



Skill	FS	Year 1	Year 2	Lower key stage 2 – years 3 and 4	Upper key stage 2 – years 5 and 6
Planning and modelling	<ul style="list-style-type: none"> <li>● [Being Imaginative and Expressive] Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>● [Comprehension] Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> </ul>	<ul style="list-style-type: none"> <li>● Saying out loud what they are going to write about</li> <li>● Composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>● Planning or saying out loud what they are going to write about</li> <li>● Writing down ideas and/or key words, including new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>● Discussing and recording ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>● Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>● In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>● Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. The use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>● Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. Literary language, characterisation, structure)</li> </ul>
Drafting and writing	<ul style="list-style-type: none"> <li>● [Speaking] Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>● [Writing] Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>● Sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>● Encapsulating what they want to say, sentence by sentence</li> <li>● Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>● Write about real events, recording these simply and clearly</li> <li>● Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> </ul>	<ul style="list-style-type: none"> <li>● Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English appendix 2)</li> <li>● Organising paragraphs around a theme</li> <li>● In narratives, creating settings, characters and plot</li> <li>● In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>	<ul style="list-style-type: none"> <li>● Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>● In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>● In narratives, describe settings, characters and atmosphere</li> <li>● Précising longer passages</li> <li>● Using a wide range of devices to build cohesion within and across paragraphs</li> <li>● Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>
Evaluating and editing (Remove and improve)		<ul style="list-style-type: none"> <li>● Discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluating their writing with the teacher and other pupils</li> </ul>	<ul style="list-style-type: none"> <li>● Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>● Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<ul style="list-style-type: none"> <li>● Assessing the effectiveness of their own and others' writing</li> <li>● Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>● Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>● Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>



Proofreading		<ul style="list-style-type: none"> <li>● Re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>● Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>● Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>● Make simple additions, revisions and proof-reading corrections to their own writing</li> </ul>	<ul style="list-style-type: none"> <li>● Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>● Proof-read for spelling and punctuation errors</li> </ul>
Presenting (Reading aloud)		<ul style="list-style-type: none"> <li>● Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>● Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>

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**Word:** Understand how grammar influences word formation

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<b>Nouns</b>		<ul style="list-style-type: none"> <li>●● Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun and the third person singular marker for verbs</li> </ul>	<ul style="list-style-type: none"> <li>●● Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>]</li> </ul>	<ul style="list-style-type: none"> <li>● Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super–, anti–, auto–</i>]</li> </ul>	<ul style="list-style-type: none"> <li>●● The grammatical difference between <b>plural</b> and <b>possessive</b> –s: placing the <b>possessive</b> apostrophe accurately in words with regular <b>plurals</b> [for example, <i>girls', boys'</i>] and in words with irregular <b>plurals</b> [for example, <i>children's</i>]</li> </ul>		
<b>Verbs, adverbs and adjectives</b>		<ul style="list-style-type: none"> <li>●● <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words [for example, <i>helping, helped, helper, eating, quicker, quickest</i>]</li> <li>●● How the <b>prefix</b> <i>un–</i> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</li> </ul>	<ul style="list-style-type: none"> <li>●● Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1)</li> <li>●● Use of the <b>suffixes</b> –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn adjectives into <b>adverbs</b></li> <li>● add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, – less, –ly)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</li> </ul>		<ul style="list-style-type: none"> <li>●● Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, –ate; –ise; –ify]</li> <li>●● <b>Verb prefixes</b> [for example, <i>dis–, de–, mis–, over– and re–</i>]</li> <li>● use knowledge of morphology and etymology in spelling</li> </ul>	<ul style="list-style-type: none"> <li>● How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</li> </ul>
<b>Standard English</b>			<ul style="list-style-type: none"> <li>● Some features of written Standard English</li> </ul>	<ul style="list-style-type: none"> <li>● Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, <u>an</u> open box</i>]</li> </ul>	<ul style="list-style-type: none"> <li>● Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</li> </ul>		<ul style="list-style-type: none"> <li>●● The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>], including subjunctive forms</li> </ul>



