

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Word reading				
Develop their phonological awareness, so that they can:	To apply phonic knowledge	To continue to apply phonic	To use their phonic	To read most words fluently	To read most words fluently	To read fluently with full
• spot and suggest rhymes	and skills as the route to	knowledge and skills as the	knowledge to decode quickly	and attempt to decode any	and attempt to decode any	knowledge of all Y5/ Y6
• count or clap syllables in words	decode words.	route to decode words until	and accurately (may still	unfamiliar words with	unfamiliar words with	exception words, root words,
• recognise words with the same initial sound, such as money and mother		automatic decoding has	need support to read longer	increasing speed and skill.	increasing speed and skill,	prefixes, suffixes/word
	To blend sounds in unfamiliar	become embedded and	unknown words).	coo g op oon aa o	recognising their meaning	endings and to decode any
Read individual letters by saying the sounds for them.	words using the GPCs that	reading is fluent.		To apply their knowledge of	through contextual cues.	unfamiliar words with
	they have been taught.		To apply their growing	root words, prefixes and	tinough contextual cues.	increasing speed and skill,
Blend sounds into words, so that they can read short words made up of letter-sound		To read accurately by	knowledge of root words and	-	To our hother in our coins	recognising their meaning
correspondences.	To respond speedily, giving	blending the sounds in words	prefixes, including in-, im-, il-,	suffixes/word endings to	To apply their growing	through contextual cues.
	the correct sound to	that contain the graphemes	ir-, dis-, mis-, un-, re-, sub-,	read aloud fluently.	knowledge of root words,	
Read some letter groups that each represent one sound and say sounds for them.	graphemes for all of the 40+	taught so far, especially	inter-, super-, anti- and auto-		prefixes and suffixes/ word	
	phonemes.	-	to begin to read aloud.		endings, including-sion, -tion,	
Read simple phrases and sentences made up of words with known letter-sound		recognising alternative			-cial, -tial, -ant/-ance/-ancy, -	
correspondences and, where necessary, a few exception words.	To read words containing	sounds for graphemes.	To apply their growing		ent/- ence/-ency, -able/-ably	
	taught GPCs.	_ , , , , ,	knowledge of root words and		and -ible/ibly, to read aloud	
Say a sound for each letter in the alphabet and at least 10 digraphs.		To accurately read most	suffixes/word endings,		fluently.	
	To read words containing -s, -	words of two or more	including -ation, -ly, -ous, -			
Read words consistent with their phonic knowledge by sound-blending.	es, -ing,-ed and -est endings.	syllables.	ture, -sure, -sion, -tion, -ssion			
			and -cian, to begin to read			
	To read words with	To read most words	aloud.			
	contractions, e.g. I'm, I'll and	containing common suffixes.				
	we'll.					
	GPC = graphic phoneme					
	correspondence, matching					
	the letters to the sound.					
	I = 134	Common exception words	- 1 · · · · · · · · · · · · · · · · · ·	- 1 Hayo has	l = 1= /	1 - 6
Read a few common exception words matched to the school's phonic program.	To read Y1 common	To read most Y1 and Y2	To begin to read Y3/Y4	To read all Y3/Y4 exception	To read most Y5/ Y6	To further develop targets
	exception words, noting	common exception words,	exception words.	words, discussing the	exception words,	from Year 5.
To read some common	unusual correspondences	noting unusual		unusual correspondences	discussing the unusual	
irregular words.	between spelling and sound and where these occur in	correspondences between		between spelling and these occur in the word.	correspondences between	
		spelling and sound and		occur in the word.	spelling and sound and	
	words.	where these occur in the			where these occur in the	
		word.			word.	
Understand the five key concepts about prints	To oppose the search and the state of	Fluency	FaultC2 flores and the	ate and a constant		
Understand the five key concepts about print:  • print has meaning	To accurately read texts that are consistent with their	To read aloud books (closely	For KS2, fluency is integrated in	nto reading comprehension.		
the names of different parts of a book		matched to their improving				
print can have different purposes	developing phonic	phonic knowledge), sounding				
page sequencing	knowledge, that do not	out unfamiliar words				
we read English text from left to right and from top to bottom	require them to use other strategies to work out words.	accurately, automatically and without undue hesitation.				
Blend sounds into words, so that they can read short words made up of letter-sound	Strategies to work out words.	without undue nesitation.				
	To reread texts to build up	To reread these books to				
correspondences.	fluency and confidence in	build up fluency and				
	word reading.	confidence in word reading.				
Read simple phrases and sentences made up of words with known letter-sound	word reading.	To read words accurately and				
correspondences and, where necessary, a few exception words.		fluently without overt				
		sounding and blending, e.g. at				
Re-read books to build up their confidence in word reading, their fluency and their		over 90 words per minute, in				
understanding and enjoyment.		age-appropriate texts.				
		age-appropriate texts.				
Read aloud simple sentences and books that are consistent with their phonic knowledge,						
including some common exception words.						
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Reception	Year 1 Year 2		Year 3	Year 4		Year 5	Year 6
	•	Understanding and correcting	ginaccuracies				•
Enjoy listening to longer stories and can remember much of what happens.	To check that a text makes	To show understanding by		or KS2. This is co	vered in other areas of comprehensi	on.	
	sense to them as they read and	drawing on what they already					
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	to self- correct.	know or on background					
		information and vocabulary					
Be able to express a point of view and debate when they disagree with an adult or		provided by the teacher.					
a friend, using words as well as actions		p. 6					
		To check that the text makes					
Listen to and talk about stories to build familiarity and understanding.		sense to them as they read and					
		to correct inaccurate reading.					
Listen to and talk about selected non-fiction to develop a deep familiarity with		to correct indecurate reading.					
new knowledge and vocabulary.		To recognise simple recurring					
new knowledge and vocabalary.		literary language in stories and					
Demonstrate understanding of what has been read to them by retelling stories							
and narratives using their own words and recently introduced vocabulary.		poetry.					
and narratives using their own words and recently introduced vocabulary.							
Domonetrate understanding of what has been read to them by retalling stories		To ask and answer questions					
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.		about a text.					
and narratives using their own words and recently introduced vocabulary.							
		To make links between the text					
		they are reading and other texts					
		they have read (in texts that they					
		can read independently).					
