



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Add pictures to yield more meaning to words.</p> <p>Write simple words and phrases.</p> <p>Add in joining words like “and” when reading back writing.</p> <p>Sometimes use a full stop randomly or capital letter at the start of writing</p> <p>Phoneme Grapheme Digraph Trigraph Word Sentence Capital Letter Full Stop</p>	<p>Write simple phrase and clauses. Start sentences with ‘I’.</p> <p>Start sentences with a name.</p> <p>Sometimes use the correct tense and maintain it.</p> <p>Use ‘and’ to join two words together. Use ‘and’ to join two clauses together.</p> <p>Begin to use capital letters, full stops, question and exclamation marks. Use capital letters for names and the pronoun ‘I’</p> <p>Letter Capital letter Word Singular Plural Punctuation Full Stop</p>	<p>Use different sentence types: statement, command, question, exclamation.</p> <p>Use adjectives</p> <p>Write short and longer sentences.</p> <p>Start sentences with a time adverbial eg One bright morning</p> <p>Include a noun phrases eg a blue butterfly</p> <p>Apply the correct form of tense across a piece of writing including the progressive form to mark actions in progress eg They were jumping.</p> <p>Write compound sentences using ‘and’, ‘or’, ‘but’.</p> <p>Write complex</p>	<p>Use prepositions(where adverbials)</p> <p>Use one word in isolation eg Stop!</p> <p>Use precise words and descriptive noun phrases.</p> <p>Use the present perfect form instead of simple past.</p> <p>Use a widening range of conjunctions.</p> <p>Use when adverbials. Use adverbs that express a relationship or cause eg therefore, as a result</p> <p>Use inverted commas for direct speech.</p> <p>Use ‘a’ or ‘an’ correctly.</p> <p>Preposition Conjunction Word family Prefix</p>	<p>Use appropriate noun or pronoun.</p> <p>Use rhetorical questions.</p> <p>Write expanded noun phrases. Use standard English verb inflections eg we were</p> <p>Use a widening range of conjunctions including those which set up contrast or relationships eg despite, consequently</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Use all speech punctuation correctly.</p>	<p>Create emphasis in sentences through word order and noun phrases.</p> <p>Mix long and short sentences to accelerate or change the pace for the reader.</p> <p>Use modal verbs to show something is certain, possible or probable.</p> <p>Use relative clauses.</p> <p>Use verbs ending in- ed and –ing to build clauses to use in complex sentences.</p> <p>Indicate degrees of possibility using adverbs. eg surely, perhaps</p> <p>Use a range of adverbials.</p> <p>Use brackets,</p>	<p>Write formally or informally.</p> <p>Vary sentences across a piece – simple, compound, complex.</p> <p>Use the subjunctive form of the verb to emphasize formality, urgency or importance.eg I demand that they be counted again.</p> <p>Use the passive voice.</p> <p>Use a range of complex construction strategies to build subordinating clauses with verb starts ending in –ing –ed or adverbs ‘ly’ followed by verbs, relative clauses and subordinating conjunction starts.</p> <p>Use adverbs or</p>

	<p>Question mark Exclamation mark</p>	<p>sentences that include subordination eg when, if, because</p> <p>Begin to use how adverbials eg quickly</p> <p>Always use Full Stops. Use Capital Letters 50% of the time. Use commas for lists. Use question and exclamation marks. Use apostrophes for omission (contractions) and singular possession.</p> <p>Noun Noun phrase Statement Question Command Exclamation Compound Suffix Adjective Adverb Verb Tense(past, present) Apostrophe Comma</p>	<p>Clause Subordinating clause Direct speech Consonant Vowel Adverb Inverted commas</p>	<p>Use apostrophes for plural possession.</p> <p>Determiner Pronoun Possessive pronoun Adverbial</p>	<p>dashes and commas to indicate parenthesis.</p> <p>Use commas to clarify meaning in complex sentences.</p> <p>Modal verb Relative Pronoun Relative Clause Parenthesis Bracket Dash Cohesion Ambiguity</p>	<p>adverbial phrases to qualify, emphasise or intensify. Eg The dog is so incredibly stupid.</p> <p>Use more complicated adverbial phrases to link ideas eg on the other hand, in contrast</p> <p>Use semi-colons, colon and dash to mark the boundary between independent clauses. Eg It's snowing; I'm delighted.</p> <p>Use the colon to introduce a list and the semi-colon within a list.</p> <p>Use bullet points to list information.</p> <p>Use hyphens to avoid ambiguity. Eg recover or re-cover.</p> <p>Subject Object Active</p>
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