**Reception**

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| **Terminology (children need to know and understand these terms)** | **Punctuation** | **Word Level** | **Sentence Level** | **Text Level** |
| * Capital letter
* Finger space
* Full stop
* Letter
* Sentence
* Word (words)
 | * Capital letter
* Finger space
* Full stop
 | * Determiners: the, a, an, my, your, this, that, his, her, their, some, all.
* Simple adjectives, e.g. for colour, size.
* Simple adverbs, e.g. happily, sadly
* Simple prepositions: up, down, in, into, out, to, onto.
* Simple similes using ‘like’, e.g. ‘loud like a car horn’.
 | * Simple sentences – say it, write it, read it to check it.
* Conjunctions: and, but [who, until]
* Compound sentences using connectives.
* Simple fronted adverbials (‘-ly’ words).
* Repetition for effect, e.g. he ran and ran.
 | * Retelling stories orally.
* Understanding a simple structure of beginning, middle and end.
* Write simple sentences around a theme (fiction and non fiction).
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**Year 1**

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| **Terminology (children need to know and understand these terms)** | **Punctuation** | **Word Level** | **Sentence Level** | **Text Level** |
| **Consolidate Reception*** Adjective
* Alliteration
* Bullet points
* Conjunction
* Simile
* Singular/Plural
* Speech bubble
* Verb
 | **Consolidate Reception*** Bullet points
* Capital letter (including for names and ‘I’)
* Exclamation mark
* Full stop
* Question mark
* Speech bubble
 | **Consolidate Reception*** Adjectives, e.g. the **old** man.
* Alliteration, e.g. lovely lady.
* Determiners: the, a, an, my, your, this, that, his, her, their, some, all, lots of, more, many, these, those.
* Similes using ‘as’, e.g. ‘as fast as a cheetah’.
* Regular plural noun suffixes ‘-s’ or ‘-es’,
* Suffixes for verbs ‘-ed’, ‘-er’, ‘-ing’,
* Prefix ‘un-‘
 | **Consolidate Reception*** How words combine into sentences.
* Types of sentences: statement, exclamation, question.
* Conjunctions: and, or, but, so, because, so that, then, that, while, where, when.
* ‘-ly’ fronted adverbials, e.g. ‘Unfortunately…’
* Using adjectives in simple sentences, e.g The old man had huge ears.
* Using conjunctions to create compound sentences (using and/or/but/so), e.g The boy ran but the monster captured him.
* Using ‘who’ to create a complex sentence, e.g. There was an old woman who lived in a shoe.
* Using repetition.
 | **Consolidate Reception*** Sequencing sentences to create short narratives.
* Use of beginning, middle, end for fiction and non-fiction.
* Understanding of five part story: opening, build-up, problem, resolution, ending.
* Use of bullet points and diagrams for non-fiction.
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**Year 2**

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| **Terminology (children need to know and understand these terms)** | **Punctuation** | **Word Level** | **Sentence Level** | **Text Level** |
| **Consolidate Previous Years’ Work*** Adverb
* Apostrophe for omission/contraction
* Commas
* Conjunction
* Exclamation marks
* Inverted commas
* Noun
* Question marks
* Sentence types – command, exclamation, question, statement
* Suffix
* Tense (past, present, future)
* Verb and imperative verb
 | **Consolidate Previous Years’ Work*** Apostrophes for omission/contraction
* Commas to separate items in a list
* Comma after fronted adverbial
* Inverted commas for direct speech
* Speech bubbles
 | **Consolidate Previous Years’ Work*** Adverbs
* Alliteration
* Compound nouns, e.g. football
* Noun phrases and expanded noun phrases
* Prepositions, e.g. behind, above, on, between
* Similes using ‘like’
* Suffixes for adjectives, e.g. –ful, -less, -er, -est
* Suffixes for adverbs, e.g. -ly
* Suffixes for nouns, e.g. –ness, -er
* Verbs – understand that they can have more than one word
 | **Consolidate Previous Years’ Work*** Changes to sentence length for effect
* Compound sentences
* Complex sentences
* Expanded noun phrases to add detail in sentences
* Fronted adverbials using –ly
* Simple relative clauses e.g. The dog, who was brown, ran down the road.
* Sentence types:
* Command
* Exclamation (beginning with ‘how’ or ‘what’ with a verb)
* Question
* Statement
 | **Consolidate Previous Years’ Work*** Consistent use of present and past tense.
* Planning narrative, e.g. five part story, story mountain
* Planning non-fiction, e.g. boxing up, skeletons
* Use of present progressive and past progressive tense, e.g. she is walking
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**Year 3**

