



English Writing @ Wynndale

Progression from EYFS to Year 6



Our English Writing Curriculum Intent

At Wynndale Primary School we recognise that writing should develop children's confidence, fluency, creativity and enjoyment in communication. Writing should enable children to communicate clearly, express ideas effectively and understand the power of language across a range of audiences, purposes and contexts.

Writing at Wynndale is built upon the principle that strong foundational knowledge must be carefully taught, revisited and securely embedded before pupils can apply their skills independently and creatively. Through carefully sequenced progression, pupils build on prior learning over time so that knowledge becomes fluent, connected and purposeful.



A writer leaving Wynndale will be **confident, fluent and reflective.**

They will use secure foundational knowledge to write with accuracy, purpose and creativity.

They will organise ideas effectively, apply ambitious vocabulary and grammatical knowledge appropriately and adapt their writing for different audiences and genres. They will understand writing as a powerful tool for communication, learning and self-expression in the world around them.



Develop

secure foundations in transcription, spelling, handwriting, grammar, punctuation and sentence construction so pupils can write accurately, fluently and independently.



Deepen

children's understanding of language through high-quality texts, discussion, modelling and carefully sequenced teaching that builds progressively on prior knowledge.



Encourage

creativity, imagination and critical thinking through opportunities to plan, draft, edit, improve and publish writing for meaningful audiences and purposes.



Create

a positive and inclusive writing culture where all pupils are supported, challenged and encouraged to take pride in their writing, understanding that editing and reflection are an important part of the writing process.



Build

confident communicators who can use writing across the curriculum to explain, persuade, entertain, inform and reflect, recognising the value of writing within school and the wider world.



Our English Writing Curriculum Implementation

At Wynndale Primary School we recognise that effective implementation ensures that all pupils build the knowledge and skills they need to become confident and successful writers.

Our English writing implementation at Wynndale includes:

1



Teaching writing

Lessons and units are carefully sequenced so that foundational skills are explicitly taught, revisited and embedded before new learning builds on them.

Teachers use high-quality modelling, shared writing and clear success criteria to develop pupils' understanding of writing.

2



Purpose, audience and context

Children write for real purposes and audiences across a range of genres and contexts. Before writing, pupils explore high-quality stimuli and texts to build knowledge, discuss language choices and understand how writers craft their ideas.

3



Developing fluency, reasoning and vocabulary

Pupils develop ideas through talk, planning and rehearsal before writing to construct coherent, well-structured texts. They are encouraged to use ambitious and precise vocabulary, varied sentence structures and effective grammar.

4



Promoting editing and improving

Pupils are taught to review, edit and improve their writing through self-assessment, peer feedback and teacher feedback. This ensures they reflect, refine and take pride in their writing.

5



Assessment, adaptive teaching and celebrating writing

Teachers use ongoing assessment to identify next steps and adapt teaching to secure and extend learning. Writing is celebrated across the school through displays, sharing, performances and publishing opportunities.

Across school, English writing is taught through carefully structured **sequences**, explicit teaching and purposeful practice so that **foundational knowledge is secured first and built on over time**. This enables all children to write with **confidence, accuracy and creativity** and ensures they are well prepared for the next stage of their education.





Our English Writing Curriculum Impact

Through high-quality teaching, a carefully sequenced curriculum and a focus on securing foundational knowledge first, children leave Wynndale as confident, fluent and reflective writers.

They are equipped with the skills, knowledge and understanding to succeed in the next stage of their education and to use writing purposefully in everyday life.

1



Write with confidence, fluency and independence

Children apply secure transcription, grammar, punctuation and spelling to write accurately and fluently across a range of genres and contexts.

A writer leaving Wynndale will:



Communicate ideas clearly and effectively

Children organise and structure their writing for different audiences and purposes, using appropriate vocabulary and techniques to engage and inform.



Use rich language and demonstrate understanding of text

Children use ambitious vocabulary, varied sentence structures and literary devices to enhance their writing, showing a deep understanding of how language works.



Edit, improve and reflect on their writing

Children review and refine their writing through self-assessment, peer feedback and teacher feedback, demonstrating resilience and a commitment to high standards.



Use writing across the curriculum and in real life

Children use writing to learn, explore, persuade, entertain and reflect, recognising its value in their education and in the wider world.

At Wynndale, writing is a powerful tool for learning, communication and self-expression. By securing strong foundations and building on them over time, our pupils leave as confident, creative and purposeful writers, ready to make their voice heard and shape their future.



