

## Text/Sentence Structure

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Coordinating Conjunctions		Pupils are beginning to use some co-ordination: and/or/but	Pupils can use co-ordinating conjunctions: and/or/but	Pupils use co-ordinating conjunctions (FANBOYS)	Pupils use co-ordinating conjunctions (FANBOYS)	Pupils use co-ordinating conjunctions (FANBOYS)	Pupils use co-ordinating conjunctions (FANBOYS)
Subordinating Conjunctions		Pupils are beginning to use some subordination: when/because	Pupils can use some subordination: when/if/that/because	Pupils use subordinating conjunctions e.g. when, if, that, because.	Pupils use a growing range of subordinating conjunctions e.g. when, if, that, because. although, until, however	Pupils use a growing range of subordinating conjunctions e.g. when, if, that, because. although, until, however	Pupils use a growing range of subordinating conjunctions e.g. when, if, that, because. although, until, however
Paragraphs				Pupils are beginning to use paragraphs to organise ideas.	Pupils use paragraphs to organise ideas.	Pupils use paragraphs to organise ideas.	Pupils use paragraphs to organise ideas.
Cohesion				Pupils are beginning to use fronted adverbials to create cohesion.	Pupils use fronted adverbials and pronouns to create cohesion within their writing.	Pupils use fronted adverbials and pronouns to create cohesion within their writing and begin to use a range of other devices (conjunctions, adverbials, pronouns, synonyms).	Pupils use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms)
Sentence Structures			Pupils are beginning to use sentences with different forms: statements / questions / exclamations and commands.	Pupils use sentences with different forms: statements/questions/exclamations and commands.	Pupils are beginning to use a wide range of clause structures in their writing.	Pupils use a wide range of clause structures including relative clauses.	Pupils use a range of clause structures including fronted adverbials, relative clauses, subordinate clauses and compound sentences
Text Layout							Pupils use simple devices to structure non-narrative writing (headings, bullet points).

# Writing Curriculum Progression

Punctuation							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Full Stops	Pupils are beginning to use Pupils are beginning to use full stops in some sentences.	Pupils use full stops in most sentences.	Pupils use full stops correctly in most sentences.	Pupils use full stops correctly in sentences.	Pupils use full stops correctly in sentences.	Pupils use full stops correctly in sentences.	Pupils use full stops correctly in sentences.
Capital Letters	Pupils are beginning to use capital letters in some sentences	Pupils use capital letters at the beginning of most sentences. Pupils use capital letters for names, places and I.	Pupils use capital letters correctly in most sentences.	Pupils use capital letters correctly in sentences.	Pupils use capital letters correctly in sentences.	Pupils use capital letters correctly in sentences.	Pupils use capital letters correctly in sentences.
Question Marks		Pupils are beginning to use question marks in some sentences.	Pupils use question marks in some sentences.	Pupils use question marks correctly in sentences.	Pupils use question marks correctly in sentences.	Pupils use question marks correctly in sentences.	Pupils use question marks correctly in sentences.
Exclamation Marks		Pupils are beginning to use exclamation marks in some sentences.	Pupils use exclamation marks in some sentences.	Pupils use exclamation marks correctly in sentences.	Pupils use exclamation marks correctly in sentences.	Pupils use exclamation marks correctly in sentences.	Pupils use exclamation marks correctly in sentences.
Commas			Pupils are beginning to use commas to separate items in lists.	Pupils use commas to separate items in lists.	Pupils accurately and consistently use commas to separate items in lists.	Pupils accurately and consistently use commas to separate items in lists.	Pupils accurately and consistently use commas to separate items in lists.
					Pupils use commas to separate fronted adverbials.	Pupils use commas to separate clauses (e.g. fronted adverbials, main and subordinated clauses, embedded clauses and phrases).	Pupils use commas to separate clauses (e.g. fronted adverbials, main and subordinated clauses, embedded clauses and phrases).
						Pupils are beginning to use commas to clarify meaning and to avoid ambiguity.	Pupils use commas to clarify meaning and to avoid ambiguity.
Commas in speech					Pupils are beginning to use commas to separate direct speech and reporting clauses.	Pupils use commas to separate direct speech and reporting clauses.	Pupils accurately and consistently use commas to separate direct speech and reporting clauses.



