



### Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the National Curriculum.

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Write recognisable letters, most of which are correctly formed.
- To write some irregular common words.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

- Write simple phrases and sentences that can be read by others.
- Invent, adapt and recount narratives and stories
- Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced

### Key Stage 1 National Curriculum Expectations

#### Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

#### Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
  - use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
  - use spacing between words that reflects the size of the letters.

### **Working at greater depth**

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)\*
- use the diagonal and horizontal strokes needed to join some letters.

## Key Stage 2 National Curriculum Expectations

### **Working towards the expected standard**

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.

### **Working at greater depth**

The pupil can:

- 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)
- distinguish between the language of speech and writing and choose the appropriate register.
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
- 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.

### **Working at the expected standard**

The pupil can:

- 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed

## Intent

At Alumwell Infant School we aim to help all children develop a love for the English language through the spoken and written word. We believe that literacy and communication are key life skills. The acquisition of literacy skills enables pupils to express themselves creatively and imaginatively, to communicate effectively with others, and thereby participate with confidence, awareness and success in the communities in which they live.

## Implementation

As part of their literacy lessons the children follow the writing activities set out in the RWI programme. This ensures that children are writing at a level that is appropriate to them. These activities include writing words, dictated sentences and extended writing where the children compose and write their own ideas. Staff are able to enhance the writing opportunities afforded by the RWI books and base their planning on the children's needs. They also make links with cross-curricular themes where appropriate. Extended writing lessons take place every week.

### **Marking**

The marking of children's work should follow the school marking policy. Comments should focus on the learning objective, and any correction of spelling should be appropriate to the level the child is working at.

### **Assessment and moderation**

Assessment is the key to knowing what children need to learn next. At Alumwell the following assessments are made to ensure all pupils' progress is closely monitored;

#### Foundation stage

Pupils progress towards the Foundation stage profile updated termly.

Phonics knowledge and skills assessed termly, this is then used to inform future planning re-adjust grouping, and plan intervention strategies where necessary.

#### Key stage 1

Termly judgements about the children's progress toward the end of year expectations in writing and reading are recorded on the school online tracker. This can be supported by an independent piece of work, or by the teacher's daily observations of the child's progress.

Phonics knowledge and skills assessed termly, this is then used to inform future planning, re-adjust grouping and plan intervention strategies where necessary.

As well as these assessments that enable progress to be tracked at termly pupil progress meetings, on-going assessments are made by staff on a daily basis to ensure work is matched to children's current understanding. Concerns can be raised at any time; staff do not need to wait until the termly meeting to do this.

### **Moderation**

Writing moderation meetings take place once a year to review individual examples of work against national curriculum levels. Samples of children's work are kept in a portfolio. This exemplifies work at each stage of the national curriculum expectations. There is also moderation between schools in our local cluster group once a term.

## Impact

Pupils will enjoy reading regularly for pleasure and for information.

Pupils will begin to develop knowledge of authors and may express preferences in reading material.

All pupils will make expected or good progress across the year and will achieve as close to age related expectations as possible. (depending on each individual's circumstances)

Parents and carers will have a good understanding of how they can support their child's reading and writing at home.

Teacher's subject knowledge will ensure that skills taught are matched to National Curriculum objectives.

|            | <b>EYFS</b><br>Three and Four-Year-Olds<br>Reception<br>Early Learning Goals | <b>KS1</b><br><b>Statutory Curriculum Guidance</b><br>Non-Statutory Curriculum Guidance<br><b>Teacher Assessment Framework</b>             |                                                                                                                                                                                                | <b>KS2</b><br><b>Statutory Curriculum Guidance</b><br>Non-Statutory Curriculum Guidance                                                                                                                        |
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|            | EYFS                                                                         | Year 1                                                                                                                                     | Year 2                                                                                                                                                                                         | Year3/KS2                                                                                                                                                                                                      |
| Vocabulary |                                                                              | letter<br>capital letter,<br>word,<br>singular,<br>plural,<br>sentence,<br>punctuation,<br>full stop,<br>questionmark<br>exclamation mark. | noun,<br>nounphrase,<br>statement,<br>question,<br>exclamation,<br>command,<br>compound,<br>suffix,<br>adjective,<br>adverb,<br>verb,<br>present tense,<br>past tense,<br>apostrophe<br>comma. | preposition,<br>conjunction,<br>word family,<br>prefix,<br>clause,<br>subordinate clause,<br>direct speech,<br>consonant,<br>consonant letter,<br>vowel,<br>vowel letter<br>inverted commas (or speech marks). |

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

Spell words by identifying the sounds and then writing the sound with the letter/s.

Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

To know all letters of the alphabet and the sounds which they most commonly represent.

To recognise consonant digraphs which have been taught and the sounds which they represent.

To recognise vowel digraphs which have been taught and the sounds which they represent.

To recognise words with adjacent consonants.

To accurately spell most words containing the 40+ previously taught phonemes and GPCs.

To spell some words in a phonically plausible way, even if sometimes incorrect.

To apply Y1 spelling rules and guidance\*, which includes:

- the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' 'ck' and exceptions;
- the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);
- dividing words into syllables (e.g. rabbit, carrot);
- the /tʃ/ sound is usually spelt as 'tch' and exceptions;
- the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);
- adding -s and -es to words (plural of nouns and the third person singular of verbs);
- adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g.

To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.

To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).

To apply further Y2 spelling rules and guidance\*, which includes:

- the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);
- the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);
- the /r/ sound spelt 'wr' (e.g. write, written);
- the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);
  - the /aɪ/ sound spelt -y (e.g. cry, fly, July);
- adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);
- adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;
- adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);

To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).

To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).

To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).

To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).

To spell words with a /ʃ/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).

To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).

To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).

To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).

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|  |  | <p>buzzer, jumping);</p> <ul style="list-style-type: none"> <li>adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);</li> <li>spelling words with the vowel digraphs and trigraphs: <ul style="list-style-type: none"> <li>- 'ai' and 'oi' (e.g. rain, wait, train, point, soil);</li> <li>- 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);</li> <li>- a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune);</li> <li>- 'ar' (e.g. car, park);</li> <li>- 'ee' (e.g. green, week);</li> <li>- 'ea' (e.g. sea, dream);</li> <li>- 'ea' (e.g. meant, bread);</li> <li>- 'er' stressed sound (e.g. her, person);</li> <li>- 'er' unstressed schwa sound (e.g. better, under);</li> <li>- 'ir' (e.g. girl, first, third);</li> <li>- 'ur' (e.g. turn, church);</li> <li>- 'oo' (e.g. food, soon);</li> <li>- 'oo' (e.g. book, good);</li> <li>- 'oa' (e.g. road, coach);</li> <li>- 'oe' (e.g. toe, goes);</li> <li>- 'ou' (e.g. loud, sound);</li> <li>- 'ow' (e.g. brown, down);</li> <li>- 'ow' (e.g. own, show);</li> <li>- 'ue' (e.g. true, rescue, Tuesday);</li> <li>- 'ew' (e.g. new, threw);</li> <li>- 'ie' (e.g. lie, dried);</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions)</li> <li>the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);</li> <li>the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);</li> <li>the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);</li> <li>the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)</li> <li>the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);</li> <li>the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);<br/>the /ɜ:/ sound spelt 's' (e.g. television, usual).</li> </ul> |  |
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|  |  | <ul style="list-style-type: none"> <li>- 'ie' (e.g. chief, field);</li> <li>- 'igh' (e.g. bright, right);</li> <li>- 'or' (e.g. short, morning);</li> <li>- 'ore' (e.g. before, shore);</li> <li>- 'aw' (e.g. yawn, crawl);</li> <li>- 'au' (e.g. author, haunt);</li> <li>- 'air' (e.g. hair, chair);</li> <li>- 'ear' (e.g. beard, near, year);</li> <li>- 'ear' (e.g. bear, pear, wear);</li> <li>- 'are' (e.g. bare, dare, scared);</li> <li>• spelling words ending with -y (e.g. funny, party, family);</li> <li>• spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);</li> <li>using 'k' for the /k/ sound (e.g. sketch, kit, skin).</li> </ul> |  |  |
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|                                                                                    | EYFS                                                                                                                              | Year 1                                                                                                                                                                                                                                                                                              | Year 2                                                                                                                                                                                                                                                                                                                                                                      | Year3/KS2                                                                 |
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| <b>Common Exception Words</b><br>(*Alumwell Infants non negotiable spelling lists) | <p>To write some irregular common words.</p> <p>I<br/>the<br/>to<br/>said<br/>was<br/>you<br/>my<br/>me<br/>he<br/>she<br/>we</p> | <p>To spell all Y1 common exception words correctly.* (plus EYFS words)</p> <p>To spell days of the week correctly.</p> <p>* do<br/>of<br/>are<br/>were<br/>your<br/>they<br/>be<br/>no<br/>go<br/>so<br/>by<br/>come<br/>some<br/>one<br/>once<br/>here<br/>there<br/>where<br/>our<br/>friend</p> | <p>To spell most Y1 and Y2* common exception words correctly.</p> <p>*old<br/>cold<br/>gold<br/>hold<br/>told<br/>every<br/>everybody<br/>most<br/>both<br/>only<br/>find<br/>kind<br/>mind<br/>behind<br/>because<br/>after<br/>again<br/>even<br/>any<br/>many<br/>hour<br/>who<br/>whole<br/>could<br/>would<br/>should<br/>people<br/>water<br/>money<br/>beautiful</p> | <p>To spell many of the Y3 and Y4 statutory spelling words correctly.</p> |