		Comparing, Contrasting and C					
Be able to express a point of view and debate when they disagree with an adult or	To listen to and discuss a wide	To participate in discussion about	To recognise, lister	n to and	To discuss and compare texts	To read a wide range of	To read for pleasure,
a friend, using words as well as actions.	range of fiction, non-fiction and	books, poems and other works	discuss a wide rang	ge of fiction,	from a wide variety of genres	genres, identifying the	discussing, comparing and
	poetry at a level beyond that at	that are read to them (at a level	poetry, plays, non-	fiction and	and writers.	characteristics of text types	evaluating in depth across a
Compare and contrast characters from stories, including figures from the past.	which they can read	beyond at which they can read	reference books or	r textbooks.		(such as the use of the first	wide range of genres,
	independently.	independently) and those that			To read for a range of	person in writing diaries and	including myths, legends,
Retell the story, once they have developed a deep familiarity with the text;		they can read for themselves,	To use appropriate	eterminology	purposes.	autobiographies) and	traditional stories, modern
some as exact repetition and some in their own words.	To link what they have read or	explaining their understanding	when discussing te			differences between text	fiction, fiction from our
	have read to them to their own	and expressing their views.	character, setting).		To identify themes and	types.	literary heritage and books
Listen attentively and respond to what they hear with relevant questions,	experiences.				conventions in a wide range of		from other cultures and
comments and actions when being read to and during whole class discussions and		To become increasingly familiar			books.	To participate in discussions	traditions.
small group interactions.	To retell familiar stories in	with and to retell a wide range of				about books that are read to	
	increasing detail.	stories, fairy stories and			To refer to authorial style,	them and those they can read	To recognise more complex
Offer explanations for why things might happen, making use of recently	mercusing detail.	traditional tales.			overall themes (e.g. triumph of	for themselves, building on	themes in what they read
introduced vocabulary from stories, non-fiction, rhymes and poems when	To join in with discussions	traditional tales.			good over evil) and features	their own and others' ideas	(such as loss or heroism).
appropriate.	about a text, taking turns and	To discuss the sequence of			•	and challenging views	(Such as loss of fleroisin).
	, •	events in books and how items of			(e.g. greeting in letters, a diary written in the first person or		To explain and discuss their
Anticipate (where appropriate) key events in stories.	listening to what others say.	information are related.			the use of presentational	courteously.	understanding of what they
This operation of appropriate, new creates in stances.	- I: II : IC C	illioilliation are related.			devices such as numbering and	To identify main ideas drawn	have read, including through
	To discuss the significance of				-	To identify main ideas drawn	formal presentations and
	titles and events.				headings).	from more than one	•
						paragraph and to summarise	debates, maintaining a focus
					To identify how language,	these.	on the topic and using notes
					structure and presentation		where necessary.
					contribute to meaning.	To recommend texts to peers	
						based on personal choice.	To listen to guidance and
					To identify main ideas drawn		feedback on the quality of
					from more than one paragraph		their explanations and
					and summarise these.		contributions to discussions
							and to make improvements
							when participating in
							discussions.
							To draw out key information
							and to summarise the main
							ideas in a text.

Use a wider range of vocabulary.  Engage in extended conversations about stories, learning new vocabulary.  Learn new vocabulary.  Use new vocabulary throughout the day.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use new vocabulary in different contexts.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To discuss word meaning and link new meanings to those already known.	Words in Context and Author To discuss and clarify the meanings of words, linking new meanings to known vocabulary.  To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language.  To evaluate the use of authors' language and explain how it has created an impact on the reader.	To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.  To compare characters, settings and themes within a text and across more than one text.  To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.						
		Inference and Predic	tion			
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Anticipate (where appropriate) key events in stories.	To begin to make simple inferences.  To predict what might happen on the basis of what has been read so far.	To make inferences on the basis of what is being said and done.  To predict what might happen on the basis of what has been read so far in a text.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.  To justify predictions using evidence from the text.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.  To justify predictions from details stated and implied.	To draw inferences from characters' feelings, thoughts and motives.  To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).  To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
		Poetry and Performa				
Sing a large repertoire of songs.  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Take part in simple pretend play, using an object to represent something else even though they are not similar.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.  To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).  To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Remember and sing entire songs.  Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.  Create their own songs, or improvise a song around one they know.				aloud.		

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Engage in story times.					
Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.					
Learn rhymes, poems and songs.					
Sing in a group or on their own, increasingly matching the pitch and following the melody.					
Develop storylines in their pretend play.					
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.					
Make use of props and materials when role playing characters in narratives and stories.					
Invent, adapt and recount narratives and stories with their peers and their teacher.					
Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.					
	Non-Fi	tion			
Engage in non-fiction books.	To recognise that non- fiction	n To retrieve and record	To use all of the organisational	To use knowledge of texts	To retrieve, record and present
Listen to and talk about selected non-fiction to develop a deep familiarity with	books are often structured i	n information from non- fiction	devices available within a non-	and organisation devices to	information from non-fiction
new knowledge and vocabulary.	different ways.	texts.	fiction text to retrieve, record	retrieve, record and discuss	texts.
			and discuss information.	information from fiction and	
Offer explanations for why things might happen, making use of recently				non-fiction texts.	To use non-fiction materials for
introduced vocabulary from stories, non-fiction, rhymes and poems when			To use dictionaries to check		purposeful information
appropriate.			the meaning of words that		retrieval (e.g. in reading
			they have read.		history, geography and science textbooks) and in contexts
Use and understand recently introduced vocabulary during discussions about					where pupils are genuinely
stories, non-fiction, rhymes and poems and during role play.					motivated to find out
					information (e.g. reading
					information leaflets before a
					gallery or museum visit or
					reading a theatre programme
					or review).



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	•	Phonics and Spelling Rules				
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.  Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.	To know all letters of the alphabet and the sounds which they most commonly represent.  To recognise consonant digraphs which have been taught and the sounds which they represent.  To recognise vowel digraphs which have been taught and the sounds which they represent.  To recognise words with adjacent consonants.  To accurately spell most words containing the 40+ previously taught phonemes and GPCs.  To spell some words in a phonically plausible way, even if sometimes incorrect.	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others.  To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight).	To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).  To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).  To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).  To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).  To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).  To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).  To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).  To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).	To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).  To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).  To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).  To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).  To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).	To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).  To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).  To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).  To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, tough, enough, cough, though, although, dough, through, thorough, borough, borough, bough).	To spell words ending in - able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).  To spell words ending in - ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).  To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).  To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).  To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).
		Common exception words				
To write some irregular common words.	To spell all Y1 common exception words correctly. To spell days of the week correctly. To use -s and -es to form regular plurals correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.
		Prefixes and Suffixes				

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N/A	To use -s and -es to form regular plurals correctly.  To use the prefix 'un-' accurately.  To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	To add suffixes to spell most words correctly in their writing, e.g. –ment,, –ness, – ful, –less, –ly.	To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).  To spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules.  To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).  To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).	To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).  To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).  To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).  To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).  To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).  To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).  To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).  To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referred, transferred, reference, referee, preference, transference).
		Further spelling conventions				,
N/A	To spell simple compound words (e.g. dustbin, football).  To read words that they have spelt.  To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.  To learn the possessive singular apostrophe (e.g. the girl's book).  To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multisyllabic words.  To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.  To use the first two or three letters of a word to check its spelling in a dictionary.	To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).  To use their spelling knowledge to use a dictionary more efficiently.	To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.  To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).  To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own).  To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.  To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.





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Letter formation.									