Sentence

Skill	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Form	<ul style="list-style-type: none"> <li>● [Listening, Attention and Understanding] Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>● [Speaking] Express their ideas and feelings about their experiences using full sentences, with modelling and support from their teacher.</li> <li>● [Speaking] Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>● [Comprehension] Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> </ul>	<ul style="list-style-type: none"> <li>● How words can combine to make sentences</li> <li>● Composing a sentence orally before writing it</li> <li>● Saying out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>● ● How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul>	<ul style="list-style-type: none"> <li>● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>			<ul style="list-style-type: none"> <li>● ● Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</li> <li>● ● The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing and speech]</li> <li>● Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> <li>● Distinguish between the language of speech and writing and choose the appropriate register</li> <li>● Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> </ul>

## Strand Tracker



Relating ideas	<p>● [Speaking] Express their ideas and feelings about their experiences, making use of conjunctions, with modelling and support from their teacher.</p>	<p>● ● Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p>	<p>● ● Subordination (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p>● Use co-ordination (e.g. <i>or / and / but</i>) and some subordination (e.g. <i>when / if / that / because</i>) to join clauses</p>	<p>● ● Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</p>		<p>● ● Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>] or <b>modal verbs</b> [for example, <i>might, should, will, must</i>]</p>	
Adding detail			<p>● ● Expanded <b>noun phrases</b> to describe and specify [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p>		<p>● Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p>	<p>● Using expanded noun phrases to convey complicated information concisely</p> <p>● ● <b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or with an implied (i.e. omitted) relative pronoun</p>	



## Text

Skill	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cohesion	● [Writing] Write simple phrases and sentences that can be read by others.	●● Sequencing sentences to form short narratives	● Planning or saying out loud what they are going to write about ● Writing down ideas and/or key words, including new vocabulary ● Encapsulating what they want to say, sentence by sentence	●● Introduction to paragraphs as a way to group related material around a theme	● Use of paragraphs to organise ideas around a theme ●● Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition within and across sentences ● Using fronted adverbials	● Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] ● Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	● Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis ● Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
Layout devices				● Headings and sub-headings to aid presentation			● Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Verb form	● [Speaking] Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses, with modelling and support from their teacher.		●● Correct choice and consistent use of present tense and past tense throughout writing including the progressive form in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] ● Use present and past tense mostly correctly and consistently	●● Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]		● Using the perfect form of verbs to mark relationships of time and cause	● Use verb tenses consistently and correctly throughout their writing



## Punctuation

Skill	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Demarcation to mark sentence boundaries		<ul style="list-style-type: none"> <li>●● Beginning to punctuate <b>sentences</b> using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>●● Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks to demarcate <b>sentences</b></li> <li>● Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> </ul>				<ul style="list-style-type: none"> <li>● Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>● Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>
Demarcation within sentences		<ul style="list-style-type: none"> <li>●● Leaving spaces between <b>words</b></li> <li>●● Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>●● Learning how to use both familiar and new punctuation correctly, including commas for lists</li> <li>● Use the punctuation taught at key stage 1 mostly correctly</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction to inverted commas to <b>punctuate</b> direct speech</li> </ul>	<ul style="list-style-type: none"> <li>●● Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</li> <li>●● Use of commas after <b>fronted adverbials</b></li> </ul>	<ul style="list-style-type: none"> <li>●● Using brackets, dashes or commas to indicate parenthesis</li> <li>●● Using commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>● integrate dialogue in narratives to convey character and advance the action</li> <li>●● Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</li> <li>●● Use of the colon to introduce a list and use of semi-colons within lists</li> <li>●● Punctuating bullet points consistently</li> <li>●● How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</li> </ul>
Apostrophes			<ul style="list-style-type: none"> <li>●● Learning how to use both familiar and new punctuation correctly, including <b>apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</li> </ul>		<ul style="list-style-type: none"> <li>●● Indicating possession by using the possessive <b>apostrophe</b> with <b>plural</b> nouns [for example, <i>the girl's name</i>, <i>the girls' names</i>]</li> </ul>		



## Terminology for pupils

Skill	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Terminology</b>		letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Children should learn to recognise and use the terminology through discussion and practice. All terms in bold should be understood with the meanings set out in the Glossary.

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## Handwriting

Skill	FS	Year 1	Year 2	Lower key stage 2 – years 3 and 4	Upper key stage 2 – years 5 and 6
	<p>● [Writing] Write recognisable letters, most of which are correctly formed.</p> <p>● [Fine Motor Skills] Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p> <p>form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>use spacing between words that reflects the size of the letters.</p> <p>use the diagonal and horizontal strokes needed to join some letters.</p>	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task.</p> <p>maintain legibility in joined handwriting when writing at speed</p>

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