



Purpose

Examples of Non-Fiction texts

<p>Non-fiction texts are based on facts.</p> <p>Non-fiction texts come in a huge variety of types but all aim to inform the reader about a particular topic in an engaging way.</p> <p>They are written for many different purposes, and are aimed at many different people or audiences.</p> <p>Features of a non-fiction text vary depending on the type.</p> <p>The 5 different non-fiction text structures are:</p> <ul style="list-style-type: none"> • Descriptive • Sequence • Compare and contrast • Cause and effect • Problem and solution 	<p>Year 1</p> <ul style="list-style-type: none"> • Instructions • Recount • Non-chronological report (information) 	<p>Year 2</p> <ul style="list-style-type: none"> • Instructions • Recount • Letters • Non-chronological report • Letters (information) 	<p>Years 3 & 4</p> <ul style="list-style-type: none"> • Persuasive letters/adverts/brochure • Diaries (recount) • Non-chronological report (information) • Explanation • Personal letters 	<p>Years 5 & 6</p> <ul style="list-style-type: none"> • Newspaper report (recount) • Explanation • Discussion • Biography (recount) • Comparative report (information) • Argument, letters
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Narrative in curriculum

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Texts	<p>Big Book of Bugs</p> <ul style="list-style-type: none"> • Draw and label bug <p>The Gigantic Turnip</p> <ul style="list-style-type: none"> • Instructions for how to plant a seed 	<p>You Choose</p> <ul style="list-style-type: none"> • Write where they would like to live <p>Where the Wild Things Are</p> <ul style="list-style-type: none"> • Design and label habitat for a creature <p>T-Rex</p> <ul style="list-style-type: none"> • Write a Dinosaur Fact • Label a Dinosaur <p>Home</p> <ul style="list-style-type: none"> • Making a class book about their homes <p>Dear Dinosaur</p> <ul style="list-style-type: none"> • Write letter to Natural History Museum <p>The Tiger Who Came to Tea</p> <ul style="list-style-type: none"> • Incident report explaining what the tiger has done <p>Handa's Surprise</p> <ul style="list-style-type: none"> • Draw and label fruits 	<p>Katie in London</p> <ul style="list-style-type: none"> • Recount- diary entry from the perspective of a character 	<p>The Lonely Beast</p> <ul style="list-style-type: none"> • Non-chronological report on a fictional beast <p>Mungo and the Picture Book Pirates</p> <ul style="list-style-type: none"> • Recount of Pirate Trip to Hyde Park <p>Mary Seacole</p> <ul style="list-style-type: none"> • Recount in the form of a diary from Mary Seacole's perspective <p>A Guide to Bear Spotting</p> <ul style="list-style-type: none"> • Explanation guide based on a well-known traditional tale character <p>Funky Party food- Mark Northeast</p> <ul style="list-style-type: none"> • Instructions for making a fruit picture. 	<p>Wolves by Emily Gravett</p> <ul style="list-style-type: none"> • Instructions on how to trap a wolf • Letter <p>Charlie Small</p> <ul style="list-style-type: none"> • Non-Chronological Report on the different species of animals Charlie Small comes across on his travels <p>Grandfather Gandhi- Arun Gandhi (BHM)</p> <ul style="list-style-type: none"> • Letters written from Gandhi <p>Stories from Another Culture</p> <ul style="list-style-type: none"> • Non-chronological reports based on own nature reserve 	<p>Iron Man by Ted Hughes</p> <ul style="list-style-type: none"> • Newspaper Report <p>Nelson Mandela (BHM)</p> <ul style="list-style-type: none"> • Letter <p>The Lion, The Witch and the Wardrobe</p> <ul style="list-style-type: none"> • Non-chronological report about a hybrid beast <p>Robin Hood</p> <ul style="list-style-type: none"> • Letter of persuasion 	<p>Rose Blanche</p> <ul style="list-style-type: none"> • Diary from a character's perspective <p>A Thief in the Village by James Berry</p> <ul style="list-style-type: none"> • Persuasive speech <p>Windrush (BHM)</p> <ul style="list-style-type: none"> • Persuasion text <p>Macbeth</p> <ul style="list-style-type: none"> • Newspaper report 	<p>The Village that Vanished</p> <ul style="list-style-type: none"> • Letter from one of the characters <p>Odysseus</p> <ul style="list-style-type: none"> • Diary • Fantastic Beasts and Where to Find Them <p>Harry Potter</p> <ul style="list-style-type: none"> • Non-chronological report <p>Harry Potter</p> <ul style="list-style-type: none"> • Instructions for potion making