Use large-muscle movements to wave flags and streamers, paint and make marks.	To write lower case and	To write capital letters and	To use a neat, joined	To increase the legibility,	To increase the speed of	To write legibly, fluently and			
	capital letters in the correct	digits of the correct size,	handwriting style with	consistency and quality of	their handwriting so that	with increasing speed by:			
Use one-handed tools and equipment, for example, making snips in paper with scissors.	direction, starting and	orientation and relationship	increasing accuracy and	their handwriting [e.g by	problems with forming	-choosing which shape of a			
	finishing in the right place	to one another and to lower	speed.	ensuring that the	letters do not get in the way	letter to use when given			
Use a comfortable grip with good control when holding pens and pencils.	with a good level of	case letters.	_	downstrokes of letters are	of writing down what they	choices and deciding			
	consistency.		To continue to use the	parallel and equidistant; that	want to say.	whether or not to join			
Shows a preference for a dominant hand.		To form lower case letters of	diagonal and horizontal	lines of writing are spaced		specific letters;			
Write some letters accurately.	To sit correctly at a table,	the correct size, relative to	strokes that are needed to	sufficiently so that the	To be clear about what	- choosing the writing			
Develop their small materialille as that they are used a remove of tools assure that he and	holding a pencil	one another.	join letters and to	ascenders and descenders of	standard of handwriting is	implement that is best			
Develop their small motor skills so that they can use a range of tools competently, safely and	comfortably and correctly.		understand which letters,	letters do not touch].	appropriate for a particular	suited for a task.			
confidently.	To form distr 0.0	To use spacing between	when adjacent to one another, are best left	- 61 .1	task, e.g. quick notes or a				
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on	To form digits 0-9.	words that reflects the size	unjoined.	To confidently use diagonal	final handwritten version.	To recognise when to use an			
the floor.	To understand which letters	of the letters.	unjoineu.	and horizontal joining	To confidently use diagonal	unjoined style (e.g. for			
the noon	belong to which handwriting	To begin to use the diagonal		strokes throughout their	and horizontal joining	labelling a diagram or data,			
Develop the foundations of a handwriting style which is fast, accurate and efficient.	'families' (i.e. letters that are	and horizontal strokes		independent writing to increase fluency.	strokes throughout their	writing an email address or for algebra) and capital			
0.,,	formed in similar ways) and	needed to join letters.		increase nuency.	independent writing in a	letters (e.g. for filling in a			
Form lower case and capital letters correctly.	to practise these.	needed to join letters.			legible, fluent and speedy	form).			
·	to practise triese.				way.	101111).			
Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all					,				
cases.									
Write recognisable letters, most of which are correctly formed.									



the same of their point and learner boundage in the range working. With some or all of their name.  To be able to concern preferred schaping but that starts at the top of the page, write "in for mummy.  With some or all of their name.  To see able to sequence of their point and learner boundage in their carry writing. To plan what they are gaing to write about a server of the point and learner boundage in their carry writing. To plan what they are gaing to write about a server decided proportion and the plany "let's go on a busyou are there" If be the compared the working the compared the work of the plany "let's go on a busyou are there	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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clipsed in extended conversations about scores, kemming new vocabulary.  To be able to compose a sentence coally before writing, the coally sentence coally before writing and coally the coally and the coally sentence coally before writing and coally the coally sentence coally before writing and coally the coally sentence coally before writing and proposed of the writing the coally sentence coally before writing and part page.  To be able to our sentence coally before writing and coally sentence coally before writing sentence coally sentence coally before writing sentence coally se	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	To be able to say aloud what	To be able to write narratives	To begin to use ideas from	To compose and rehearse	To plan their writing by	To note down and develop
To be able to compose a sentence carefully driven may be able to compose a sentence carefully without the target at the top of the page, write mf for nummy. Write some or all of their name.  To be able to own the about the some returns accordance, writing a present shopping that the target at the top of the page, write mf for nummy. Write some or all of their name.  To be able to own the about the same returns accordance, the control of make the control of make relicunt changes and the same able to express a post of view and to debate when they disagree with an adult or a friend using expression about the longer expression and the page of the same and the same		they are going to write.	about their own or others'	, ,		identifying the audience for	,
Use some of their print and letter, howledge in their casely writing a common serving and	Engage in extended conversations about stories, learning new vocabulary.		experiences.				reading and research where
write jumps and of their age, write fin for mammy.  Write some or all of their name.  Write some or all of their name.  To be able to severe for complex stories using small world equipment, like animal sets, dolls and dolls hause, rec.  Be able to severe for complex stories using small world equipment, like animal sets, dolls and dolls hause, rec.  Be able to severe for some so profit we want to debate when they disagree with an adult or a friend, supprise the tractions as well as actions.  To be able to severe for some so words.  Be able to severe for some so words.  Use longer sentences of four to six words.  Use longer sentences of four to six words.  Write short sentences with words with horse words and with above stories to build familiarity with the text; some as exact. respective many fine the reading their and some in their personnel control in their work excellent and proprise the strain and part of the reading their discussions about a form about the received for the six words.  To compare and relating to the received for the six words.  To describe where the words of the strains of the six words and thoughts in well-formed sentences.  To read adout what the visit work with short services and point or marries well.  To read adout what the visit word with horse words and some in their personnel to the plant of the work of a different control or the six words and with the services and point or marries well.  To read adout what the visit words with horse with known with the text some as exact. The personnel to the proprise the marries well.  To read adout what the visit words with horse with words with horse with the world and the control or the work of the plant of the proprise to the words are trained by writing to any proprise to the words are trained by writing to any proprise to the words are trained by the part of the profit of the words are trained by the part of the profit				their writing.			necessary.
