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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Foundation stage** | * Hears and says the initial sound in words. * Phase 1 phonics and phase 2 beginning. * Begins to break the flow of speech into words * Continues a rhyming string. * Mark making * Gives meaning to marks they make as they draw, write and paint | * Can segment the sounds in simple words and blend them together * Links sounds to letters, sounding the letters of the alphabet. * Writes own first name * phase 2 phonics * Letter formation * Continues a rhyming string. * phase 2 phonics | * Links sounds to letters, naming and sounding the letters of the alphabet. * Uses some clearly identifiable letters to communicate meaning, * Writes own name and other things such as labels, captions (phase 2) * Phase 2/3 phonics * Letter formation * Attempts to write short sentences in meaningful contexts (phase 2) * Begin to use finger spaces between words. * Begin to use and full stops | * Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Phase 2 and beginning phase 3) * write simple sentences which can be read by themselves and others (phase 2) | * Writes own name and other things such as labels, captions.(phase 3 and 4) * Attempts to write short sentences in meaningful contexts (phase 3) * Phase 3/4 phonics | * Use phonic knowledge to write words in ways which match their spoken sounds. * write some irregular common words. * Some words are spelt correctly and others are phonetically plausible. * write simple sentences which can be read by themselves and others * (Phase 3) * Begin to use capital letters |
| **Year 1** | * Correct seating * Correct pencil grip * Lowercase formation * 0-9 * Phase 2 cvc words * Phase 3 words * Finger spaces * Say what they are going to write about letter/word/sentence | * Capital letters * Phase 3 words * Phase 4 words * Full stop/capital letters * Say what they are going to write about | * Letter families * Phase 5 words * Common exception words * Capital letters * ? and ! * Read aloud work to a partner | * Letter families * Phase 5 words * Common exception words * ‘and’ * Re read to check for meaning | * Ascenders and descenders * ing/ed/er/est * Days of the week * Common exception words * Capital letters for days of the week * Sequencing sentences | * Ascenders and descenders * un/plurals * Common exception words |
| **Year 2** | * Correct size of lower case letters relative to each other * Phase 5 part 2 * Common exception words * Expanded noun phrases * but/ or/and * Plan/say what they are going to write about | * Capital letters correct size * Phase 5 part 2 * Common exception words * statement/question/exclamation/command * but/ or/and * Check sentences make sense | * Spacing between words match size of letters * Phase 6 * Common exception words * when/if/because/that * commas in a list * Peer mark | * Spacing between words match size of letters * Phase 6 * Common exception words * past/present tense * Read aloud with appropriate intonation | * Homophones * Common exception words * apostrophes * proof reading/editing text |  |
| **Year 3 and Year 4** | * Word classes (verbs, nouns, adjectives and adverbs) * Questions, statements and commands (use of !,? and .) * Simple and compound sentences ( conjunctions and, but and so. Clauses) * Apostrophes for contraction | * Paragraphing- subheadings * Possessive apostrophes * Complex sentences (conjunctions and clauses) * Adverbial phrases (when, where and how) * Expanded noun phrases * Prepositions | * Inverted commas * Sentence openers (when, where and how) * Use of commas for openers * Tenses choices | * Tense choices * Use of pronoun/proper noun * Use of a/an * Development of a character setting | * Inverted commas * Plural possession |  |
| **Year 5 and Year 6** | * Word Types * Phrases – Expanded Noun Phrases/Prepositional * Compound sentences – co-ordinating conjunctions * Complex sentences -Clauses, Sub-ordination (sub-ordinate clauses and conjunctions, including openers) * Adverbials – time, place, number (including fronted adverbials) | * Relative clauses - Relative Pronoun * Parenthesis – brackets, dash, comma * Lists – List of 3, sentence of 3, bullet points, semi-colon * Degrees of possibility – adverbs/modal verbs * Figurative Language - Similes, Metaphors, Alliteration, Personification * Dialogue – extended reporting clauses/advance the action * Paragraphs – Introductions/Conclusions * Informal/Formal Language * Features of a letter | * Dialogue – advance the action * Mark boundaries between independent clauses: semi-colon * Use perfect/progressive forms of verbs | * Mark boundaries between independent clauses: semi-colon, colon and dash * Commas – clarify meaning, avoid ambiguity * Subjunctive form * Relative clauses - Implied pronoun * Cohesive Devices * Bullet Points to organise * Text Boxes | * Active/Passive Voice * Brackets, Dashes and Hyphens – range of uses * Colons and Semi-colons – range of uses * Range of sentence structures with variety of openings and sub-ordination | * Controlled use of sentence types |