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| <p><b>Prefixes and Suffixes</b></p> |  | <p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p> | <p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p> | <p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p> |
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Further spelling conventions

To spell simple compound words (e.g. dustbin, football).

To read words that they have spelt.

To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.

To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.

To learn the possessive singular apostrophe (e.g. the girl's book).

To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.

To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).

To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.

To use the first two or three letters of a word to check its spelling in a dictionary.

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| <p>Letter Formation, Placement and Positioning</p> | <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p> | <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> | <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> | <p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>                                                                                                   |
| <p>Joining Letters</p>                             | <p>NA</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>NA</p>                                                                                                                                                                                                                                                                                                                                                                                                       | <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>                                                                                                                                                                                                                | <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p> |

## Planning, Writing and Editing

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  
Engage in extended conversations about stories, learning new vocabulary.  
Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.  
Write some or all of their name.  
Write some letters accurately.

Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.

Learn new vocabulary.

Articulate their ideas and thoughts in well-formed sentences.

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

Re-read what they have written to check it makes sense.

Develop storylines in their pretend play.

Write simple phrases and sentences that can be read by others.  
Invent, adapt and recount narratives and stories

To say out loud what they are going to write about.

To compose a sentence orally before writing it.

To sequence sentences to form short narratives.

To discuss what they have written with the teacher or other pupils.

To reread their writing to check that it makes sense and to independently begin to make changes.

To read their writing aloud clearly enough to be heard by their peers and the teacher.

**GDS**

To use adjectives to describe

To write narratives about personal experiences and those of others (real and fictional).

To write about real events. To write simple poetry.

To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.

To encapsulate what they want to say, sentence by sentence.

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To reread to check that their writing makes sense and that the correct tense is used throughout.

To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly)

To begin to use ideas from their own reading and modelled examples to plan their writing.

To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.

To begin to organise their writing into paragraphs around a theme.

To compose and rehearse sentences orally (including dialogue).

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| <b>Purpose and Structure</b> | <p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p> <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> | <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p> | <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p> | <p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p> |
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| Sentence Construction and Tense | <p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p> | To use simple sentence structures. | <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p> | <p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'd' or 'an' correctly throughout a piece of writing.</p> |
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| Use of Phrases and Clauses |  | <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>                                                                                                       | <p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>                                                                                                                                      | <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> |
| Punctuation                |  | <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p> | <p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> <li>- capital letters, full stops, question marks and exclamation marks;</li> <li>- commas to separate lists;</li> <li>- apostrophes to mark singular possession and contractions.</li> </ul> | <p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>                                                                                                                      |
| Use of Terminology         |  | <p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>                                                                              | <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>                                                                                                                                | <p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>                                                         |