

## Writing whole school progression map

Skills Transcription	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Spelling - Phonics and spelling rules</b>	<p>To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together. To link sounds to letters, naming and sounding the letters of the alphabet. To use their phonic knowledge to write words in ways which match their spoken sounds</p>	<p><i>To know all letters of the alphabet and the sounds which they most commonly represent.</i></p>	<p>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.</p>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p>		<p><i>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</i></p>	<p><i>To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).</i></p>
		<p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p>	<p><i>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).</i></p>	<p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p>		<p><i>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</i></p>	<p><i>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</i></p>

		To recognise vowel digraphs which have been taught and the sounds which they represent.	To apply further Y2 spelling rules and guidance* See Appendix 2	To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).		To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).	
		To recognise words with adjacent consonants.		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 containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).	
		<i>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</i>		To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).	To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).	<i>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive,</i>	
		<i>To spell some words in a phonically plausible way, even if sometimes incorrect.</i>		To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).			
		<i>To apply Y1 spelling rules and guidance* see Appendix 1</i>		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).			
				<i>To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</i>			
				<i>To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</i>			
				<i>To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion,</i>			

				<i>confusion, decision, collision, television).</i>			
				<i>To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</i>			
<b>Spelling - Common exception words</b>	<i>To write some irregular common words.</i>	<i>To spell all Y1 common exception words correctly.* To spell days of the week correctly.</i>	<i>To spell most Y1 and Y2 common exception words correctly.</i>	<i>To spell many of the Y3 and Y4 statutory spelling words correctly.</i>	<i>To spell all of the Y3 and Y4 statutory spelling words correctly.</i>	<i>To spell many of the Y5 and Y6 statutory spelling words correctly.</i>	<i>To spell all of the Y5 and Y6 statutory spelling words correctly.</i>
<b>Spelling - Prefixes and Suffixes</b>		<i>To use -s and -es to form regular plurals correctly.</i>	<i>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</i>	<i>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</i>	<i>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</i>	<i>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</i>	<i>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</i>

		<i>To use the prefix 'un-' accurately.</i>			<i>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</i>	<i>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</i>	<i>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</i>
				<i>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).</i>	<i>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</i>	<i>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</i>	<i>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</i>
				<i>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable,</i>	<i>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.</i>	<i>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</i>	

				<i>e.g. forgotten beginning).</i>			
<b>Spelling - Further spelling conventions</b>		To spell simple compound words (e.g. dustbin, football).	<i>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</i>	<i>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</i>	<i>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</i>	<i>To spell complex homophones and near- homophones, including who's/whose and stationary/stationery.</i>	<i>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</i>
		To read words that they have spelt.	<i>To learn the possessive singular apostrophe (e.g. the girl's book).</i>	<i>To use the first two or three letters of a word to check its spelling in a dictionary.</i>	To use their spelling knowledge to use a dictionary more efficiently.	To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	To spell words that contain hyphens (e.g. co-ordinate, re- enter, co- operate, co-own).
		To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.	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 use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
			<i>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</i>				To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.

			<i>and multi-syllabic words.</i>				
			To self-correct misspellings of words that pupils have been taught to spell				
<b>Handwriting – Letter formation, placement and positioning</b>	<p>To sometimes give meaning to marks as they draw and paint.</p> <p>To realise tools can be used for a purpose.</p> <p>To draw lines and circles using gross motor movements.</p> <p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>To hold a pencil near point between first two fingers and thumb, and use it with good control.</p> <p>To copy some letters, e.g. letters from their name.</p>	<i>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</i>	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	<i>To use a neat, joined handwriting style with increasing accuracy and speed.</i>	<i>To increase the legibility, consistency and quality of their handwriting [e.g 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].</i>	<i>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</i>	<i>To write legibly, fluently and with increasing speed by:</i> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.
		<i>To sit correctly at a table, holding a pencil comfortably and correctly.</i>	<i>To form lower case letters of the correct size, relative to one another.</i>			<i>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</i>	
		<i>To form digits 0-9.</i>	<i>To use spacing between words that reflects the size of the letters.</i>				
		To understand which letters belong to which					

To give meaning to marks they make as they draw, write and paint.  
To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  
To show a preference for a dominant hand.  
To begin to use anticlockwise movement and retrace vertical lines.  
To begin to form recognisable letters.  
To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.  
To show good control and co-ordination in large and small movements.  
To move confidently in a

handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

	<p>range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>To write simple sentences which can be read by themselves and others.</p>						
<b>Handwriting – Joining letters</b>			<p><i>To begin to use the diagonal and horizontal strokes needed to join letters.</i></p>	<p><i>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.</i></p>	<p><i>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</i></p>	<p><i>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</i></p>	<p><i>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</i></p>

## **Appendix 1**

the sounds /f/, /l/,

/s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and '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. buzzer, jumping);

adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);

spelling words with the vowel digraphs and trigraphs:

- 'ai' and 'oi' (e.g. rain, wait, train, point, soil);

'oy' and 'ay' (e.g. day, toy, enjoy, annoy);

a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune);

'ar' (e.g. car, park);

ee' (e.g. green, week);

'ea' (e.g. sea, dream);

'ea' (e.g. meant, bread);

er' stressed sound (e.g. her, person);

er' unstressed schwa sound (e.g. better, under);