Phonic & Whole word Spelling

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know how to hear and say the initial sounds in words. I know how to link sounds to letters. I know how to write graphemes for the 40+ phonemes mostly accurately. I know how to write words in ways which match their spoken sounds. I know how to spell some simple CVC, CCVC and CVCC words correctly. I know how to begin to write some irregular common words. I know how to know most of the names of the letters of the alphabet. I know how to spell some words that have more than one syllable. I know how to write some irregular common high-frequency words.	I know how to spell words containing each of the 40+ phonemes already taught. I know how to spell common exception words. I know how to spell the days of the week. I know the name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound. I know how to add prefixes and suffixes: using the spelling rule for adding –s or –es using the prefix un– using –ing, –ed, –er and –est.	I know how to spell segmenting spoken words into phonemes and representing these by graphemes. I know how to spell phonemes for which 1 or more spellings are already known. I know how to spell common homophones I know how to spell some common exception words. I know how to spell more words with contracted forms I know how to use the possessive apostrophe (singular) I know how to distinguish between homophones and near-homophones. I know how to add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.	I know how to spell spell further homophones. I know how to spell words that are often misspelt. I know how to use further prefixes and suffixes and understand how to add them. I know how to place the possessive apostrophe accurately in words with regular plurals. I know how to use the first 2 letters of a word to check its spelling in a dictionary.	I know how to spell spell further homophones. I know how to spell words that are often misspelt. I know how to use further prefixes and suffixes and understand how to add them I know how to place the possessive apostrophe accurately in words with irregular plurals I know how to use the first 3 letters of a word to check its spelling in a dictionary	I know how to spell spell some words with ‘silent’ letters I know how to distinguish between homophones and other words which are often confused. I know how to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt. I know how to add further prefixes and suffixes and understand the rules for adding them. I know how to use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.	I know how to distinguish between homophones and other words which are often confused. I know how to use knowledge of morphology (structure) and etymology (origin) in spelling and understand that the spelling of some words needs to be learnt specifically. I know how to use further prefixes and suffixes and understand the rules for adding them. I know how to use dictionaries to check the spelling and meaning of words use the first 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.

Transcription

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know how to hear and record sounds in words. I know how to write simple words and phrases that can be read by others. I know how to use my phonic knowledge to write words. I know how to write short sentences to communicate meaning.	I know how to compose a sentence orally before writing it. I know how to write simple sentences from memory. I know how to sequence sentences to form short narratives. I know how to reread my writing to check that it makes sense. I know how to write ideas in sentence order. I know how to write about real events and personal experiences.	I know how to maintain meaning across a piece of writing I know how to write coherent paragraphs linked to a theme. I know how to organise writing into sections. I know how to compose and rehearse sentences orally before writing. I know how to sustain ideas across longer pieces of writing. I know how to select appropriate structures for different types of writing. I know how to write with increasing fluency and independence.	I know how to organise writing into clear paragraphs around a theme. I know how to sustain and develop ideas across a piece of writing. I know how to use organisational features appropriate to the text type. I know how to structure narratives with clear openings, build-up and resolution. I know how to write with increasing consistency and clarity. I know how to maintain viewpoint and purpose throughout writing.	I know how to organise writing into clear paragraphs around a theme. I know how to sustain and develop ideas across a piece of writing. I know how to use organisational features appropriate to the text type. I know how to structure narratives with clear openings, build-up and resolution. I know how to write with increasing consistency and clarity. I know how to maintain viewpoint and purpose throughout writing.	I know how to write effectively for a range of audiences and purposes. I know how to structure writing to guide the reader. I know how to link ideas across paragraphs. I know how to write with increasing fluency, cohesion and control. I know how to adapt writing structures for different genres. I know how to sustain an appropriate style throughout a piece of writing.	know how to write confidently and fluently for a range of purposes and audiences. I know how to manipulate structure and organisation to achieve impact. I know how to maintain cohesion within and across paragraphs. I know how to write with clarity, control and independence. I know how to select and sustain an appropriate form and style. I know how to produce extended pieces of writing with consistent effectiveness.