With some or all of their name.  Write some letters accurately.  Write some letters accurately.  To be able to somewhere the form short formal world equipment, like animal sets, dolls and distributions, somewhere the present of some desired the somewhere the present of some desired the somewhere the letters and throught is in well-around a three to discretify an one abuse, you set there. If the bed to letter and the letters and throught is in well-around a three to discretify and the present of some detail.  It is able to somewhere the somewhere the present of some desired the somewhere and throught is in well-around a correspondence using a capital letter and is fall stop.  Write about somewhere well-and some in their present of layer.  Write about somewhere well-and some in their present of layer through the present of layer.  Write about somewhere with how down the town words.  Write about somewhere with how down the formed some the letters and some in their present of layer.  Write about somewhere with how down the formed some the letters and some in their present of layer.  Write about somewhere with how down the formed some the letters and some in their present of layer.  Write about somewhere with how down the long and presentational delicities and make they are going to write about, including generators by using adjectives to describe a control of the layer of the structure of the present of layer.  To take the long presentation is the present of four to its world and three they work with some and the device the structure of an interest work words.  To take the long presentation is delicitied and control the layer of the present of a sold remains and for purpose and advancable within a make the meaning clear.  To take the meaning clear.  To deal advancable the compose and restriction present and throughts in memory to the reader.  To take deliberation to exceed the meaning clear.  To desire th		· ·		To hagin to arganisa their	-	_	To use further organisational
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with some letters accurately.  To plan what they are going the about, including with a about, including with grown deats and/or with fine shared. The companies the fine shared and appropriate intonation to make the irrespired votable and with they are going title that between the plan, "Let's go on a bus., you sit there	Write some or all of their name.	To be able to sequence	To be able to write simple		To consistently organise their		•
Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls house, acc.  To use a number of simple features of different types and to make relevant choices about assign small world sequipment, like animal sets, dolls and dolls house the string down ideas and/or law, words and organize to contabulty challens.  To use a number of simple features of different types and to make relevant choices about assign small world equipment, like animal sets, dolls and dolls house the string down ideas and/or law, words and organize to contabulty challens.  To use a number of simple features of different with they are going to with each of the world and the reader, when they are going to with the proprietie voorabulty challens.  To use a number of simple features of different with they are going to with the simple primates.  To use a number of simple features of different with they are going to with the source of all the proprieties with they were the state of the going of the string down the said congrains the making of purpose and addence by discussing understanding purpose and addence by discussing understanding of purpose and addence by discussing understanding purpose and addence by discussing understanding of purpose and addence by discussing understanding of purpose and addence by discussing understanding purpose						To consider, when planning	
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fools house, st. c.  features of different types and tomate types and the eable to express a point of view and to debate when they disagree with an adult or a friend, string words as well as actions.  Use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the disease," to calculate that if they are planning to write or understanding of purpose work and why they might happen.  Use talk to help work out problems and organise thinking and activities. Explain how things work and with they might happen.  Write simple phroses and services of and subject on the read of and subject of the read of and with they might happen.  Write simple phroses and services and words of the properties of the work out problems and organise thinking and activities. Explain how things work and why they might happen.  You call all they might happen.  You call the work out problems and organise thinking and activities. Explain how things work and with they were planning to write in ordinate their work out problems and organise thinking and activities. Explain how things work and with they were planning to write in ordinate their work out problems and organise thinking and activities. Explain how things work and why they might happen.  You call to help work out problems and organise thinking and activities. Explain how things work and why they might happen.  You call the story, once they have developed a deep familiarity and middle and the proporties into and the about stories to build familiarity and proporties into and the about stories to build familiarity and understanding the story of the proporties into and the about stories to build familiarity and understanding the proporties into and th			To plan what they are going	devices (heading and	cohesion and to aid the	developed characters and	
text types and to make rejected and to make they disagree with an adult or a friend, using words as well as actions.  To encapsulate what they want to easy the ence.  To start to engage readers by using adjectives to describe. You dispert their reading, their discusses words and thoughts in well-formed sentences.  To start to engage readers by using adjectives to describe. You dispert their reading, their discusses words and why they might happen.  Lies talk to provide words and why they might happen.  Lies talk to provide words and why they might happen.  Lies talk to belp work out problems and organise thinking and activities. Explain how things there and a full stater and a full stater and a full stater and a full stater and and stater and and stater and and stater and and with they might happen.  Lies talk to belp work out problems and organise thinking and activities. Explain how things there are a full stream of a full stater and a full stater and and there are a full stream of a full stater and and there are a full stream of a full stater and and there are a full stream of a full stater and and stream of the full stream of a full stream	Begin to develop complex stories using small world equipment, like animal sets, dolls and	·		subheading).	reader.		
se able to express a point of view and to debate when they disagree with an adult or a friend, some works with works with some interest in some detail.  To exceptible want to say, sentence by some discourse, and appropriate works works and with priest in some detail.  To write a range of narratives, being and activities. Explain how things work and with yet with the text; some as exact repetition and talk about stories to build familiarity with the text; some as exact repetition and some in their own words.  Onnect one idea or action to another using a range of connectives.  To the salk to help work out problems and organise thrinking and activities. Explain how things work and with yet with finding their and a fall with the play.  Onnect one idea or action to another using a range of connectives.  To begin to create settings, characters and plot in narratives.  To begin to create settings, characters and plot in narratives.  To begin to create settings, characters and plot in narratives.  To begin to create settings, characters and plot in narratives.  To repulsive three works with shown letter-sound correspondences using a capital letter and a fall with yet might happen.  To begin to create settings, characters and plot in narratives.  To begin to create settings, characters and plot in narratives.  To begin to create settings, characters and plot in narratives.  To begin to create settings, characters and plot in narratives.  To begin to create settings, characters and plot in narratives.  To begin to create settings, characters and plot in narratives.  To begin to create settings, characters and plot in narratives.  To begin to create settings, characters and plot in narratives.  To begin to create settings, characters and plot in narratives.  To begin to create settings, characters and plot in narratives.  To begin to create settings, characters and plot in narratives.  To begin to create settings, characters and plot in narratives.  To begin to create settings, characters and plot in narratives.  To begin	dolls houses, etc.					l '	
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contracted forms in dialogues in narrative; using							_
	Write simple phrases and sentences that can be read by others.						
							passive verbs to affect how
	Invent, adapt and recount narratives and stories with peers and teachers.						
using modal verbs to suggest degrees of possibility).							
degrees of possibility).							degrees or possibility).
Evaluate and edit			Evaluate and edit				

Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.  Develop their communication, but may continue to have problems with irregular tensors and plantal, such as frumed for fault, uniformed for four summand the experiments of the sale to use spaces between words.  Use new vocabulary in different contents.  Participate in small group, class and near-loc one discussion, offering their own ideas, using part, present and future tensors and making use of conjunctions, with modelling and support from the truchur.  Experses their ideas and feelings about their experiences using full sentences, including the puse of post, present and future tensors and making use of conjunctions, with modelling and support from the truchur.  Experses their ideas and feelings about their experiences using full sentences, including the puse of post present are future tensors and making use of conjunctions, with modelling and support from the truchur.  To implement, become familiar with and use the following patients of comparts the content of the personal process of the series and realings about their experiences using full sentences, including the puse of conjunctions, with modelling and support from the truchur.  To implement, become familiar with and use the following patients of the sale to use constants to give of conjunctions, with modelling and support from the truchur.  To be able to use expendent on process and feelings about their experiences using full sentences, including the puse of the sale to use the post of the series correctly.  To be able to use expendent on process and feelings about their experiences using full sentences.  Light and the truchur and the present of for fault truchur.  To implement, become familiar with and use the following patients of the post of the series of the post of the pos		check that it makes sense and to independently begin to make changes.  To discuss what they have written with the teacher or other pupils.	revisions, and corrections to their own writing by evaluating their writing with the teacher and other pupils.  To reread to check that their writing makes sense and that the correct tense is used throughout.  To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	others' work to check for errors (with increasing accuracy) and to make improvements.	and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	longer passages by removing unnecessary repetition or irrelevant details.  To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	spelling and punctuation errors.  To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.  Develop their communication, but may continue to have problems with irregular tensors and plantal, such as frumed for fault, uniformed for four summand the experiments of the sale to use spaces between words.  Use new vocabulary in different contents.  Participate in small group, class and near-loc one discussion, offering their own ideas, using part, present and future tensors and making use of conjunctions, with modelling and support from the truchur.  Experses their ideas and feelings about their experiences using full sentences, including the puse of post, present and future tensors and making use of conjunctions, with modelling and support from the truchur.  Experses their ideas and feelings about their experiences using full sentences, including the puse of post present are future tensors and making use of conjunctions, with modelling and support from the truchur.  To implement, become familiar with and use the following patients of comparts the content of the personal process of the series and realings about their experiences using full sentences, including the puse of conjunctions, with modelling and support from the truchur.  To implement, become familiar with and use the following patients of the sale to use constants to give of conjunctions, with modelling and support from the truchur.  To be able to use expendent on process and feelings about their experiences using full sentences, including the puse of the sale to use the post of the series correctly.  To be able to use expendent on process and feelings about their experiences using full sentences.  Light and the truchur and the present of for fault truchur.  To implement, become familiar with and use the following patients of the post of the series of the post of the pos		,	Vocabulary, grammar and punctua	ation.			
