

Year Group	Vocabulary, Grammar and Punctuation	Transcription and Handwriting	Composition and Effect
R	<ul style="list-style-type: none"> • <i>I can write my first name using a capital letter</i> • <i>I can write my last name using a capital letter</i> • <i>I can write some words from memory (the, was, you)</i> • I can explain what a word is (point to a word/label an object) ❖ <i>I can leave spaces between my words</i> • I can recognise a sentence (point to a sentence) • I can hold a sentence in my head and say it out loud (say a sentence) • I can write a simple sentence (words in the correct order) 	<ul style="list-style-type: none"> • I can tell you what I have written (pointing to words/groups of letters/squiggles from top to bottom and from left to right) • I can write labels and captions (classroom labels and labelling own drawings) ❖ <i>I can hold a pencil correctly</i> ❖ <i>I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</i> ❖ <i>My letters sit where they should on the line</i> 	<ul style="list-style-type: none"> • I can re-tell traditional tales and nursery rhymes (and favourite stories) in chronological order. • I can use story language (Once upon a time there lived a little girl called Goldilocks.)
1	<p>As above and:</p> <ul style="list-style-type: none"> ❖ <i>I can write a statement with a full stop (The girl was pretty.)</i> ❖ I can write a question with a question mark (Was the girl pretty?) ❖ I can write an exclamation with an exclamation mark (Help!) ❖ I can use an exclamation sentence (What big teeth you have grandma!) ❖ I can write a command with a full stop (Wash your face.) ❖ I can use capital letters for proper nouns (Lisa, Wigan, England) ❖ <i>I can use a capital letter for person pronoun 'I'</i> ❖ I can join sentences with connectives (and, but, so) ❖ I can explain what a noun is (a person, place, object or thing) ❖ I can explain what a verb is (an action word) • I can change my speaking voice to my writing voice (Standard and Non-Standard English) • <i>I can write a sentence beginning with a capital letter</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ❖ <i>I can use sentences to write my own version of a narrative. (Once upon a time a girl called Cinderella went to the ball.)</i> ❖ <i>I can hold a pencil correctly</i> ❖ I can put my writing in order of time (recounts/stories) ❖ I can name the letters of the alphabet in order ❖ I can write from memory simple sentences dictated by the teacher ❖ I can practise my handwriting in letter families (c, a, g) ❖ I can form all lower and upper case letters correctly ❖ <i>I can form lower case letters of the correct size relative to one another</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ❖ 'I can think it, say it, write it' when writing simple sentences ❖ I can read and discuss what I have written to an adult (pointing to individual words) ❖ <i>I can read aloud my writing clearly enough to be heard by my teacher and peers.</i> • I can choose interesting words from a word bank (From the magic beans grew a gigantic beanstalk.) • I can choose and use exciting words in my writing (model how to refine choices eg Jack lived in a cottage...Jack lived in a tiny cottage...Jack lived in a tiny cottage in the middle of the woods.) • I can use story language in writing (Once upon a time... After a while...And they all lived happily ever after) • I can use first person (At the weekend I went to the cinema)

<p>2</p>	<p>As above and:</p> <ul style="list-style-type: none"> ❖ I can use exclamation marks ❖ I can use question marks ❖ I can use commas in a list of nouns (I had fish, chips and peas for my lunch) ❖ I can use the possessive apostrophe for singular nouns (girl's book) ❖ I can use apostrophes for omission (can't, won't, don't, didn't, I'm, I've, shouldn't, wouldn't, couldn't) ❖ I can write statement, questions, exclamations and commands ❖ I can extend sentences using subordination (because, if, when) ❖ I can use connectives to join sentences (or, and, but) ❖ I can use extended noun phrases (The beautiful, blue butterfly) ❖ I can recognise and use the present and past tense correctly – regular verbs (shouts, shouted) and irregular verbs (buy, bought) ❖ I can use comparative and superlative adjectives (sad, sadder, saddest) • I can join two sentences together with a time connective (when, as, before, after) • I can use powerful verbs (sprang, hobbled, whinged) • I can use the correct verb (I drewed, we was, I seen) • I can recognise and explain the job of a pronoun • I can replace a noun with a pronoun (I, he, she, we, they) • I can begin to group my ideas into paragraphs (beginning, middle and end of stories) • I can use adjectives to compare (small...smaller...smallest) • I can use speech marks around the words that are spoken • I can use specific nouns (The