✎ Handwriting ✎

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know how to use anti-clockwise movement and retrace vertical lines. I show a preference for a dominant hand. I know how to form some clearly identifiable letters to communicate meaning. I know how to handle equipment and Tools effectively, including pencils for writing. I know how to write words which I can read by myself and others can read.	I know how to form letters. I know how to sit correctly at a table, holding a pencil comfortably and correctly. I know how to begin to form lower-case letters in the correct direction, starting and finishing in the right place. I know how to form capital letters form digits 0-9. I know how to understand which letters belong to which handwriting 'families' and to practise these. I know how to write words which I can read by myself and others can read.	I know how to form letters. I know how to form lower-case letters of the correct size relative to one another. I know how to start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined. I know how to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. I know how to use spacing between words which reflect the size of the letters.	I know how to use the diagonal and horizontal strokes that are needed. I know how to join letters and understand which letters, when adjacent to one another, are best left not joined. I know how to increase the legibility, consistency and quality of my handwriting.	I know how to use the diagonal and horizontal strokes that are needed. I know how to join letters and understand which letters, when adjacent to one another, are best left not joined. I know how to increase the legibility, consistency and quality of my handwriting.	I know how to write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether to join specific letters. I know how to choose the writing implement that is best suited for a task.	I know how to write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether to join specific letters. I know how to choose the writing implement that is best suited for a task.

Contexts for Writing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know that writing can have different purposes. I know how to write using stories, songs and rhymes.	I know how to write about real events. I know how stories can help me with ideas for writing.	I know how to write narratives about personal experiences and those of others. I know how to write about real events. I know how stories can help me with ideas for writing. I know how to write poetry. I know how to write for different purposes.	I know how to discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.	I know how to discuss writing similar to that which I am planning to write to understand and learn from its structure, vocabulary and grammar.	I know how to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own. I know how in writing narratives, the authors have developed characters and settings in what pupils have read, listened to or seen performed.	I know how to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own. I know how in writing narratives, the authors have developed characters and settings in what pupils have read, listened to or seen performed.

✎ Planning Writing ✎

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know how to talk about ideas for my writing. I know how to share my ideas through speaking; role play and storytelling. I know how to use pictures, stories and experiences to help me think of ideas. I know how to retell familiar stories in my own words. I know how to listen to stories and talk about what happens. I know how to explain what I want to write about. I know how to organise my ideas through drawing and talk.	I know how to compose a sentence orally before writing it. I know how to plan and say aloud what I am going to write about. I know how to sequence ideas in a simple order. I know how to discuss ideas with the teacher and my friends. I know how to think about the purpose of my writing. I know how to plan ideas for stories and real events. I know how to use familiar story language in my planning. I know how to use simple word banks and pictures to support my planning.	I know how to discuss and record ideas before writing. I know how to plan writing for different purposes including stories, information texts and poetry. I know how to organise my ideas into a logical order. I know how to think about the audience and purpose of my writing. I know how to use models and examples to help plan my writing. I know how to plan the beginning, middle and end of a narrative. I know how to include key vocabulary and sentence ideas in my planning.	I know how to plan writing for different purposes including stories, information texts and poetry. I know how to organise my ideas into a logical order. I know how to think about the audience and purpose of my writing. I know how to use models and examples to help plan my writing. I know how to plan the beginning, middle and end of a narrative. I know how to include key vocabulary and sentence ideas in my planning. I know how to talk about how authors structure their writing and use this in my own planning.	I know how to discuss and record ideas in a plan. I know how to plan writing for different purposes including stories, information texts and poetry with understanding the intended audience. I know how to use models and examples to help plan my writing. I know how to compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures.	I know how to identify the audience for and purpose of the writing, selecting appropriate form. I know how to use notes and develop initial ideas, drawing on reading and research. I know that I need to consider how the author has developed character and setting	I know how to identify the audience for and purpose of the writing, selecting appropriate form. I know how to use notes and develop initial ideas, drawing on reading and research. I know that I need to consider how the author has developed character and setting.

