

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
SENTENCE	Writing simple phrases and sentences that can be read by others	How words can combine to make sentences	use present and past tense mostly correctly and consistently	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	
		Joining words and joining clauses using and	use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Fronted adverbials	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
P u n c t u a t i o n		Separation of words with spaces	demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech	Brackets, dashes or commas to indicate parenthesis	use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
		Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	(Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences -Commas to separate items in a list -Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns)		Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	Use of commas to clarify meaning or avoid ambiguity	
		Capital letters for names and for the personal pronoun I - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'				Use of commas after fronted adverbials	

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
T e x t		Sequencing sentences to form short narratives	write simple, coherent narratives about personal experiences and those of others (real or fictional)	Introduction to paragraphs as a way to group related material	Use of paragraphs to organise ideas around a theme	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
			write about real events, recording these simply and clearly	Headings and sub-headings to aid presentation	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	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]	use verb tenses consistently and correctly throughout their writing
				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]		use verb tenses consistently and correctly throughout their writing	

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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
COMPOSITION			write simple, coherent narratives about personal experiences and those of others (real or fictional)	Beginning to progressively build a varied and rich vocabulary and an increasing range of sentence structures (as shown in appendix 2)	progressively building a varied and rich vocabulary and an increasing range of sentence structures	Beginning to 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)	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)
			write about real events, recording these simply and clearly	BEGIN TO organising paragraphs around a theme- should we use this	organising paragraphs around a theme	in narratives, begin to describe settings, characters and atmosphere	in narratives, describe settings, characters and atmosphere
				in narratives, BEGIN TO creating settings, characters and plot	in narratives, creating settings, characters and plot	Begin to integrate dialogue in narratives to convey character and advance the action	integrate dialogue in narratives to convey character and advance the action
				in non-narrative material, BEGIN TO using simple organisational devices [for example, headings and sub-headings]	in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Begin to 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)	select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately <i>distinguish between the language of speech and writing³ and choose the appropriate exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to</i>

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							<i>achieve this</i>
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
H a n d w r i t i n g *		begin to form lower-case letters in the correct direction, starting and finishing in the right place	form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	Begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined	maintain legibility in joined handwriting when writing at speed	maintain legibility in joined handwriting when writing at speed
		form capital letters		Begin to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] (begin to?)	increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]		
		understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these form lower-case letters of the correct size relative to one another in some of their writing.	use spacing between words that reflects the size of the letters				

*Linked to ARE expectations set from agreed school resources for handwriting.

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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
S p e l l i n g	Spell words by identifying sounds in them and representing the sounds with a letter or letters	words containing each of the 40+ phonemes already taught		Spell most of the KS1 spellings correctly	Most words from the Y3/4 spelling list are spelt accurately	spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*	spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / 6 spelling list*
		common exception words taught so far, spelling some words correctly and making phonically-plausible attempts at others (from interim?)	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	Some or many of the Y3/4 spelling list spelt correctly+	Accurate use of most of the Y3/4 spelling rules	spell correctly most words from the year 5 / year 6 spelling list,	spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check spelling of uncommon or more ambitious vocabulary
		Using most of the Y1 spelling rules correctly	spell many common exception words	Accurate use of many of the Y3/4 spelling rules taught so far		Correct use of many of the Y5/6 spelling rules taught so far	Mostly correct use of the spelling rules taught so far
						Begin to use a dictionary to check the spelling of uncommon or more ambitious vocabulary	