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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
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| **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
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| **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
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| **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
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| **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
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