repetition of a word or phrase, grammatical connections and ellipsis - Using a wide range of devices to build cohesion within and across paragraphs - Use layout devices eg headings, sub-headings, columns, bullets, or tables, to structure text	- Evaluate and edit by assessing effectiveness of own and others writing with reasoning - Ensure consistent and correct use of tense throughout piece of writing - Propose reasoned changes to vocabulary, grammar and punctuation to enhance effects and meanings - Ensuring correct subject and verb agreement throughout writing and choosing the appropriate register - Proof read for spelling errors linked to spelling statements for Year 6 - Proof-read for spelling and punctuation errors including use of semi-colons, colons, dashes, punctuation of bullet points in a list, use of hyphens	Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	- Identify and write multi-clause compound sentences joined with two different co-ordinating conjunctions - Identify and write multi-clause complex sentences joined with two different subordinating conjunctions - Identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction - Identify and write a combination of sentence types to avoid repetition - Identify and write simple sentences to enhance the mood and/or add emphasis - Identify and use semi-colons to join clauses. - Identify and use hyphens to avoid ambiguity - Identify and use colons to introduce lists - Identify and use colons to explain - Distinguish between active and passive voice - Identify and use dashes and ellipses in direct speech for characterisation - Identify and write non-standard English in direct speech for characterisation - Identify and write conjunctive adverbs to link paragraphs - Subjunctive mood? - Identify and write cohesive paragraphs where the topic sentence links to the proceeding concluding sentence - Identify and write single sentence paragraphs to enhance the mood, add emphasis and/or alter the pace of the narrative - Identify and write anaphora - Identify and write epistrophe - Identify and write exaggeration	See separate spelling program	See separate handwriting program
----	--	--	--	--	--	--	---	--