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Internal of Mil stop.   Compound   Compoun		· · · · · · · · · · · · · · · · · · ·	ŭ	1	_	range of complex sentences.	subjunctive mood and
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by and a clauses using same of the persons of the p	r communication, but may continue to have problems with irregular tenses and	To leave spaces between		Simple	•	avoia amoigaity.	•
Use new vocabulary throughout the day.  Use new vocabulary throughout the day.  Use new vocabulary in different contexts.  Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.  Express their ideas and feelings about their experiences using full sentences, including use of post, present and future tenses and making use of conjunctions, with modelling and support from the teacher.  Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.  To use capital letters for names, places, the days of the week and the personal pronoun Y.  To implement, become familiar with and use the following words to discuss their worthing.  To implement, become familiar with and use the following words to discuss their worthing.  To place the following words to discuss their worthing.  Sentence Punctuation  Punctuation  Full stops  Question mark Exclamation mark Exc			Communa	To try to maintain the correct	S	To know when to use a	
Use new vocabulary in different contexts.  Participate in small group, class and neater one discussion, offering their own ideas, using recently introduced vocabulary.  Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.  Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.  To use apital letters for names, places, the days of the week and the personal pronoun "1".  To implement, become familiar with and use the following words to discuss their writing:  Letter Voor Singular  Participate in small group, class and one-to-one discussion, offering their own ideas, using a singular adjective.  Begin to use the following purctuation correctly: Exclamation marks Columnation marks  Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.  To use capital letters for names, places, the days of the week and the personal pronoun "1".  To implement, become familiar with and use the following words to discuss their writing:  Letter Voor Singular  Participate in small group, class and needings and support from the teacher.  To use the following words to discuss their writing:  Letter Voor Singular  Participate in small group, class and receives, with modelling and support from the teacher.  To use the following words to discuss their writing:  To be able to use to use contract to primate the consistent and pronound adjusted and verb and pronound and the following words to discuss their writing:  Letter Voor Singular volume to the substitute of the pronound and the following words to discuss their writing:  Letter Voor Singular volume to the substitute of the substitute of			To be able to use	1 .	To be able to use	comma or full stop.	To use the perfect form of
Use new vocabulary in different contexts.  Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.  Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.  To use against a letters. Capital letters. To be able to use expanded noun phrases using a singular adjective.  To be able to use opanded noun phrases using a singular adjective.  To be able to use opanded noun phrases using a singular adjective.  To be able to use opanded noun phrases using a singular adjective.  To be able to use opanded noun phrases using a singular adjective.  To be able to use opanded noun phrases using a singular adjective.  To be able to use opanded noun phrases using a singular adjective.  To be able to use opanded noun phrases using a singular adjective.  To be able to use opanded noun phrases using a singular adjective.  To be able to use opanded noun phrases using a singular adjective.  To be able to use opanded noun phrases using a singular adjective.  To be able to use opanded noun phrases using a singular adjective.  To be able to use opanded noun phrases using a singular adjective.  To be able to use opanded noun phrases using a singular adjective.  To be able to use opanded noun phrases using a singular adjective.  To be able to use opanded noun phrase using a singular adjective.  To be able to use opanded noun phrase using a singular adjective.  To be able to use opanded noun phrase using a singular	abulary throughout the day.		subordination to join clauses		•		
Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.  Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.  To use capital letters for names, places, the days of the week and the personal pronoun "1.  To implement, become familiar within a use the following words to discuss their writing:  Letter Capital letter Capital letter Capital letter Soring and singular of Full stop Full stop Guestion marks Capital letter Capital letter Capital letter Capital letter Capital letter Soring and forms of the week of the week and the personal pronoun "1.  To implement, become familiar with and use the following words to discuss their writing:  Letter Capital letter Capital letter Soring and singular of the sentence Punctuation correctly:  Full stop Guestion marks Capital letter Capital letter Soring and singular of the sentence Punctuation correctly:  Full stop Guestion marks Capital letters Capital letters Capital letter Capital letter Soring and singular of the sentence Punctuation correctly:  Full stop Guestion marks Capital letters C	cabulary in different contexts	~ I	(when, if, that, because).		_		·
Participate in small group, class and next-one discussion, offering their own ideas, using recently introduced voodbully.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.  Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.  To use capital letters for names, places, the days of the week and the personal pronoun "?"  To implement, become familiar with and use the following words to discuss their writing:  Letter Capital letters (Capital l	abulary in unierent contexts.	and .	To be able to use so	1	before, whenever, whilst).	. 0	cause.