## Writing Curriculum Progression

Inverted Commas for Direct Speech				Pupils are beginning to use inverted commas to indicate direct speech.	Pupils use inverted commas and beginning to use other punctuation to indicate direct speech.	Pupils accurately and consistently use inverted commas and other punctuation mostly correctly to indicate direct speech.	Pupils accurately and consistently use inverted commas and other punctuation mostly correctly to indicate direct speech.
Apostrophes			Pupils are beginning to use apostrophes to mark singular possession in nouns.	Pupils use apostrophes to mark singular possession in nouns.	Pupils accurately and consistently use apostrophes to mark singular possession in nouns. Pupils are beginning to use apostrophes to mark plural possession.	Pupils accurately and consistently use apostrophes to mark singular possession in nouns. Pupils use apostrophes to mark plural possession.	Pupils accurately and consistently use apostrophes to mark singular plural possession.
			Pupils are beginning to use apostrophes to mark omission.	Pupils use apostrophes to mark omission correctly.	Pupils accurately and consistently use apostrophes to mark omission.	Pupils accurately and consistently use apostrophes to mark omission.	Pupils accurately and consistently use apostrophes to mark omission.
Parenthesis					Pupils are beginning to use commas and brackets to indicate parenthesis.	Pupils use commas, brackets and dashes to indicate parenthesis.	Pupils accurately and consistently use commas, brackets and dashes to indicate parenthesis.
Dashes						Pupils are beginning to use dashes in sentences.	Pupils have some use of dashes.
Colons						Pupils are beginning to use a colon to start a list.	Pupils have some use of colons for clauses and lists.
Semi-Colons						Pupils are beginning to use a semi-colon within a list of phrases/clauses.	Pupils have some use of semi-colons for clauses and lists.
Ellipsis						Pupils are beginning to use ellipsis to show pauses/interruptions in speech or to build tension.	Pupils have some use of ellipsis to show pauses/interruptions in speech or to build tension.

# Writing Curriculum Progression

Language							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tenses		Pupils are beginning to use past and present tense mostly correctly.	Pupils use past and present tense mostly correctly and consistently.	Pupils are beginning to use different verb forms mostly correctly.	Pupils use different verb forms mostly correctly.	Pupils accurately and consistently use different verb forms.	Pupils accurately and consistently use different verb forms.
Expanded Noun Phrases		Pupils are beginning to use adjectives in their descriptions.	Pupils are beginning to use expanded noun phrases to describe and specify.	Pupils use expanded noun phrases to describe and specify.	Pupils accurately and consistently use expanded noun phrases to describe and specify.	Pupils accurately and consistently use expanded noun phrases to describe and specify.	Pupils accurately and consistently use expanded noun phrases to describe and specify.
Prepositional Phrases				Pupils are beginning to use prepositions to describe and specify.	Pupils use prepositional phrases to describe and specify.	Pupils accurately and consistently use prepositional phrases to describe and specify.	Pupils accurately and consistently use prepositional phrases to describe and specify.
Adverbial Phrases				Pupils are beginning to use adverbials to describe and specify.	Pupils use adverbial phrases to describe and specify.	Pupils accurately and consistently use adverbial phrases to describe and specify.	Pupils accurately and consistently use adverbial phrases to describe and specify.
Standard English				Pupils are beginning to use the forms 'a' or 'an' dependent on the next word.	Pupils use the forms 'a' or 'an' dependent on the next word.	Pupils accurately and consistently use the forms 'a' or 'an' dependent on the next word.	Pupils accurately and consistently use the forms 'a' or 'an' dependent on the next word.
Descriptive Language				Pupils are beginning to use a wider range of descriptive language.	Pupils are beginning to create atmosphere in narratives.	Pupils create atmosphere in narratives.	Pupils accurately and consistently create atmosphere in narratives.
Integrating Dialogue						Pupils are beginning to integrate dialogue in narratives to convey character and to advance the action.	Pupils integrate dialogue in narratives to convey character and to advance the action.
Degrees of Possibility						Pupils are beginning to indicate degrees of possibility using adverbs and modal verbs.	Pupils indicate degrees of possibility using adverbs and modal verbs.
Write Effectively							Pupils are beginning to write effectively for a range of purposes and

## Writing Curriculum Progression

							audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
Active and Passive						Pupils are beginning to use active and passive forms.	Pupils use active and passive forms accurately and appropriately.
Formality							Pupils are beginning to exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
Language of Speech and Writing							Pupils are beginning to distinguish between the language of speech and writing.

