

PUNCTUATION	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Basics - Full Stops and Capital Letters, Question and Exclamation Marks	*Leave spaces between words *use capital letters most of the time for the pronoun 'I', to indicate proper nouns (people, country/town/city names and for days of the week *sometimes capitalise place names e.g. Bamburgh Castle, Carr Hill Primary School *Frequently start sentences with a capital letter and end them with either a full stop, question mark or exclamation mark	*Demarcate most sentences using full stops and capital letters. *Frequently demarcate sentences using question marks and exclamation marks (when appropriate to the sentence). *Capitalise place names e.g. Bamburgh Castle, Carr Hill Primary School + months of the year	use full stops, capital letters, exclamation marks and question marks correctly recognise and correctly capitalise a growing range of proper nouns	Use the range of previously taught punctuation correctly		
Punctuation within a sentence		*Frequently use commas in lists.	Use commas in lists	*Use commas in lists *Uses a comma after a fronted adverbial	Previously taught + *Uses a comma after a fronted adverbial *Uses a comma after a conjunctive adverb *Frequently uses commas to mark subordinate clauses *Brackets, dashes and commas are used to indicate parenthesis	Previously taught + *Use a colon to introduce a list *Use semi-colons within a more complex list *Sometimes uses semi-colons to connect two clauses *sometimes use colons to introduce an explanation, elaboration or summary *Use hyphens to avoid ambiguity *Apply punctuation consistently to a bullet pointed list
Apostrophes		*Frequently use apostrophes to show contracted forms. *Sometimes use apostrophes to show singular possession	*use apostrophes to show contracted forms *use apostrophes to show singular possession	*Uses apostrophes to mark singular possession *Uses apostrophes to mark plural possession	Use apostrophes correctly (including understanding possession linked to abstract nouns)	Use apostrophes correctly including abstract nouns and 'less obvious subject e.g. <i>the letter's contents were a surprise</i>
Inverted commas/rules of speech			*use inverted commas to demarcate speech	Starting to apply internal punctuation rules for speech	Follows the punctuation rules for speech Frequently starts a new line for a new speaker when setting out speech	*Apply internal punctuation rules *Start a new line for a new speaker,

SENTENCES	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Types/Clauses	*Simple sentences *Frequently joins words using 'and' *Uses the coordinating conjunction 'and' to join clauses to create compound sentences	*Uses statements, questions, exclamations and commands as appropriate to the text/genre *Use co-ordination to join clauses (compound sentences) *Use some subordination to join clauses (complex sentences)	Able to use a variety of sentence types including simple, compound, and complex Uses prepositions appropriately	*Continues to use a variety of sentence types including simple, compound, and complex *Noun phrases are expanded by the addition of a modifying adjective and/or the addition of a prepositional phrase	*use parenthesis to add additional information or an aside to a sentence	*Applies all previously taught structures *apply passive voice as appropriate
Range of Conjunctions	Coordination: frequently joins words using 'and' uses the coordinating conjunction 'and' to join clauses to create compound sentences	Co-ordination: <i>and</i> <i>or</i> <i>but</i> <i>so</i> Subordination: <i>when</i> <i>if</i> <i>that</i> <i>because</i>	Previous range of coordination and subordination + <i>before</i> <i>after</i>	Previous range of coordination and subordination + <i>until</i> <i>unless</i> <i>since</i> <i>while</i> <i>whereas</i>	Full previous range + <i>although, still, even though, even if, providing, provided that, so that, as, since, whenever</i> *Using some conjunctive adverbs e.g. <i>consequently, however, despite, furthermore, meanwhile, therefore</i>	Able to use the full range of previously taught conjunctions to add detail, express time, and to show contrast, concession and cause and effect Use conjunctive adverbs appropriately (More confidently and regularly in their writing)
Sentence Openers	include some variation in the way sentences start Subject/verb Pronoun/verb Time openers e.g. first, next, finally	Opens sentences in a variety of different ways across the writing e.g. *Subject/verb *Pronoun/verb *Subordinates – <i>When... If...</i> *Simple adverbs – <i>Suddenly, First, Next, Later, One morning..., in the end...</i>	*Frequently uses adverbs and adverbial phrases as sentence openers and within sentences	Will vary sentence structure by using a range of openings: *Fronted adverbials e.g. <i>Sometime later...</i> (when) <i>Running quickly...</i> (how) <i>In the next room...</i> (where) *Subordination *Subject reference (e.g. The boys, Our gang...) *Speech	Previous range + opening sentences with conjunctive adverbs	Applies previously taught openers thoughtfully and for effect