recently introduced vocabulary.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.  Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.  To use capital letters for names, places, the days of the week and the personal pronoun "."  To implement, become familiar with and use the following words to discuss their writing:  Letter Capital letter Capital letter of Mord Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark	n small group, class and one-to-one discussion, offering their own ideas, using	Begin to use the following		agreement.	To always maintain an		To ensure the consistent and
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.  Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.  To be able to use expanded noun phrases using a singular adjective.  To be able to use the following punctuation correctly.  To implement, become familiar with and use the following vords to discuss their writing: Letter Capital letters Capital letters Capital letters Capital letters Punctuation Full stop Ouestion mark Exclamation mark  To be able to use expanded to use the past, present and progressive to use the past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.  To be able to use expanded and use the following undersored to use the past, present and progressive tense correctly.  To be able to use exclamation to join clauses (when, if, because, although). To be able to use promoural profit of the use or ordination to join clause		-	, ,	To use 'a' or 'an' correctly	*	To be able to use expanded	correct use of tense
past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.  Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.  To use capital letters for the week and the personal pronoun "!  To implement, become familiar with and use the following words to discuss their writing:  Letter Capital letter Capital letter Sence Punctuation Full stop Full st		Full stops	, ,	throughout a piece of	piece of writing.		throughout all pieces of
from their teacher.  Exclamation marks  Exclamation marks  Exclamation marks  To use capital letters for names, places, the days of the weeks and fregings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.  To use capital letters for names, places, the days of the weeks and progressive the weeks and pronoun 'i'.  To implement, become familiar with and use the following words to discuss their writing:  Letter  Capital letter Apostrophes for contract forms  Singular Plural  Sentence  Punctuation  Full stop  Question marks  Commas for lists op Punctuation Full stop  Question mark  Exclamation mark  Exclamation marks  To be able to use the past, present and progressive tense correctly.  To be able to use the following punctuation to join clauses (when, if, because, although).  To be able to use the past, present and progressive tense correctly.  To be able to use the following punctuation correctly.  Full stops  Commas for lists  Commas for lists  Apostrophes for contract forms  Apostrophes for possession  Full stop  Question marks  Commas for lists  Apostrophes for possession  Full stop  Question marks  Commas following words to discuss their writing:  Consingular nouns).  Sentence  Punctuation  Full stop  Question marks  Commas for lists  Apostrophes for possession  Full stop  Question marks  Commas for lists  Apostrophes for possession  Full stop  Question marks  Commas for lists  Apostrophes for possession  Full stop  Question marks  Commas for lists  Apostrophes for contract forms  Apostrophes for discuss their writing:  Question mark  Exclamation mark  Exclamation marks  Commas for lists  Apostrophes for discuss their writing:  Question mark  Exclamation mark  Exclamation marks  To be able to use the past, present and progressive to adher to use co-ordination to join clauses (for, and, but, or, so.).  To be able to use co-ordination to join clauses (for, and, but, or, so.).  To be able t		•	To be able to use expanded	writing.			writing, including the correct
Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.  To use capital letters for names, places, the days of the week and the personal pronoun "I".  To implement, become familiar with and use the following words to discuss their writing:  Letter Capital letter Mord Apostrophes for plural Sentence Punctuation  Fill stop Cuestion mark Exclamation mark  Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.  To be able to use the past, present and progressive tense correctly.  To be able to use to so ordination to join clauses (For, and, but, or, so).  To be able to use co-ordination to join clauses (For, and, put, or, so).  To be able to use pronouns appropriately to avoid repetition.  To be able to use pronouns appropriately to avoid forms and cause.  To be able to use condination to join clauses (For, and, put, or, so).  To be able to use pronouns appropriately to avoid repetition.  To be able to use co-ordination to join clauses (For, and, put, or, so).  To be able to use co-ordination to join clauses (For, and, put, or, so).  To be able to use co-ordination to join clauses (For, and, put, or, so).  To be able to use co-ordination to join clauses (For, and, put, or, so).  To be able to use co-ordination to join clauses (For, and, put, or, so).  To be able to use co-ordination to join clauses (For, and, put, or, so).  To be able to use co-ordination to join clauses (For, and, put, or, so).  To be able to use to resort the treath of a subordinate clause frepettion.  To use the resent and past prefect form.  To be able to use co-ordination to join clauses (For, and, put, or, so).  To be able to use to resort the consistent and correct use of tense througholds the resort and correct use of tense througholds the p		· ·		To be able to use	,	information).	
Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.  To use capital letters for names, places, the days of the week and the personal pronoun "i".  To implement, become familiar with and use the following words to discuss their writing: Letter Capital letters (Apostrophes for contract forms Singular Plural Sentence Punctuation Full stop Guestion mark Exclamation mark Exclamation mark  Sentence Punctuation Full stop Guestion mark Exclamation mark  Exclamation mark  Exclamation mark  Exclamation mark  Exclamation mark  Ouestion mark Exclamation mark  Exclamation mark  Ouestion mark Exclamation mark  Ouestion mark Exclamation mark  Ouestion mark Exclamation mark  Ouestion mark Exclamation mark  Ouestion mark Exclamation mark  Ouestion mark Exclamation mark  Ouestion mark Exclamation mark  Ouestion mark Exclamation mark  Ouestion mark Exclamation mark  Ouestion mark Exclamation mark  Ouestion mark Exclamation mark  Ouestion mark Exclamation mark  Ouestion mark Exclamation mark  Ouestion mark Exclamation mark  Ouestion mark Exclamation mark  Ouestion mark Oue was' and 'I did' rather than 'I done'.  To be able to use co-ordination to join clauses (For, and, but, or, so).  To be able to use co-ordination to join clauses (For, and, but, or, so).  To be able to use co-ordination to join clauses (For, and, but, or, so).  To be able to use co-ordination to join clauses (For, and, but, or, so).  To be able to use co-ordination to join clauses (For, and, but, or, so).  To be able to use co-ordination to join clauses (For, and, but, or, so).  To be able to use co-ordination to join clauses (For, and, but, or, so).  To be able to use co-ordination to join clauses (For, and, but, or, so).  To be able to use co-ordination to join clauses (For, and, but, or, so).  To be able to use co-ordinate to a bear to subordinate clause for effect.  To be able to use formated and verbing	actics.	Exclamation marks	adjective.	1	_	To use the present and past	
use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.  To be able to use coordination to join clauses (For, and, but, or, so).  To be able to use coordination to join clauses (For, and, but, or, so).  To be able to use coordination to join clauses (For, and, nor, but, or, yet, so).  To be able to use coordination to join clauses (For, and, nor, but, or, yet, so).  To be able to use coordination to join clauses (For, and, nor, but, or, yet, so).  To be able to use coordination to join clauses (For, and, nor, but, or, yet, so).  To be able to use coordination to join clauses (For, and, nor, but, or, yet, so).  To be able to use coordination to join clauses (For, and, nor, but, or, yet, so).  To be able to use coordination to join clauses (For, and, nor, but, or, yet, so).  To be able to use coordination to join clauses (For, and, nor, but, or, yet, so).  To be able to use coordination to join clauses (For, and, nor, but, or, yet, so).  To be able to use to use throughout all pieces of writing.  To use the following punctuation to join clauses (For, and, nor, but, or, yet, so).  To be able to use coordination to join clauses (For, and, nor, but, or, yet, so).  To be able to use coordination to join clauses (For, and, nor, but, or, yet, so).  To be able to use to adause for feffect.  To be able to use to use throughout all pieces of writing.  To use the following punctuation to join clauses (For, and, nor, but, or, yet, so).  To be able to use to did"rather than 'I done'.  To be able to use coordination to join clauses (For, and, nor, but, or, yet, so).  To be able to use to use the consistent and correct use of tense throughout all pieces of writing.  To use modal verbs to indicate parenthesis.  To be able to use to advance the placement of a subordinate clause for feffect.  To be able to use to advance the placement of a subordinate clause for feffect.  To be able to use to advance the placement of a subordinate clause for feffect.  To be able to use to	eir ideas and feelings about their experiences using full sentences, including the	To use capital letters for	To be able to use the past	1		-	p.a.a
