

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
<b>Sentence &amp; text structure</b>	Write simple sentences which can be read by themselves & others.  Write own names correctly.	Write clearly demarcated sentences.  Use 'and' to join ideas.  Use conjunctions to join sentences (e.g. so, but).  Use standard forms of verbs, e.g. go/went.	Write different kinds of sentence: statement, question, exclamation, command.  Use expanded noun phrases to add description & specification.  Write using subordination (when, if, that, because).  Correct & consistent use of present tense & past tense.  Correct use of verb tenses.	Use conjunctions (when, so, before, after, while, because).  Use adverbs (e.g. then, next, soon).  Use prepositions (e.g. before, after, during, in, because of).  Experiment with adjectives to create impact.  Correctly use verbs in 1 <sup>st</sup> , 2 <sup>nd</sup> & 3 <sup>rd</sup> person.  Use perfect form of verbs to mark relationships of time & cause.	Vary sentence structure, using different openers.  Use adjectival phrases (e.g. biting cold wind).  Appropriate choice of noun or pronoun.	Add phrases to make sentences more precise & detailed.  Use range of sentence openers – judging the impact or effect needed.  Begin to adapt sentence structure to text type.  Use pronouns to avoid repetition.	Use subordinate clauses to write complex sentences.  Use passive voice where appropriate.  Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).  Evidence of sentence structure and layout matched to requirements of text type.
<b>Punctuation</b>	Use capital letters and full stops to demarcate sentences.	Evidence of: Capital letters. Full stops. Question marks. Exclamation marks.  Capital letters for names & personal pronoun 'I'.	Correct & consistent use of: Capital letters. Full stops. Question marks. Exclamation marks.  Commas in a list.  Apostrophe (omission).  Introduction of speech marks.	Correct use of speech marks for direct speech.	Apostrophe for singular & plural possession.  Comma after fronted adverbial (e.g. Later that day, I heard bad news.).  Use commas to mark clauses.	Brackets. Dashes. Commas.  Commas to clarify meaning or avoid ambiguity.  Link clauses in sentences using a range of subordinating & coordinating conjunctions.  Use verb phrases to create subtle differences (e.g. she began to run).	Semi-colon, colon, dash to mark the boundary between independent clauses.  Correct punctuation of bullet points.  Hyphens to avoid ambiguity.  Full range of punctuation matched to requirements of text type.
<b>Paragraphing</b>	Clearly demarcated sentences <i>[as introduction to paragraphs]</i> .	Clearly sequenced sentences <i>[as introduction to paragraphs]</i> .	Write under headings <i>[as introduction to paragraphs]</i> .	Group ideas into paragraphs around a theme.  Write under headings & sub-headings.	Use connectives to link paragraphs.	Consistently organize into paragraphs.  Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	Wide range of devices to build cohesion within and across paragraphs.  Use paragraphs to signal change in time, scene, action, mood or person.
<b>Handwriting</b>	Correct grip. Write name (correct upper & lower case). Correct letter formation for familiar words.	Correct formation of lower case – finishing in right place. Correct formation of capital letters. Correct formation of digits.	Evidence of diagonal & horizontal strokes to join	Legible, joined handwriting.	Legible, joined handwriting of consistent quality.	Legible and fluent style.	Legible, fluent and personal style.