➡ Drafting Writing ⬅

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know how to talk about what I want to write before I begin. I know how to use stories; role play and experiences to help me think of ideas for writing. I know how to draw and talk about my ideas before writing.	I know how to sequence sentences to form short narratives. I know how to discuss my writing with the teacher and my friends. I know how to compose a sentence orally before writing it. I know how to write down ideas and key vocabulary. I know how to say my sentence aloud before writing it. I know how to use familiar sentence patterns in my writing. I know how to begin to organise my ideas in order.	I know how to write down ideas and/or key words, including new vocabulary. I know how to encapsulate what I want to say, sentence by sentence. I know how to organise extended paragraphs around a theme. I know how to begin to organise paragraphs around a theme.	I know how in narratives, begin to create settings, characters and plot. I know how to begin to use simple organisational devices in factual text I know how to organise extended paragraphs around a theme.	I know how to organise extended paragraphs around a theme. I know how in narratives, create settings, characters and plot. I know how to use simple organisational devices in factual text	I know how to select appropriate grammar and vocabulary. I know how, in narratives, to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. I know how to précis longer passages. I know how to use a wide range of devices to build cohesion within and across paragraphs. I know how to use further organisational and presentational devices to structure text and to guide the reader.	I know how to select appropriate grammar and vocabulary. I know how, in narratives, to describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. I know how to précis longer passages. I know how to use a wide range of devices to build cohesion within and across paragraphs. I know how to use further organisational and presentational devices to structure text and to guide the reader.

✎ Editing Writing ✎

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know how to re-read my writing to check what it says.	I know how to discuss what I have written with the teacher or other pupils. I know how to re-read my writing to check what it says.	I know how to evaluate my writing with the teacher and other pupils. I know how to reread to check that my writing makes sense and that verbs to indicate time are used correctly and consistently. I know how to proofread to check for errors in spelling, grammar and punctuation.	I know how to begin to assess the effectiveness of my own and others' writing and suggesting improvements. I know how to begin to propose changes to grammar and vocabulary to improve consistency. I know how to begin to proofread for spelling and punctuation error.	I know how to assess the effectiveness of my own and others' writing and suggesting improvements. I know how to propose changes to grammar and vocabulary to improve consistency. I know how to proofread for spelling and punctuation errors.	I know how to begin to assess the effectiveness of my own and others' writing. I know how to begin to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. I know how to ensure the consistent and correct use of tense throughout a piece of writing. I know how to ensure correct subject and verb agreement when using singular and plural. I know how to proofread for spelling and punctuation.	I know how to assess the effectiveness of my own and others' writing. I know how to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. I know how to ensure the consistent and correct use of tense throughout a piece of writing. I know how to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the most appropriate. I know how to proof read for spelling and punctuation.

Performing Writing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know how to join in with stories, songs and rhymes. I know how to hear when a sentence has finished.	I know how to read my writing aloud clearly enough to be heard by my peers and the teacher.	I know how to read aloud what I have written with appropriate intonation to make the meaning clear.	I know how to read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling my tone and volume so that the meaning is clear.	I know how to read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling my tone and volume so that the meaning is clear.	I know how to perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	I know how to perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know how to learn and use new vocabulary through stories, play and discussion. I know how to use new words when talking about my experiences and learning. I know how to describe people, places and objects using simple adjectives. I know how to retell familiar stories using story language and new vocabulary. I know how to use vocabulary from books, rhymes and poems in my speaking and writing. I know how to choose words to explain my ideas clearly. I know how to talk in full sentences using a growing range of vocabulary. I know how to use vocabulary linked to different topics and experiences.	I know how to use simple adjectives to describe nouns. I know how to join words and clauses using “and”. I know how to use familiar vocabulary from stories and class texts in my writing. I know how to choose words that make sense for the audience and purpose. I know how to use vocabulary to describe characters, settings and events. I know how to use simple expanded noun phrases to add detail.	I know that expanded noun phrases describe an object/person. I know that conjunctions are used to join clauses.	I know how to extend the range of sentences with more than one clause by using a wider range of conjunctions. I know how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. I know how use conjunctions, adverbs and prepositions to express time and cause (and place).	I know how to extend the range of sentences with more than one clause by using a wider range of conjunctions. I know how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	I know how to use a thesaurus. I know how to use expanded noun phrases to convey complicated information concisely. I know how to use modal verbs or adverbs to indicate degrees of possibility.	I know how to use a thesaurus. I know how to use expanded noun phrases to convey complicated information concisely. I know how to use modal verbs or adverbs to indicate degrees of possibility.