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| **Terminology (children need to know and understand these terms)** | **Punctuation** | **Word Level** | **Sentence Level** | **Text Level** |
| **Consolidate Previous Years’ Work*** Clause
* Colon
* Consonant/Vowel
* Direct speech
* Imperative verbs
* Prefix
* Preposition
* Subordinate clauses
* Synonyms
* Word families
 | **Consolidate Previous Years’ Work*** Commas after fronted adverbials
* Colon before a list
* Inverted commas for direct speech
 | **Consolidate Previous Years’ Work*** Determiners, especially correct use of ‘a’ and ‘an’
* Imperative verbs
* Knowledge that every clause has a verb
* Making writing specific to add detail
* Nouns with prefixes, e.g. auto-, super-
* Personal pronouns
* Powerful verbs
* Standard English verb forms, e.g. we were, I did
* Technical language to add detail
* Word families, e.g. peace, peaceful
 | **Consolidate Previous Years’ Work*** Adverbial phrases
* Develop drop in relative clauses using who/whom/which/whose/that
* More complex conjunctions
* Using synonyms for said in dialogue
* Vary the use of short and long sentences
* Verbs to begin sentences, e.g. Blubbing, the young girl curled up in a ball.
 | **Consolidate Previous Years’ Work*** Develop introduction/beginning and conclusion/ending
* Headings/subheadings
* Paragraphs to group related material
* Present perfect form, e.g. He has left school.
* Secure use of planning for narrative and a range of non-fiction text types.
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**Year 4**

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| **Terminology (children need to know and understand these terms)** | **Punctuation** | **Word Level** | **Sentence Level** | **Text Level** |
| **Consolidate Previous Years’ Work*** Adverbial phrase
* Antonyms
* Apostrophe for possession
* Determiner
* Possessive pronoun
* Pronoun
 | **Consolidate Previous Years’ Work*** Apostrophes for singular and plural possession
* Commas to mark clauses
* Direct speech punctuation, including inverted commas, comma between direct speech and clause, new line new speaker.
 | **Consolidate Previous Years’ Work*** Comparative and superlative adjectives, e.g. big, bigger, biggest
* Difference between plural ‘s’ and possessive ‘s’
* Modal verbs, e.g. could, would should
* More complex prepositions, e.g. towards, beneath, beyond
* Proper nouns refer to a specific person, place or thing
* Standard English verb forms, e.g. we were, I did
 | **Consolidate Previous Years’ Work*** Adjectives to begin sentences
* Adverbial phrases to begin sentences
* Adverbs used with the speaker in dialogue, e.g. “Goodbye,” she whispered, quietly.
* Developing use of complex sentences
* Secure use of simple and compound sentences
 | **Consolidate Previous Years’ Work*** Appropriate use of pronoun/noun, avoiding repetition
* Build suspense
* Opening using description/action
* Paragraphs – clear organisation of material with some cohesion
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**Year 5**

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| **Terminology (children need to know and understand these terms)** | **Punctuation** | **Word Level** | **Sentence Level** | **Text Level** |
| **Consolidate Previous Years’ Work*** Ambiguity
* Bracket
* Cohesion
* Dash
* Metaphor
* Modal verb
* Onomatopoeia
* Parenthesis
* Personification
* Relative clause and relative pronoun
* Rhetorical question
 | **Consolidate Previous Years’ Work*** Brackets
* Colon
* Commas to clarify meaning or avoid ambiguity
* Dash
* Rhetorical question
 | **Consolidate Previous Years’ Work*** Converting nouns or adjectives into verbs using suffixes, e.g. –ate, -ify
* Developed use of technical language
* Metaphor
* Onomatopoeia
* Personification
* Standard English verb forms and subject-verb agreement
* Verb prefixes, e.g. dis-, de-, mis-
 | **Consolidate Previous Years’ Work*** Elaborated adverbial phrases to begin sentences
* Indicating degrees of possibility using modal verbs
* Manipulating clauses throughout sentences
* Prepositional phrases to add detail
* Reshaping sentences for meaning/effect
* Secure use of simple, compound and complex sentences
* Using action within speech, e.g. “Help me!” he screamed, flailing his arms.
 | **Consolidate Previous Years’ Work*** Consistently maintain viewpoint
* Independent planning
* Opening using dialogue
* Varied conjunctions and adverbials to build cohesion within and across paragraphs
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**Year 6**

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| **Terminology (children need to know and understand these terms)** | **Punctuation** | **Word Level** | **Sentence Level** | **Text Level** |
| **Consolidate Previous Years’ Work*** Active and passive voice
* Bullet points
* Contraction
* Hyphen
* Semi-colon
* Subject and object
* Subjunctive mood
 | **Consolidate Previous Years’ Work*** Use of colon and semi colons within a complicated list
* Use of hyphens to avoid ambiguity
* Use of semi-colon (only for GD), colon and dash to divide independent clauses
* Punctuation of bullet points
 | **Consolidate Previous Years’ Work*** Build in literary devices to create effects, e.g. metaphors, personification
* Contraction – understanding that it means to shorten two words
* Differences in vocabulary according to the level of formality, including the subjunctive mood
* Relationships between synonyms and antonyms
* Standard English tense agreement, subject/verb agreement
* Verb forms for effect (especially important for children aiming for greater depth in Writing)
 | **Consolidate Previous Years’ Work*** Active and passive verbs
* Differences in sentences according to the level of formality, including the subjunctive mood
* Expanded noun phrases to convey information precisely and concisely
* Rhetorical questions for persuasion
* Secure use of simple, compound and complex sentences for effect
 | **Consolidate Previous Years’ Work*** Appropriate formal/informal style (with shifts in formality across a piece for children aiming for greater depth in Writing)
* Secure development of character and plot
* Secure links and cohesion within and between paragraphs
* Use of appropriate text layouts
* Use of flashbacks/forwards, time slips and cliff hangers
* Use of strategies to engage the reader
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