

Year 1 Ready to progress to Year 2

	<b>Secure in...</b>	<b>Familiar with</b>
<b>Grammar</b>	Basic conjunctions - and, because, but	Conjunctions -but, when, that, or - recognition through reading.
<b>Punctuation</b>	Capital letters and full stops used accurately when writing simple sentences.	Question and exclamation marks - recognition through reading.
<b>Spelling / Sounds</b>	Reading and spelling words using Set 1 & 2 RWI Sounds. Reading and spelling words using some Set 3 RWI Sounds. Reading and spelling Set 1 & 2 Red words.	Reading and Spelling words using all Set 3 sounds. Reading and Spelling all Set 3 Red words e.g. should, another etc Spelling patterns -doubling consonants ( after a vowel) when adding -ed, -ing.
<b>Language - eg noun, fronted adverbial</b>	letter, capital letter word, sentence punctuation, full stop, question mark, exclamation mark	Singular, plural, Noun, verb, adjective through RWI tasks.

Year 2 Ready to progress to Year 3

	<b>Secure in all of the above plus...</b>	<b>Familiar with</b>
<b>Grammar</b>	Coordinating conjunctions - and, but, or Subordinating conjunctions - because, when, if, that Expanded noun phrases Identifying verbs in the past tense.	Suffixes - ed, er, ful, less, ly Subordinating conjunctions - however, therefore Correcting the use of tenses (past and present) throughout writing
<b>Punctuation</b>	Capital letters and full stops used accurately when writing sentences using subordinating and coordinating conjunctions as stated above. Question marks, exclamation marks - consistently used to demarcate sentences Lower-case letter formation relative in size to one another. Use appropriate spaces between words.	Commas to separate items in lists Apostrophes for contractions
<b>Spelling</b>	Spell most common exception words (Red Words). Use phonetic understanding to make	Prefix and suffix spelling patterns for years 1/2

	phonetically-plausible attempts at new words	
<b>Language - eg noun, fronted adverbial</b>	noun, adjective, verb Statement, exclamation, question, command verb tense (past, present) apostrophe	Conjunction noun phrase Adverb Apostrophe, comma

Year 3 Ready to progress to year 4

	<b>Secure in all of the above plus...</b>	<b>Familiar with</b>
<b>Grammar</b>	Recognising and using an increasing range of conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) Using past and present tense	Using other verb forms (e.g. will go, have eaten)
<b>Punctuation</b>	Commas for lists Using speech punctuation when following modelled writing	Apostrophes for possession Using speech punctuation independently
<b>Spelling</b>	Understanding rules for adding common prefixes and suffixes. Applying rules when following a model. Recognising homophones. Recognising and spelling words contains less common graphemes (see NC list) when following a model.	Applying rules for adding common prefixes and suffixes. Spelling common homophones.
<b>Language - eg noun, fronted adverbial</b>	preposition, conjunction Prefix, suffix direct speech, inverted commas (or "speech marks") consonant, vowel	Word Family Subordinate Clause Word choice: selecting fewer but more effective adjectives, adverbs and verbs.

Year 4 Ready to progress to year 5

	<b>Secure in all of the above plus...</b>	<b>Familiar with</b>
<b>Grammar</b>	Using adverbs of time and place Using a range of conjunctions and prepositions for cohesion and to add detail Identifying pronouns Using past and present tenses	Synonyms Using paragraph to organise ideas  Using a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and

	accurately including a wider range of verb forms (e.g. we were going; they have been)	clarity
<b>Punctuation</b>	Using inverted commas accurately to identify direct speech. Using apostrophes for possession.	Commas separating clauses
<b>Spelling</b>	Applying rules for adding common prefixes and suffixes. Spelling common homophones.	Using a dictionary to check spellings
<b>Language - eg noun, fronted adverbial</b>	determiner, pronoun, adverbial	possessive pronoun

Year 5 Ready to progress to year 6

	<b>Secure in all of the above plus...</b>	<b>Familiar with</b>
<b>Grammar</b>	Relative clauses Modal verbs How to write cohesive paragraphs using adverbials of time, place and tense	Selecting grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)
<b>Punctuation</b>	Accurate application of rules for punctuating speech Using commas to separate clauses	Parenthesis
<b>Spelling</b>	Using a dictionary to check spellings of ambitious or uncommon vocabulary.	
<b>Language - eg noun, fronted adverbial</b>	modal verb, relative pronoun relative clause, bracket, dash	Parenthesis, cohesion, ambiguity

Year 6 Ready to progress to year 7

	<b>Secure in...</b>	<b>Familiar with</b>
<b>Grammar</b>	Selecting grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)	Passive/active voice  Selecting 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

	Consistent use of tense through extended pieces of writing. Synonyms and antonyms	verbs to suggest degrees of possibility)
<b>Punctuation</b>	Identifying Parenthesis and understanding how to punctuate using brackets, dashes and commas	Accurate use of colons and semi-colons Accurate use of hyphens
<b>Spelling</b>	Knowledge and understanding of all spelling patterns in KS2 NC appendix.	Accurate spelling of words containing all spelling patterns in KS2 NC appendix.
<b>Language - eg noun, fronted adverbial</b>	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	