scruffy <i>poodle</i> instead of the scruffy <i>dog</i>) 	<p>As above and:</p> <ul style="list-style-type: none"> ❖ I can write from memory simple sentences dictated by the teacher ❖ I can use diagonal strokes to join letters (cap) ❖ I can use horizontal strokes to join letters (moon) ❖ I know which letters, when adjacent to each other, are best left unjoined ❖ I can use spacing between words that reflects the size of my letters • I can stay on the subject throughout my work • I can use familiar phrases to begin my work (action – Jack looked at his mum and sighed...setting – In the middle of the woods...dialogue – 'Help') 	<p>As above and:</p> <ul style="list-style-type: none"> ❖ I can plan what to write about (just words and phrases in lists/maps) ❖ I can identify the sequence of a piece of writing (story - opening, problem, resolution, ending) ❖ I can identify words which show the passing of time (temporal connectives – Later that day...The following morning...As the sun set) ❖ I can explain why events take place in a particular order (Why the stepmother told Cinderella she wasn't allowed at the ball BEFORE the ball took place) ❖ I can write in a logical order (by grouping sentences together to tell the different parts of the story) ❖ I can stay in the past tense throughout my writing (stories/recounts – I wondered) ❖ I can stay in the present tense throughout my writing (reports – All spiders have eight legs) ❖ I can proof read my work and correct spelling, punctuation and grammar errors. ❖ I can read aloud what I have written with appropriate intonation • I can decide which style to write in (eg informal letter/story) • I can adapt well-known stories to create my own story
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<p>3</p>	<p>As above and:</p> <ul style="list-style-type: none"> ❖ I can use apostrophes for possession with plural nouns (The boys' coats.) ❖ I can use the first two or three letters of a word to check its spelling in a dictionary. ❖ I know that a main clause is the part of the sentence that makes sense on its own (On Wednesday, I went to Brownies) ❖ I know that a subordinate clause is the part of the sentence that doesn't make sense on its own. (On Wednesday, I went to Brownies) ❖ I can use speech marks (punctuation before inverted commas, capital letter to begin, punctuation before closing) ❖ I can use subordinating connectives for time (when, as, while, before, after) ❖ I can use subordinating connectives for cause and reason (because, so, if) ❖ I can use subordinating connectives to compare (even though, although) ❖ I can use articles according to whether the next word begins with a vowel or an unvoiced h (an hour... a hotel) ❖ I can use adverbs ending in 'ly' to add detail to the verb (happily, brightly, heavily) ❖ I can use prepositions to indicate place (along, above, between, behind, in front of) • I can change my speaking voice to my writing voice (Standard and Non-Standard English) • I can use possessive pronouns (its, my, her, his, our, their, your) • I can use a thesaurus to select appropriate adjectives and verbs • I can use apostrophes for omission (It's a lovely day, you're the best, they're late.) 	<p>As above and:</p> <ul style="list-style-type: none"> ❖ I can vary my openings (Action...Setting...Dialogue... Exclamation...Question) ❖ I can link the ending of my work to the beginning (character/s goes to the initial setting... went back to the village as a hero) ❖ I can link sentences within paragraphs using connectives (Cinderella stood in the kitchen crying. While she sobbed, a magical fairy flew through the open window) ❖ I can begin to structure my writing to help the reader (using bullet points, headings, sub-headings, underlining etc.) ❖ I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. ❖ I can use neat, joined handwriting in every lesson. ❖ I can space my letters so ascenders and descenders do not touch letters on other lines. ❖ I can use paragraphs to show a change in place, person or time 	<p>As above and:</p> <ul style="list-style-type: none"> ❖ I can plan my ideas for writing. ❖ I can use my plan to orally rehearse my work ❖ I can read aloud what I have written with appropriate intonation ❖ I can self-assess and make necessary improvements ❖ I can peer assess and suggest improvements related to grammar, vocabulary and pronouns. • I can use similes (As bright as the sun, like a raging bull) • I can use simple metaphors (The child was an angel) • I can write for a specific audience • I can use precise adjectives which put an image in the reader's head. (decrepit instead of old) • I can use precise verbs which put a clear image in the readers' head (hobbled instead of walked) • I can use precise nouns for effect (Siamese instead of cat) • I can stay in the third person throughout my work.