the week and the personal pronoun "I".  To use the following punctuation correctly: To implement, become familiar with and use the following words to discuss their writing: Letter Capital letter Word forms Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark  Exclamation mark  To be able to use co- ordination to join clauses (For, and, nor, but, or, so). To be able to use pronouns appropriately to avoid repetition.  To be able to use co- ordination to join clauses (For, and, nor, but, or, so). To be able to use co- ordination to join clauses (For, and, nor, but, or, so). To be able to use co- ordination to join clauses (For, and, nor, but, or, so). To be able to use co- ordination to join clauses (For, and, nor, but, or, so). To be able to use co- ordination to join clauses (For, and, nor, but, or, so). To be able to use co- ordination to join clauses (For, and, nor, but, or, so). To be able to use co- ordination to join clauses (For, and, nor, but, or, so). To be able to use co- ordination to join clauses (For, and, nor, but, or, so). To be able to use co- ordination to join clauses (For, and, nor, but, or, so). To be able to use co- ordination to join clauses (For, and, nor, but, or, so). To be able to use co- ordination to join clauses (For, and, nor, but, or, so). To be able to use co- ordination to join clauses (For, and, nor, but, or, so). To be able to use co- fo	, present and future tenses and making use of conjunctions with modelling and		• •		did' rather than 'I done'.		To be able to use relative
To use the following punctuation correctly: Full stops words to discuss their writing: Letter Capital letter Capital letter Gonsingular Plural Singular Punctuation Full stop Full stop Full stop Functuation Full stop Guestion mark Exclamation ma	support from the teacher.		tense correctly.	1			clauses (using who, which,
To implement, become familiar with and use the following words to discuss their writing: Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark Capital letter Punctuation Full stop Question mark Exclamation mark Commas for lists Apostrophes for contract forms Full stop Question mark Full stop Commas for lists Apostrophes for contract forms Full stop Question mark Full stop Commas for lists Apostrophes for possession (on singular nouns).  Sentence Punctuation Full stop Question mark Exclamation mark  Full stop Commas for lists Apostrophes for contract forms  Apostrophes for possession (on singular nouns).  To be able to use pronouns appropriately to avoid repetition.  To be able to use solution correctly: Full stops Commas for lists Apostrophes for possession (on singular nouns).  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use apostrophes for plural possession.  To use modal verbs to indicate possibility.  To use brackets, dashes and course fronted adverbials, using commas or pronouns appropriately to avoid ambiguity and avoid repetition.  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use fronted adverbials, using commas or pronouns appropriately to avoid ambiguity and avoid repetition.  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use fronted adv		pronoun 'I'.					where, when, whose, that or
To implement, become familiar with and use the following words to discuss their writing: Letter Capital letters Plural Sentence Punctuation Full stop Question mark Exclamation marks Exclamation			_	(For, and, but, or, so).	•		
with and use the following words to discuss their writing: Letter Capital letter Word Word Word Singular Plural Sentence Punctuation Full stop Question mark Full stop Question mark Exclamation mark Exclamation mark Exclamation mark Exclamation mark Exclamation mark Exclamation mark  Capital letters Exclamation marks Question mark Exclamation marks Question marks Question marks Question marks Commas for lists Apostrophes for contract forms Apostrophes for possession (on singular nouns). To be able to use conjunctions, adverbs and prepositions to express time and cause. To be able to use fronted adverbials, using commas with some accuracy. To be able to use adverbials, using commas with some accuracy. To be able to use apostrophes for plural possession. Full stop Question mark Exclamation mark Exclamation marks To use modal verbs to indicate pavoid ambiguity. To use brackets, dashes and commas to indicate pavoid ambiguity. To be able to use on avoid ambiguity and avoid repetition.  To implement, become familiar with and use the following words to discuss their writing: modal verbs to indicate pavoid ambiguity.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To implement, become familiar with and use the following words to discuss their writing: modal verbs to indicate pavoid avoid ambiguity.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on		To implement hoseme familiar		To be able to use propouns		witting.	pronounj.
words to discuss their writing: Letter Capital letter Word Mord Singular Plural Sentence Punctuation Full stop Question mark Full stop Question mark Full stop Question mark Exclamation mark Fexclamation marks Capital letter Apostrophes for contract forms Sentence Punctuation Full stop Question mark Exclamation mark Exclamation mark Full stop Question mark Exclamation mark Exclamation marks  Exclamation marks Question marks Question marks Commas for lists Commas do rebettion.  To be able to use conjunctions, adverbs and prepositions to express time and cause.  To be able to change the placement of a subordinate clause for effect.  To be able to choose nouns or pronouns appropriately to avoid ambiguity and avoid repetition.  To implement, become familiar with and use the following words to discuss with some accuracy.  To be able to use fornted adverbials, using commas with some accuracy.  To be able to use apostrophes for plural possession.  To be able to use some familiar with and use the following words to discuss their writing: modal verb, introduce a list. To be able to use apostrophes for plural possession.  To be able to use some familiar with and use the following words to discuss their writing: modal verb, introduce a list. To be able to use some familiar possession. To be able to use some familiar with and use the following words to discuss their writing: modal verb, introduce a list. To be able to use some familiar possession. To be able to use some familiar possession. To be able to use some familiar possession. To be able to choose nouns or pronouns appropriately to avoid ambiguity.  To implement, become familiar with and use the following words to discuss their writing: modal verb, introduce a list. To be able to use some familiar with and use the following words to discuss their writing: modal verb, introduce a list. To be able to use some familiar with and use the placement of a subordinate clause			•		30).	To use modal verbs to	To use commas, dashes,
writing: Letter Commas for lists Apostrophes for contract forms Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark Exclamation mark  Wording: Letter Commas for lists Apostrophes for contract forms Apostrophes for possession (on singular nouns).  To be able to use conjunctions, adverbs and prepositions to express time and cause.  To be able to use conjunctions, adverbs and prepositions to express time and cause.  To be able to use conjunctions, adverbs and prepositions to express time and cause.  To be able to use or pronouns appropriately to avoid ambiguity, and avoid repetition.  To be able to use fonted adverbials, using commas with some accuracy.  To be able to use familiar with and use the following words to discuss their writing: noun.  To be able to use and cause.  To be able to use and commas to indicate clause for effect.  To be able to choose nouns or pronouns appropriately to avoid ambiguity.  To be able to use fonted adverbials, using commas with some accuracy.  To be able to use and commas to indicate To be able to use so in a list.  To be able to use fonted adverbials, using commas with some accuracy.  To be able to use apostrophes for plural possession.  To be able to use apostrophes for plural possession.  To be able to use and commas to indicate parenthesis.  To be able to use and commas to indicate To be able to use so in a list.  To be able to use and commas to indicate To be able to use and cause.  To be able to use and commas to indicate To be able to use and cause.  To be able to use and cause		-	•	repetition.	To be able to change the	indicate possibility.	hyphens and brackets to
Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark Exclamation mark  Capital letter Apostrophes for contract forms Apostrophes for contract forms Apostrophes for contract forms Apostrophes for possession (on singular nouns). To be able to use fronted adverbials, using commas with some accuracy.  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use following words to discuss their writing: noun.  To be able to use familiar with and use the following words to discuss their writing: noun.  To be able to use familiar with and use the following words to discuss their writing: noun.  To be able to use apostrophes for plural possession.  To be able to use apostrophes for plural possession. To be able to use following words to discuss their writing: nor pronouns appropriately to avoid ambiguity and avoid repetition.  To be able to use following words to discuss with some accuracy.  To be able to use apostrophes for plural possession. To be able to use s and colons to join To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able to use on avoid ambiguity and avoid repetition.  To be able		writing:			·		avoid ambiguity.
