



	Nursery*	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<p>Distinguishes between the different marks they make.</p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families'</p>	<p>Form lower case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other, are best left un-joined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>-Increase legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch.</p>	<p>-Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>-Increase legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>-Increase legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch</p>
Punctuation	<p>To recognise the vocabulary: finger spaces letters full stops</p>	<p>To recognise and use the vocabulary: finger spaces capital letters full stops</p>	<p>Separation of words with spaces</p> <p>Capital letters and full stops to demarcate sentences.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use</p>	<p>To use inverted commas and other punctuation to indicate direct speech, for - example, a comma after the reporting clause; end punctuation</p>	<p>Use of brackets, dashes or commas to indicate parenthesis.</p> <p>Commas used to clarify meaning or avoid ambiguity.</p>	<p>Use of a semi colon, colon and dash to mark the boundary between independent clauses.</p>



			<p>Capital letters for names, days of the week and for the personal pronoun I.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>and exclamation marks;</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark singular possession in nouns (for example the girl's name) and contractions.</p>	<p>of inverted commas.</p>	<p>with inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession (e.g. the girl's name, the girls' names).</p> <p>To use commas after fronted adverbials.</p> <p>To use colons to introduce a bulleted or numbered list.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p> <p>Use consistently use colon to introduce a bulleted or numbered list.</p>	<p>Use of colon to introduce a list and the use of semi colons within lists.</p> <p>Bullet points to list information.</p> <p>To use hyphens to avoid ambiguity.</p>
<p>Sentence Construction</p>	<p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>Sometimes gives meaning to their drawings and paintings.</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p>	<p>To read short sentences themselves to check for sense.</p>	<p>Write simple phrases and sentences that can be read by others.</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing. This includes the progressive form of verbs.</p> <p>Subordination (when, if, that, because) and co-ordination (or, and, but).</p> <p>-Expanded noun phrases for description and specification</p>	<p>Consistent tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p> <p>Expressing time, place and cause using conjunctions (when, before, after, while, so, because) and adverbs (then,</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using</p>	<p>Relative clauses beginning with a relative pronoun who, which, where, when, whose, that.</p> <p>Use of modal verbs and adverbs to indicate relative degrees of possibility using adverbs (for example, perhaps, surely, might, should, will, must).</p> <p>To ensure the consistent and correct use of tense</p>	<p>To ensure the consistent and correct tense throughout all pieces.</p> <p>Use of the passive voice to affect the presentation of information in a sentence.</p> <p>To show the difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p>



	Includes mark making and early writing in their play			To form sentences with different forms: statement, question, exclamation, command.	next, soon, therefore). Expressing time, place and cause using prepositions (for example, before, after, during, in, because of).	a wider range of conjunctions, which are sometimes in varied positions within sentences. Noun phrase expanded by the addition of modifying adjectives, nouns and preposition phrases. To consistently use pronouns appropriately to aid cohesion and avoid repetition. Fronted adverbials (for example, later that day, I heard the bad news.).	throughout all pieces of writing. To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials, place adverbials and number .	To use subjective forms such as: If I were or Were they to come in some very formal writing or speech).
Planning, Writing and Editing	Engages in imaginative play based on own ideas or first-hand or peer experiences. Uses available resources to create props or creates imaginary ones to support play	Spell words by identifying sounds in them and representing the sounds with a letter or letters. To say short sentences aloud before writing.	To say out loud what they are going to write. To compose a sentence orally before writing it. To sequence sentences to form short narratives.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry.	To begin to organise their writing into paragraphs around a theme. To use headings and sub-headings to aid presentation To begin to use ideas from their own reading	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning	To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text



	<p>Creates sounds, movements, drawings to accompany stories</p> <p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p>		<p>To discuss what they have written with others.</p> <p>To proofread their writing to check that it makes sense and independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the others.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To consistently organise their writing into paragraphs around a theme to add cohesion.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p> <p>The difference between</p>
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								<p>vocabulary typical of informal speech and formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>Words related by meaning as synonyms and antonyms [for example, big, large, little].</p>
Terminology	letter capital letter full stop	letter capital letter full stop	word singular plural exclamation mark questions mark sentence punctuation	noun noun phrase statement question exclamation command compound adjective verb adverb suffix tense (past and present) apostrophe comma	preposition conjunction word family prefix clause subordinate clause direct speech consonant vowel inverted commas (or 'speech marks')	Plural possessive determiner pronoun possessive pronoun adverbial apostrophes fronted adverbials	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points

* Objectives taken from Birth to 5 Matters: Non statutory guidance for the Early Years Foundation Stage.