## Spelling

Spelling							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Phonics</b>	<p>30-50 Pupils hear and say the initial sounds in words. Pupils can segment the sounds in simple words and blend them.</p> <p>40-60 Pupils link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>ELG Some words are spelt correctly and others are phonetically plausible. Children use their growing phonic knowledge to write words in ways which match their spoken sounds.</p>	Pupils can segment words into phonemes and graphemes and spell using phase 5 phonemes.	Pupils can segment words into phonemes and graphemes, spelling many correctly	Pupils apply their phonological awareness from KS1 to their spelling.	Pupils apply their phonological awareness to their spelling.	Pupils apply their phonological awareness to their spelling.	Pupils apply their phonological awareness to their spelling.
<b>Age Related Spelling</b>	Pupils are beginning to spell some common exception words.	Pupils can spell some common exception words.	Pupils can spell many common exception words.	Pupils can spell most common exception words. Pupils can spell some words correctly from Year 3/4 spelling list.	Pupils can spell most common exception words. Pupils can spell most words correctly from Year 3/4 spelling list.	Pupils can spell most common exception words. Pupils can spell most words correctly from Year 3/4 spelling list.	Pupils can spell most common exception words. Pupils can spell most words correctly from Year 3/4 spelling list.
					Pupils can spell some words correctly from Year 5/6 spelling list.	Pupils can spell most words correctly from Year 5/6 spelling list.	
<b>Key Suffixes</b>		Pupils can add suffixes: er/est/ed/ing when there is no change to the root word	Pupils are beginning to add suffixes e.g. -ment/-ness/-ful/-less/-ly	Pupils accurately add the suffixes e.g. -ment/-ness/-ful/-less/-ly and extend to a wider range of suffixes.	Pupils accurately use a wide range of suffixes.	Pupils accurately use a wide range of suffixes.	Pupils accurately use a wide range of suffixes.
<b>Key Prefixes</b>				Pupils start to use prefixes e.g. dis-, mis-, in-, im-, il-, ir-, und-, de-re-, pre- & non-	Pupils accurately use a wide range of prefixes.	Pupils accurately use a wide range of prefixes.	Pupils accurately use a wide range of prefixes.



## Writing Curriculum Progression

<b>Silent Letters</b>						Pupils are beginning to spell words that include silent letters.	Pupils spell words that include silent letters.
<b>Singular/Plural</b>		Pupils are beginning to use plurals -es and -s when there is no change to the root word.	Pupils use plurals -es and -s when there is no change to the root word.	Pupils use plurals -es and -s when there is no change to the root word.	Pupils use -ves for plurals of -f/'fe	Pupils are beginning to understand how to write irregular and zero plurals.	Pupils understand how to write irregular and zero plurals.
<b>Homophones</b>			Pupils are beginning to spell a few common homophones.	Pupils can spell some homophones.	Pupils can spell most homophones.	Pupils are able to distinguish between homophones.	Pupils are able to distinguish between homophones.
<b>Dictionary Usage</b>						Pupils are beginning to use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	Pupils can use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

## Handwriting

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Formation</b>	Pupils are beginning to form lower case letters and digits correctly.	Pupils produce writing where all letters are formed correctly and are the correct size relative to one another.	Pupils consistently produce writing where all letters are formed correctly and are the correct size relative to one another.	Pupils produce writing where all letters are accurately formed, consistent in size and have the appropriate ascenders and descenders.	Pupils produce writing where all letters are accurately formed and are consistent in size.	Pupils produce writing where all letters are accurately formed and are consistent in size.	Pupils produce writing where all letters are accurately formed and are consistent in size.
<b>Spacing</b>	Pupils are beginning to use finger spaces between words.	Pupils can use finger spaces between words.	Pupils use spacing between words that reflects the size of the letters.	Pupils use consistent spacing between words.	Pupils use consistent spacing between words.	Pupils use consistent spacing between words.	Pupils use consistent spacing between words.
<b>Joining</b>			Pupils are beginning to use the diagonal and horizontal strokes needed to join letters in some writing.	Pupils are joining letters in most of their writing.	Pupils produce legible joined handwriting.	Pupils are increasing the legibility and fluency of their handwriting.	Pupils maintain legibility in joined handwriting when writing at speed.