Grammar

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know how to speak in full sentences. I know how to use joining words such as “and” to connect ideas. I know how to use the past, present and future when talking about events. I know how to use simple adjectives to describe nouns. I know how to ask and answer questions clearly. I know how to use sentences that make sense when speaking and writing. I know how to use story language in my speaking and writing. I know how to use simple connectives to join ideas together. I know how to retell stories using clear sentence structures. I know how to use vocabulary from stories, rhymes and discussions in my sentences.	I know how to write a simple sentence starting with a noun or proper noun. I know how to write a simple sentence starting with a personal pronoun. I know how to write a simple sentence using coordinating conjunctions such as <i>and</i>, <i>but</i> and <i>because</i>. I know how to use connectives of sequence such as <i>first</i>, <i>second</i> and <i>then</i>. I know how to use an adjective to describe a noun. I know how to write an expanded noun phrase using an adjective and a noun. I know how to use adverbs of manner ending in <i>-ly</i> to describe a verb. I know how to use a regular simple past-tense verb in a sentence. I know how to use the prefix <i>un-</i> to create antonyms. I know how to use prepositions such as <i>up</i>, <i>down</i>, <i>in</i>, <i>into</i>, <i>out</i>, <i>to</i>, <i>onto</i>, <i>under</i>, <i>inside</i>, <i>outside</i> and <i>above</i>. I know how to use subject-verb agreement with <i>I</i>, <i>you</i>, <i>we</i>, <i>he</i> and <i>she</i>. I know how to use <i>have</i>, <i>has</i>, <i>do</i>, <i>does</i>, <i>was</i> and <i>were</i> correctly.	I know how to use compound nouns. I know how to move from generic nouns to specific nouns. I know how to write expanded noun phrases. I know how to use subordinate conjunctions to create complex sentences. I know how to use coordinating conjunctions to create compound sentences. I know how to use first, second and third person correctly. I know how to use commands using the imperative form of a verb. I know how to write statements. I know how to write exclamations. I know how to ask and write questions. I know how to use adverbs to describe verbs. I know how to add <i>-ly</i> to adjectives to create adverbs. I know how to use prepositional phrases in my writing. I know how to use determiners and generalisers in my writing. I know how to use temporal connectives to show the passing of time.	I know how to form nouns using prefixes. I know how to express time, place and cause using prepositions. I know how to identify and use prepositions. I know how to identify and use pronouns. I know how to identify and include quantifiers in writing. I know how to identify and use exaggerated language. I know how to identify and include specific and technical vocabulary. I know how to identify persuasive language. I know how to use the pattern of three for persuasion. I know how to use high quality verbs I know how to identify and consistently use irregular simple past tense verbs. I know how to identify and consistently use present perfect verbs. I know how to identify and consistently use past perfect verbs. I know how to identify and include coordinating conjunctions. I know how to identify and include subordinating conjunctions.	I know how to recognise informal and formal language. I know how to use expanded noun phrases to add detail to my writing. I know how to recognise fronted adverbials in a sentence. I know how to write fronted adverbials. I know how to understand the rules for plural nouns ending in <i>o</i>. I know how to identify which words add <i>s</i>, <i>-es</i> or either ending in plural forms. I know how to use pronouns and nouns for cohesion and to avoid repetition. I know how to recognise possessive pronouns such as <i>yours</i>, <i>mine</i>, <i>theirs</i>, <i>ours</i>, <i>hers</i>, <i>his</i> and <i>its</i>. I know how to use specific determiners such as <i>their</i>, <i>whose</i>, <i>this</i>, <i>that</i>, <i>these</i>, <i>those</i> and <i>which</i>. I know how to use the past perfect continuous tense. I know how to use prepositions I know how to form plurals for nouns ending in <i>y</i>. I know how to identify the difference between a preposition and an adverb.	I know how to convert nouns or adjectives into verbs using suffixes such as <i>-ate</i>, <i>-ise</i> and <i>-ify</i>. I know how to use verb prefixes such as <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>. I know how to indicate degrees of possibility using modal verbs such as <i>might</i>, <i>should</i>, <i>will</i> and <i>must</i>. I know how to indicate degrees of possibility using adverbs such as <i>perhaps</i> and <i>surely</i>. I know how to embellish simple sentences. I know how to include technical language. I know how to start a complex sentence with a subordinate clause. I know how to use connectives to build cohesion. I know how to use connectives for exemplification, results, summarising and sequencing. I know how to use fronted prepositional phrases for effect. I know how to edit sentences by expanding or reducing them for meaning and effect. I know how to use indefinite pronouns such as <i>somebody</i>, <i>something</i>, <i>someone</i>,	I know how to recognise informal and formal speech. I know how to use question tags for informality. I know how to use the subjunctive for formal writing. I know about the range of different nouns types I know how to use synonyms, understanding that similar words can have slightly different meanings. I know how to use repetition for effect, including persuasion, suspense and emphasis. I know how to use conjunctions to signpost and create cohesion within a text. I know how to use conjunctions to show sequence, time, additional ideas, space and place, contrast, exemplification, results and summary. I know how to use determiners and generalisers. I know how to use antonyms created with prefixes. I know how to use alliteration. I know how to use similes. I know how to use metaphors. I know how to use layout devices such as headings, subheadings, columns, bullet points and tables.