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4	<p>As above and:</p> <ul style="list-style-type: none"> ❖ I can explain the difference between the plural and possessive 's' (the dogs' bones, the dogs barked). ❖ I can avoid using local dialect by using the correct verb (I want fort go Asda...I should of said...the box what was blue...was/were.) ❖ I can use complex noun phrases (The mysterious young girl in the portrait.) ❖ I can use apostrophes for singular and plural possession and explain the difference (The girl's books, the girls' books.) ❖ I can use interrupted speech ("Everyone loved cake," simpered Michael, "even though it was quite sickly.") ❖ I can use fronted adverbials for when, where and how (Later that day...Behind the hedge) ❖ I can use a comma after fronted adverbial ❖ I can use connectives to begin and within sentences (Although...since...unless...until...if) ❖ I can use commas to mark clauses (Just after noon, the opportunist burglar broke into the brand-new Jaguar.) ❖ I can punctuate and organise direct speech correctly (new speaker, new line, capital letter to begin, punctuation inside closed inverted comma) <ul style="list-style-type: none"> • I can use ellipsis to show an interruption or pause in dialogue ("I'm wondering..." John said.) • I can use a thesaurus to select appropriate adverbs. • I can avoid double negatives (I never did nothing.) • I can use first and third person consistently. (I am...She is) • I can use adventurous adjectives and adverbs (gnarled fingers...glistening brightly.) • I can use collective nouns (teeth, fish, children) • I can use abstract nouns (joy, happiness, fear) 	<p>As above and:</p> <ul style="list-style-type: none"> ❖ I can use pronouns within and across sentences. (Cinderella was stood in the kitchen crying in to <u>her</u> lunch when the prince walked in. <u>She</u> blushed when <u>she</u> saw <u>him</u>.) ❖ I can use paragraphs to organise ideas around a theme. ❖ I can use adverbials to link sentences, sections or paragraphs. (When - When we got there... How - Shaking their spears wildly... Where - In the distance) ❖ I can structure my writing to help the reader (using bullet points, headings, sub-headings, underlining etc.) ❖ I know which letters are best left unjoined ❖ I space my ascenders and descenders appropriately so letters on other lines do not touch 	<p>As above and:</p> <ul style="list-style-type: none"> ❖ I can read aloud what I have written with appropriate intonation <ul style="list-style-type: none"> • I can use metaphors (The beanstalk was an emerald tower.) • I can use similes (Like a rat up a drainpipe.) • I can use personification (The leaves pirouetted downwards and danced on the forest floor.) • I can use alliteration (Jack agreed to exchange the cow for a handful of handsome beans.) • I can use dialogue to give clues to the reader about the character ("You snivelling, little toe-rag," boomed Mrs Trunchbull.) • I can use dialogue to move the story forward ("I'm not going in that house...Don't you know it's haunted?" replied Mary. • I can use powerful verbs to add detail (clutch, swoop, shriek)
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5	<p>As above and:</p> <ul style="list-style-type: none"> ❖ I can begin complex sentences with conjunctions (Because of the bad weather, the child put on his coat) ❖ I can use adverbs for degree (surely, perhaps, always) ❖ I can use modal verbs to indicate degrees of possibility (may, might, should, could, would) ❖ I can use the correct subject-verb agreement when using singular and plural. (They were instead of they was) ❖ I can convert nouns and adjectives in to verbs and vice versa, using suffixes (create – creation, visual-visualise, terror-terrify) ❖ I can use ing and ed openers to begin subordinate clauses (Smiling gratefully...Exhausted...) ❖ I can use a hyphen to avoid ambiguity (The best-dressed girl instead of the best, dressed girl.) ❖ I can use subordination at the beginning and within sentences (changing position of conjunction) ❖ I can use a comma to avoid ambiguity. (Let’s eat children. Let’s eat, children.) ❖ I can use relative clauses beginning with who, which, where and whose within sentences (The boy, <i>who had been feeling unwell all morning</i>, projectile vomited all over the newly laid carpet) ❖ I can use commas, brackets and dashes for parenthesis (Alice – who was the prettiest girl in the class – won the prize.) • I can combine direct and reported speech • I can use rhetorical questions to engage the reader (Have you ever wondered what it feels like to walk without gravity? Neil Armstrong knows!) • I can use I and me correctly (Katie and I took off our coats...The teacher told Katie and me to take off our coats) 	<p>As above and:</p> <ul style="list-style-type: none"> • I can consistently use paragraphs to separate key ideas ❖ I can consistently structure my writing to help the reader (using bullet points, headings, sub-headings, underlining etc.) ❖ I can link paragraphs in my writing using adverbials of time, place and number (meanwhile, afterwards, nearby, however, furthermore, firstly) ❖ I can use the correct pronouns and nouns within a paragraph (Some people disagree with the shark being an enemy of man. They believe that it is simply a harmless creature.) ❖ I can use words and phrases to build cohesion within a paragraph (this, then, as, after, because of, he had) ❖ I can write fluently with increasing speed, choosing whether or not to join specific letters ❖ I can précis longer passages. 	<p>As above and:</p> <ul style="list-style-type: none"> ❖ I can identify the audience for and the purpose of writing (Informal letter to persuade) ❖ I can use dialogue to convey character and advance the action. (“Whatcha lookin’ at?”) ❖ I can describe a setting, putting a picture in the reader’s mind. (Use five senses) ❖ I can use specific language to describe a character’s appearance and behaviour. ❖ I can evaluate and edit by assessing the effectiveness of my own and others’ writing ❖ I can use the correct verb form or tense choice with consideration for audience. (He had seen her before/He saw her earlier). ❖ I can read aloud or perform my own compositions with appropriate intonation • I can use idioms to describe characterisation and emotion (She knew which side her bread was buttered...He was over the moon.)