Speaking and listening

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
End of Year expectations	<p>Listening</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • 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. 	<p>Listening</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • 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. 	<ul style="list-style-type: none"> • Speak clearly and loudly enough to communicate meaningfully • Ask questions about matters of immediate interest, • Express feelings and ideas when talking about matters of immediate interest • Start to develop ideas by adding detail to their speech • Take turns when speaking • Grow the skill of listening to others and responding appropriately • Join in imaginative play, taking on roles of different familiar characters • Retell a familiar story in sentences using narrative language • Recount an event/experience in sentences using sequential language 	<ul style="list-style-type: none"> • Ask questions to gain information and to clarify meaning • Develop and explain ideas, beginning to provide reasons for these • Express themselves using complete responses (sentences) • Listens to others and responds appropriately • Hold the attention of listeners by adapting the way they talk • Make more specific vocabulary choices including technical language • Retell a familiar story using narrative language and linking phrases and clauses • Recount an event/experience in sentences, using specifically chosen vocabulary • Perform a simple poem from memory 	<ul style="list-style-type: none"> • Develop and explain their ideas giving reasons. • Sequence and communicate ideas in an organised and logical way in full responses. • Show understanding of the main points in a discussion. • Vary the use and choice of vocabulary dependent on the audience and purpose. • Retell a story using narrative language and added relevant detail. • Start to show an awareness of how and when Standard English is used. • Performs poems from memory adapting expression and tone as appropriate. • Formally present ideas or information to an audience. • Recognise that meaning can be expressed in different ways dependent on the context 	<ul style="list-style-type: none"> • Talk and listen confidently in a wide range of contexts. • Asks questions to clarify or develop understanding. • Give an answer and justify it with evidence (use of appropriate conjunctions). • Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required. • Show understanding of the main points and significant details in a discussion. • Increasingly able to adapt what they say to meet the needs of the audience/listener. • Vary the use and choice of vocabulary dependent on the audience and purpose. • Use some features if Standard English and understands when the context requires it. • Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Talk and listen confidently in a wide range of contexts, including some that are formal. • Engage the interest of the listener by varying their expression and vocabulary. • Adapt spoken language to the audience, purpose and context. • Explain the effect of using different language for different purposes. • Develop ideas and opinions with relevant detail. • Express ideas and opinions, justify a point of view. • Show understanding of the main points, significant details and implied meanings in a discussion. • Begin to use Standard English in formal situations. • Begin to use hypothetical language to consider more than one possible outcome or solution. • Perform their own compositions, using appropriate intonation and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence • Ask questions to develop ideas and make contributions that take account of others' views • Use evidence to support ideas and opinions • Take an active part in discussion, taking different roles • Use hypothetical and speculative language to express possibilities • Use Standard English fluently in formal situations • Debate an issue, maintaining a focused point of view



Inspiring minds through opportunity





Vocabulary, Grammar and Punctuation

Nursery Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Word			Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes.) including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i> , or undoing, e.g. <i>untie the boat</i>)	Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding (e.g. <i>whiteboard, superman</i>) Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the year 2 spelling appendix.) Use of the suffixes -er, -est in adjectives and <i>-ly</i> to turn adjectives into adverbs	Formation of nouns using a range of prefixes , such as <i>super-, anti-, auto-</i> Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>) Word families based on common words , showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>) Verb families based on common words , showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)	Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate, -ise; -fly</i>) Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)	The difference between informal vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out - discover, ask for - request; go in - enter</i>) How words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>).
Sentence			How words can combine to make sentences Joining words and joining clauses using <i>and</i>	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>)	Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>) Verb families based on common words , showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>)	Use of the passive to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]</i>). The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were or Were they to come in some very formal writing and speech</i>)
Text			Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
Punctuation			Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	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	Introduction to inverted commas to punctuate direct speech Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)	Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. <i>The conductor shouted, "Sit down!"</i>) Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the girls' names</i>) Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>) Use of the colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>)
Terminology for pupils			letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix tense (past, present) apostrophe, comma	adverb, 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