	I know how to use determiners such as <i>he, a, an, my, your, his</i> and <i>her</i>. I know how to recognise and use first person, second person and third person. I know how to write a list sentence. I know how to understand what a root word is. I know how to begin sentences with time openers such as <i>First, Next, After that, Later, Finally</i> and <i>Once upon a time</i>. I know how to add un- prefix to change meaning of adjectives.	I know how to add the suffixes <i>-ness</i>, <i>er</i>, <i>less</i>, <i>full</i>. I know how to form comparative and superlative adjectives. I know how to use the simple past tense. I know how to use the past continuous tense. I know how to use the simple present tense with correct subject-verb agreement. I know how to use the present continuous tense. I know how to write using different sentence types. I know how to use onomatopoeia and alliteration in my writing. I know how to identify prefixes, root words and suffixes	I know how to use conjunctions to express time, place and cause. I know how to use adverbs to express time, place and cause. I know how to understand the difference between a phrase and a clause. I know how to make nouns plural. I know how to use <i>a</i> and <i>an</i> correctly. I know how to use word families based on common words. I know how to understand word families for meaning and word class. I know how to organise ideas into paragraphs. I know how to experiment with adjectives. I know how to use first, second and third person correctly. I know how to recognise headings and subheadings. I know how to use a double -ly ending sentence. I know how to use a two-pair sentence. I know how to use similes in my writing. I know how to use an <i>-ing, -ed</i> sentence opener. I know how to use a B.O.Y.S sentence structure.	I know how to recognise and use compound nouns with hyphens. I know how to form comparative and superlative adjectives. I know how to recognise and use collective nouns. I know how to recognise and use abstract nouns. I know how to recognise and write compound sentences using coordinating conjunctions. I know how to recognise and use modal verbs such as <i>could, should</i> and <i>would</i>. I know how to use prefixes such as <i>im-, in-, ir-</i> and <i>il-</i> to create antonyms. I know how to use different sentences structures for impact I know how to use repetition to persuade. I know how to use a drop-in -<i>ing</i> clause in a sentence. I know how to use adjectives ending in <i>-ed</i> such as <i>frightened</i> and <i>scared</i>.	<i>nobody, nothing, no-one, everything</i> and <i>anything</i>. I know how to link ideas across paragraphs using adverbials of time, place and sequence. I know how to use relative pronouns such as <i>who, which, that, whom</i> and <i>whose</i>. I know how to move parts of sentences around to create different effects. I know how to use future tense verbs. I know how to use onomatopoeia. I know how to use relative clauses. I know how to use metaphors. I know how to use rhetorical questions. I know how to use compound sentences securely. I know how to use different sentences structures for impact I know how to use personification.	I know how to identify the subject and object of a sentence. I know how to use compound sentences with coordinating conjunctions. I know how to use complex sentences with subordinating conjunctions. I know how to combine complex and compound clauses to create a sentence. I know how to use modal verbs. I know how to use auxiliary verbs. I know how to use relative and possessive pronouns. I know how to use relative clauses. I know how to use past, present and future tense.
--	--	---	---	---	---	--

✎ Punctuation ✎

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know that I need to use finger spaces between words. I know that I need to begin a sentence with a capital letter. I know how to use a full stop at the end of a sentence. I know that I need to capital letters for my name.	I know how to begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. I know how to use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.	I know how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).	I know how to use the full range of punctuation from previous year groups. I know how to use and punctuate direct speech.	I know how to use commas after fronting adverbials. I know how to indicate possession by using possessive apostrophe with singular and plural nouns. I know how to use and punctuate direct speech.	I know how to use commas to clarify meaning or avoid ambiguity in writing. I know how to use brackets, dashes or commas to indicate parenthesis.	I know how to use hyphens to avoid ambiguity. I know how to use semicolons, colons or dashes to mark boundaries between independent clauses. I know how to use a colon to introduce a list punctuating bullet points consistently