COHESION	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Structure and organisation	<p>Write sequenced sentences to form a short narrative</p> <p>organise ideas appropriately (depending on the text type) e.g. the sequence of events in a recount, list of materials and correctly sequenced instructions</p>	<p>write simple, coherent narratives that include a simple opening and/or ending + key event</p> <p>group related ideas together</p>	<p>*Write coherent narratives where the main event is expanded on in sufficient detail so that the reader is clear on what is happening and why</p> <p>*Some description (narrative) and facts (Non-fiction) are developed in expanded sections</p>	<p>Write coherent narratives where the main events are correctly sequenced and signposted for the reader</p> <p>Write in a well-structured form that is appropriate for the genre</p> <p>Organises ideas into paragraphs around a theme</p>	<p>*organise ideas coherently for the reader</p> <p>*include enough detail so that a clear picture of events/information is provided</p> <p>*organise ideas into paragraphs</p> <p>*frequently open a new paragraph with a topic sentence to orientate the reader (non-fiction writing)</p>	<p>Organise ideas coherently for the reader</p> <p>Apply previously taught cohesive devices within and across paragraphs</p> <p>open a new paragraph with a topic sentence to orientate the reader (non-fiction writing)</p>
Use of cohesive devices	<p>Uses the coordinating conjunction 'and' to words and to link ideas</p>	<p>Use co-ordination and some subordination</p> <p>use time related adverbs to sequence and connect ideas</p> <p>Use present and past tense mostly correctly and consistently</p>	<p>* Uses subordination and coordination</p> <p>*Can structure non-fiction texts appropriately for the writing form/ genre) with related ideas and information organised into sections</p> <p>*use adverbs and adverbial phrases to express manner (how), place (where) and time (when)</p>	<p>Frequently makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>fronted adverbials, subordination and coordination</p>	<p>Fronted adverbials</p> <p>use coordination and subordination within sentences</p> <p>use conjunctive adverbs to link across sentences and paragraphs</p>	<p>Application of previously taught conjunctions to express time, reason, contrast, concession and cause and effect</p> <p>Use conjunctive adverbs appropriately</p>
Verb tenses are correct						
Layout and presentation	<p>write relevant sentences under given sub-headings</p> <p>use bullet points when guided by the teacher</p>	<p>use bullet points and sub-heading when it is appropriate for the genre</p>	<p>Use headings, subheadings and bullet points to guide the reader</p>	<p>Apply previously taught layout devices</p> <p>make use of images and diagrams to give the reader extra information</p>	<p>independently apply a wide range of layout devices</p>	

COMPOSITION & EFFECT	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary and language choice	<p>use adjectives in labels, captions and sentences</p> <p>use a range of verbs to add detail</p>	<p>*Adjectives are used appropriately (without repeating meaning)</p> <p>*Use a range of verbs to add detail appropriate to task and topics</p> <p>*Sometimes use adverbs</p> <p>*Frequently makes adventurous word choices/uses 'tier 2' vocabulary to add detail</p>	<p>Frequently adds extra detail, description and explanation to events using adjectives, expanded noun phrases, verbs, adverbs and prepositions.</p> <p>Some careful and more deliberate vocabulary choices are being made (including tier 2 words)</p>	<p>Apply 'tier 2' vocabulary appropriately to their writing</p> <p>Frequently use words, phrases and imagery deliberately to create a desired effect</p>	<p>apply 'tier 2' vocabulary appropriately and with effect</p> <p>deliberately use vocabulary and imagery to create a desired effect</p>	<p>use words deliberately to create a desired effect (including precise nouns adjectives, verbs and adverbs + well-chosen tier 2 words)</p> <p>develop ideas through elaboration, detail and, where appropriate, figurative language</p>
Awareness of Audience and Purpose	<p>Choose words and phrases appropriate to the task and topic</p>	<p>*chooses content that is relevant to the task (showing some awareness of the purpose of and audience for the writing)</p> <p>*Shows some awareness of viewpoint</p>	<p>Linked to above: Growing awareness of the reader s shown. Awareness that the reader needs enough detail for the text to make sense and how to choose words and phrases deliberately to create the desired effect on the reader.</p> <p>establish the viewpoint of the narrator or a character</p>	<p>select content to inform and engage the reader (imagery + interesting details that are expanded and explained)</p> <p>establish the viewpoint through narrator opinion or their position on a topic/argument</p>	<p>*use words and phrases deliberately to create a desired effect</p> <p>*write effectively for a range of purposes and audiences</p> <p>*establish and maintain a clear viewpoint through narrator opinion or their position on a topic/argument</p>	
Developing character, setting and atmosphere	<p>Uses simple adjectives to describe places and people.</p>	<p>Frequently makes adventurous word choices to add detail and describe people and places.</p>	<p>describe and/or create characters and convey characteristics through description and actions e.g. movement, the way the character speaks and what they say (dialogue)</p>	<p>*Convey character through description of looks, behavior and dialogue as well as how the character feels</p> <p>*Convey the atmosphere of a setting</p>	<p>* convey character through description of looks, behavior, thoughts and dialogue as well as how others react to him/her</p> <p>*convey the atmosphere of a setting through description and character reaction</p>	<p>convey and maintain character through direct and indirect characterisation</p> <p>convey the atmosphere of a setting through description, figurative language and character reaction</p>

