**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). |

**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. |

**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 |

**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. |

**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 |

**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 |

**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 |