Word forms  Apostrophes for contract forms  Apostrophes for possession (on singular nouns).  Sentence Punctuation Full stop Question mark Exclamation mark  Exclamation mark  Exclamation mark  Possession (on singular nouns).  To implement, become familiar with and use the following words to discuss their writing: noun.  To punctuate speech using a capital letter and inverted  To be able to choose nouns or pronouns appropriately to avoid ambiguity and avoid repetition.  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use following ords to discuss their writing: modal verb, relative pronoun, relative clause,  To be able to use apostrophes for plural possession.  To punctuate speech using a capital letter and inverted  To be able to choose nouns or pronouns appropriately to avoid ambiguity and avoid repetition.  To implement, become familiar with and use the adverbials, using commas with some accuracy.  To be able to use apostrophes for plural possession.  To punctuate speech using a capital letter and inverted  To be able to use or pronouns appropriately to avoid ambiguity and avoid repetition.  To implement, become familiar with and use the adverbials, using commas with some accuracy.  To be able to use or pronouns appropriately to avoid ambiguity and avoid repetition.  To implement, become familiar with and use the adverbials, using commas with some accuracy.  To be able to use or pronouns appropriately to avoid ambiguity and avoid repetition.  To implement, become familiar with and use the adverbials, using commas with some accuracy.  To be able to use or pronouns appropriately to avoid ambiguity and avoid repetition.  To implement, become familiar with and use the adverbials, using commas with some accuracy.  To be able to use or pronouns appropriately to avoid ambiguity and avoid repetition.  To implement, become familiar with and use the adverbials, using commas with some accuracy.  To be able to use or pronouns appropriately to avoid ambiguity and avoid repetition.  To			Commas for lists	1	clause for effect.	-	To ho able to use semi colon
Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark  Exclamation mark  Singular Apostrophes for possession (on singular nouns).  Apostrophes for possession (on singular nouns).  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use following words to discuss their writing:  To punctuate speech using a capital letter and inverted  To be able to use following appropriately to avoid ambiguity and avoid repetition.  To be able to use following words to discuss their writing:  To be able to use apostrophes for plural possession.  To be able to use apostrophes for plural possession.  To be able to use apostrophes for plural possession.  To be able to use following words to discuss their writing:  To be able to use following words to discuss apostrophes for plural possession.  To be able to use following words to discuss their writing:  To punctuate speech using a capital letter and inverted  To be able to use following words to discuss apostrophes for plural possession.  To be able to use following words to discuss their writing:  To be able to use following words to discuss apostrophes for plural possession.  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use following words to discuss apostrophes for plural possession.  To be able to use following words to discuss their writing:  To be able to use following words to discuss apostrophes for plural possession.  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use following words to discuss apostrophes for plural possession.					To be able to choose nouns		
Apostropnes for possession (on singular nouns).  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use following words to discuss their writing:  To be able to use fronted adverbials, using commas with some accuracy.  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To punctuate speech using a capital letter and inverted  To be able to use following words to discuss their writing:  To punctuate speech using a capital letter and inverted  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To punctuate speech using a capital letter and inverted  To be able to use following words to discuss their writing:  To punctuate speech using a capital letter and inverted  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use following words to discuss their writing:  To be able to use				1		1	
Sentence Punctuation Full stop Question mark Exclamation mark  Exclamation mark  Punctuation Full stop Ouestion mark Exclamation mark  Exclamation mark  Full stop Ouestion mark Exclamation mark  Full stop Ouestion mark Exclamation mark  Exclamation mark  Full stop Ouestion mark Exclamation mark  Full stop Ouestion mark Exclamation mark  Full stop Ouestion mark Exclamation mark  Full stop Ouestion mark Exclamation mark  Full stop Ouestion O		-			,	To implement, become	To be able to use semi colon
Punctuation Full stop Question mark Exclamation mark  Punctuation Full stop Ouestion mark Exclamation mark  Punctuation Full stop Ouestion mark Exclamation mark  Full stop Ouestion mark Exclamation mark  Punctuation following words to discuss with some accuracy.  To be able to use apostrophes for plural possession.  To be able to use apostrophes for plural possession.  To be able to use apostrophes for plural possession.  To be able to use apostrophes for plural possession.  To be able to use introduce a list.  To be able to use apostrophes for plural possession.  To be able to use of their writing: possession.  To be able to use of their writing: possession.  To be able to use of their writing: possession.  To be able to use of their writing: possession.  To be able to use of their writing: possession.  To be able to use of their writing: possession.			(on singulal nouns).				and colons to join clauses.
Full stop Question mark Exclamation mark  To punctuate speech using a capital letter and inverted  Full stop Question mark  Exclamation mark  To punctuate speech using a capital letter and inverted  To be able to use apostrophes for plural possession.  To punctuate speech using a capital letter and inverted  To be able to use apostrophes for plural possession.  To be able to use apostrophes for plural possession.  To be able to use apostrophes for plural possession.  To be able to use apostrophes for plural possession.  To be able to use apostrophes for plural possession.  To be able to use apostrophes for plural possession.  To be able to use apostrophes for plural possession.  To be able to use apostrophes for plural possession.  To be able to use apostrophes for plural possession.			To implement, become		T. I. II.	•	To be able to use salare to
Question mark Exclamation mark  In punctuate speech using a capital letter and inverted  To punctuate speech using a capital letter and inverted  To be able to use to discuss their plants are possession.  To be able to use to discuss their plants are possession.			familiar with and use the	with some accuracy.		_	
Exclamation mark their writing: capital letter and inverted relative clause, To be able to use to their writing:			_	To punctuate speech using a		•	oddoc d listi
l noun.		Exclamation mark	ŭ		p 33233.0.11	-	To be able to use bullet
noun phroce continues. To be able to use fronted parenthesis, points contectly.				commas.	To be able to use fronted	parenthesis,	points correctly.
noun phrase, statement, adverbials, using commas bracket,				_	_		To book 1
dash, dash, dash, dash,				1	correctly.	7	To implement, become familiar with and use the
exclamation adverbidis.				adverbials.			following words to discuss
command, To implement, become To punctuate speech using a within a paragraph) their writing:  To implement, become To punctuate speech using a mbiguity (use of commas to their writing:			command,	To implement, become	To punctuate speech using a		_
compound, familiar with and use the capital letter, inverted avoid ambiguity (use of commas to avoid ambiguity) subject,			compound,		-		-
suffix, following words to discuss commas and a comma. sand a comma. brackets object			, and the second	1			
adjective, their writing: active,			adjective,	their writing:			active,

To make simple additions,

To proofread work to précis

To habitually proofread for

To reread their writing to

Re-read what they have written to check it makes sense.

adverb, verb tense (past, present) apostrophe, comma	Adverbs adverbials. Com	passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
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