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Text Structure

NC Aims

Grammar linked to NC

Nursery

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure	<p>The 5 different non-fiction text structures are:</p> <ul style="list-style-type: none"> Descriptive Sequence Compare and contrast Cause and effect Problem and solution <p>Description</p> <ul style="list-style-type: none"> Provides an overview of a topic by describing major characteristics, features, and/or examples. <p>Compare & Contrast</p> <ul style="list-style-type: none"> Focuses on how two or more creatures, ideas, behaviours, events, or phenomena are similar to and different from one another. <p>Cause & Effect</p> <ul style="list-style-type: none"> Describes the outcome or result of a particular event, phenomenon, or behaviour. <p>Sequence</p> <ul style="list-style-type: none"> Presents events or processes in the order they happened <p>Problem-Solution</p> <ul style="list-style-type: none"> Describes a problem and presents a solution 	<p>The 5 different non-fiction text structures are:</p> <ul style="list-style-type: none"> Descriptive Sequence Compare and 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NC Aims	<ul style="list-style-type: none"> 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; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense 	<p>Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear 	<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear 	<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own using a wide range of devices to build cohesion within and across paragraphs proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own using a wide range of devices to build cohesion within and across paragraphs proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Word			<ul style="list-style-type: none"> Use suffix -ed/-ing to verbs (past and present tense) Begin to use -er/-est (comparative/superlative) 	<ul style="list-style-type: none"> Use suffix -ed/-ing to verbs (past and present tense) Begin to use -er/-est (comparative/superlative) 	<ul style="list-style-type: none"> Use a growing range of vocabulary (including noun phrases) for description (e.g. verbs, precise nouns) 	<ul style="list-style-type: none"> Use a rich and varied vocabulary (including well-chosen verbs and nouns, and noun phrases) for description Use a range of affixes for precision 	<ul style="list-style-type: none"> Convert nouns or adjectives using suffixes e.g. -ate, -ise 	Word/sentence
Sentence	<ul style="list-style-type: none"> Begins to use present and past tense 	<ul style="list-style-type: none"> Begins to use present and past tense 	<ul style="list-style-type: none"> Begins to use present and past tense with some accuracy Use some co-ordination to join clauses (e.g. and) 	<ul style="list-style-type: none"> Begins to use present and past tense with some accuracy Use some co-ordination to join clauses (e.g. and) 	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command Use present and past tense mostly correctly and consistently Use a range of conjunctions (coordinating and subordinating), and begin to use some adverbs and prepositions Use sentence of different forms as appropriate Use the progressive verb form Begin to use the present perfect verb form Use pronouns mostly correctly 	<ul style="list-style-type: none"> Use present and past tense mostly correctly and consistently Use a range of conjunctions (co-ordinating and subordinating), adverbs and prepositions 	<ul style="list-style-type: none"> Create complex sentences by adding a relative clause using a relative pronoun Begin to use multicausal sentences, where appropriate Explore, identify, collect and use expanded noun phrases with modification of the noun Use a range of verb forms 	<ul style="list-style-type: none"> Selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how the 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
Punctuation	<ul style="list-style-type: none"> Use spaces between words Demarcate sentences with capital letters and full stops Use a capital letter for the pronoun I 	<ul style="list-style-type: none"> Use spaces between words Demarcate sentences with capital letters and full stops Use a capital letter for the pronoun I 	<ul style="list-style-type: none"> Use spaces between words that reflect the size of the letters Demarcate many sentences with capital letters and full stops Use a capital letter for the pronoun I Begin to use capital letters for names of people, places and days of the week Begin to use question marks, where appropriate Begin to use exclamation marks, where appropriate 	<ul style="list-style-type: none"> Use spaces between words that reflect the size of the letters Demarcate many sentences with capital letters and full stops Use a capital letter for the pronoun I Begin to use capital letters for names of people, places and days of the week Begin to use question marks, where appropriate Begin to use exclamation marks, where appropriate 	<ul style="list-style-type: none"> Use taught punctuation with growing consistency (including previous years) Use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech mostly correctly Use taught punctuation with accuracy 	<ul style="list-style-type: none"> Demarcate complex sentences using commas to clarify meaning Identify and use punctuation to indicate parenthesis Use inverted commas and other punctuation to indicate direct speech mostly correctly 	<ul style="list-style-type: none"> Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) Explore how hyphens can be used to avoid ambiguity