'ir' (e.g. girl, first, third);

ur' (e.g. turn, church);

'oo' (e.g. food, soon);

'oo' (e.g. book, good);

'oa' (e.g. road, coach);

'oe' (e.g. toe, goes);

'ou' (e.g. loud, sound);

'ow' (e.g. brown, down);

'ow' (e.g. own, show);

'ue' (e.g. true, rescue, Tuesday);

'ew' (e.g. new, threw);

'ie' (e.g. lie, dried);

'ie' (e.g. chief, field);

'igh' (e.g. bright, right);

'or' (e.g. short, morning);

'ore' (e.g. before, shore);

'aw' (e.g. yawn, crawl);

'au' (e.g. author, haunt);

'air' (e.g. hair, chair);

'ear' (e.g. beard, near, year);

'ear' (e.g. bear, pear, wear);

'are' (e.g. bare, dare, scared);

spelling words ending with -y (e.g. funny, party, family);

spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);

using 'k' for the /k/ sound (e.g. sketch, kit, skin).

## **Appendix 2**

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 -est 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);

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);

the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);

the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);

the /i:/ sound spelt

-ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);

the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)

the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);

the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);

the /ʒ/ sound spelt 's' (e.g. television, usual).

Skills Composition	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, writing and editing	<p>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger). To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' To engage in imaginative role play based on own first-hand experiences. To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p>	To say out loud what they are going to write about.	<i>To write narratives about personal experiences and those of others (real and fictional).</i>	To begin to use ideas from their own reading and modelled examples to plan their writing.	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	<i>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</i>	To note down and develop initial ideas, drawing on reading and research where necessary.
		To compose a sentence orally before writing it.	<i>To write about real events. To write simple poetry.</i>	<i>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</i>	<i>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</i>	To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.	To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
		<i>To sequence sentences to form short narratives.</i>	To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary	<i>To begin to organise their writing into paragraphs around a theme.</i>	<i>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</i>	<i>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</i>	To use a wide range of devices to build cohesion within and across paragraphs.

<p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>To link statements and sticks to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To develop their own narratives</p>	<p>To discuss what they have written with the teacher or other pupils.</p>	<p>To encapsulate what they want to say, sentence by sentence.</p>	<p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To consistently link ideas across paragraphs.</p>	<p>To habitually proofread for spelling and punctuation errors.</p>	
	<p>To reread their writing to check that it makes sense and to independently begin to make changes.</p>	<p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p>			<p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>
	<p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p>				<p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing</p>
	<p>To use adjectives to describe.</p>	<p>To proof read and to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>				

	<p>and explanations by connecting ideas or events. To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>						
<p><b>Awareness of audience, purpose and structure</b></p>	<p>To use vocabulary focused on objects and people that are of particular importance to them. To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use language to imagine and recreate roles and</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 write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</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 write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p>	<p>range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p>
		<p>To start to engage readers by using adjectives to describe.</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 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 write a range of narratives that are well- structured and well-paced.</p>	<p>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p>	<p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p>

	<p>experiences in play situations.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>		<p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><i>To make deliberate ambitious word choices to add detail.</i></p>	<p><i>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere</i></p>	<p>To regularly use dialogue to convey a character and to advance the action.</p>	<p>To select vocabulary and grammatical structures that reflect what the writing requires (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).</p>
				<p>To begin to create settings, characters and plot in narratives.</p>	<p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To perform their own compositions confidently using appropriate intonation, volume</p>	

Skills Composition	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence construction and tense	<p>To begin to understand ‘why’ and ‘how’ questions. To question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</p> <p>To use a range of tenses in speech (e.g. play, playing, will play, played). To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that</p>	<i>To use simple sentence structures.</i>	To use the present tense and the past tense mostly correctly and consistently.	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.	To always maintain an accurate tense throughout a piece of writing.	<i>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</i>	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
			<i>To form sentences with different forms: statement, question, exclamation, command.</i>	To use ‘a’ or ‘an’ correctly throughout a piece of writing.	To always use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’.	<i>To ensure the consistent and correct use of tense throughout all pieces of writing.</i>	
			To use some features of written Standard English.				

	have happened or are to happen in the future.						
<b>Use of phrases and clauses</b>	To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').	To use the joining word (conjunction) 'and' to link ideas and sentences.	To using co-ordination (or/and/but).	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.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).	To use the subjunctive form in formal writing.
		To begin to form simple compound sentences.	To use some subordination (when/if/that/because).	To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.	To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	To use the perfect form of verbs to mark relationship of time and cause.
			To use expanded noun phrases to describe and specify (e.g. the blue butterfly).		To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.		To use question tags in informal writing.

<b>Punctuation</b>		<i>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</i>	<i>To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</i>	<i>To use the full range of punctuation from previous year groups.</i>	<i>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</i>	<i>To use commas consistently to clarify meaning or to avoid ambiguity.</i>	<i>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</i>	
		<i>To use finger spaces.</i>		<i>To punctuate direct speech accurately, including the use of inverted commas.</i>	<i>To consistently use apostrophes for singular and plural possession.</i>	<i>To use brackets, dashes or commas to indicate parenthesis.</i>		
		<i>To use full stops to end sentences.</i>						
		<i>To begin to use question marks and exclamation marks.</i>						

<p><b>Use of terminology</b></p>	<p>To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>	<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>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>
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