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<p>6</p>	<p>As above and:</p> <ul style="list-style-type: none"> ❖ <i>I can use fronted adverbials (As a consequence of...On the other hand, Nevertheless) ‡</i> ❖ I can use prepositional phrases (In the event of...From behind the bike shed) ‡ ❖ <i>I can manipulate subordinate connectives (Because of that, he failed) ‡</i> ❖ I can use a semi-colon instead of a conjunction (I loved it at the fair; I won a teddy) ‡ ❖ I can use a semi-colon to separate clauses in a list (She had a long greasy hair that hung limply around her face; torn scruffy jeans with a stain on the knee; pock-marked sallow skin which looked in need of a good wash and dirty, chewed finger nails that had long since seen a nail brush.) ‡ ❖ I can use a colon or dash to make the boundary between independent clauses. (There's one rule at Gilded Hollins: Respect Everyone) ‡ ❖ I can use commas, brackets and dashes for parenthesis (Alice – who was the prettiest girl in the class – won the prize.) ‡ ❖ I can use ellipsis to show a pause or a shift in time as a cohesive device (They waited... but the delivery never came.)‡ ❖ I can use relative clauses where the relative pronoun is omitted (Mrs Parker, the owner of the store, waved enthusiastically.) ‡ ❖ I can use inverted commas (punctuation before inverted commas, capital letter to begin, punctuation before closing)‡ ❖ I know how words are related by meaning as synonyms and antonyms (joyful, miserable) ❖ I can use question tags (He's your friend, isn't he?) ❖ I can use the subjunctive form. (If I were you, I'd listen carefully.) ❖ I can identify the subject and object of as sentence 	<p>As above and:</p> <ul style="list-style-type: none"> ❖ <i>I can write fluently with increasing speed, choosing whether or not to join specific letters †</i> ❖ I can précis longer passages. ❖ I can control writing process from stimulus to outcome (sustain coherence from planning to final draft) † 	<p>As above and:</p> <ul style="list-style-type: none"> ❖ I can identify the audience for and the purpose of writing (Informal letter to persuade) ❖ I can manipulate writing for effect (a persuasive speech which shocks the listener) ❖ I can break conventions to achieve effects (over-use of 'and' to convey tedium) ❖ <i>I can use description, action and dialogue to show characterisation ("Stand up straight!" bellowed the aggressive headteacher, directing his index finger towards the timid boy's face.) ‡</i> ❖ I can evaluate and edit to ensure the correct use of tense and subject-verb agreement. † ❖ I can select vocabulary and grammar appropriate to the purpose and audience (discover to find out; formal to informal) ❖ <i>I can use figurative language to describe the setting (The trees silhouetted against the wall scratching the leaden sky with their witch-like fingers) †</i> ❖ I can transform sentences from active to passive to create intended effects and shift the focus(The gorilla beat Tarzan around the head...Tarzan was beaten around the head.)‡ ❖ I can write expanded noun phrases by placing words before and after the noun (The incredibly fragile glass vase with the intricate design)‡ • I can use different techniques to conclude my work (opinion, justification, summary, comment, rhetorical question)
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