



# Holy Trinity C.E. Academy

## Sentence Structure and Punctuation



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Some use of past and present tenses	Use pas and present tenses accurately Use of the progressive form of verbs in the present and past tense to mark actions in progress	Use present perfect verbs in addition to the past tense e.g. 'He has gone out to play' rather than 'He went out to play'		Use the perfect form of verbs to mark relationships of time and cause e.g. 'She has downloaded some songs', 'I had eaten my lunch'	Use passive verbs to affect the presentation of information in a sentence Use of subjunctive forms e.g. 'If Jim were class president...', 'The school requires that all pupils be honest.'
	Joining words and clauses using 'and' and 'then'	Vary sentences using subordination ( <i>when, if, that, because</i> )  Vary sentences using co-ordination ( <i>and, but, or</i> )	Sentence openings-vary sentences for clarity e.g. ' <i>slowly, the wolf crept into the house</i> ' <i>the green scaly dragon roared furiously</i>	Use fronted adverbials including correct use of commas e.g. ' <i>Later that day, I heard the bad news</i> '		Use a wide range of controlled clause structures, varying their position within the sentence
		Use expanded noun phrases to describe and specify	Choose nouns or pronouns appropriately for clarity and cohesion	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Use expanded noun phrases to convey complicated information concisely	
	Use patterned narrative structures e.g. 'once upon a time, 'long, long ago...' and 'lived happily ever after'	Use different types of sentences e.g. statement, command, question, exclamation	Express time, place and cause using conjunctions e.g. when, before, after, while, so, because  Express time, place and cause using adverbs e.g. then, next, soon, therefore  Express time and place using prepositions e.g. before, after, during, in, because of	Develop the use of relative clauses beginning with <i>who, which, where, that</i>  Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i>	Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun  Use modal verbs or adverbs, indicating possibility e.g. ' <i>The ride may be too scary</i> ', ' <i>You should look for your little brother.</i> '	Use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty
	Spaces are left between words					
	Use capital letters and full stops to demarcate sentences	Capital letters, full stops usually used accurately				
	Use capital letters for names, places, the days of the week and personal pronoun I					



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Sentence Structure and Punctuation



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use/experiment with sentences using question marks and exclamation marks	question marks and exclamation marks usually used accurately				
		Use apostrophes to show possession and contracted form in spelling		Use apostrophes to mark plural possession e.g. the girls' names, the boys' boots		
			Begin to use inverted commas to punctuate direct speech	Secure use of direct speech punctuation, including punctuation within and surrounding inverted commas	Use inverted commas correctly Use commas to clarify meaning or avoid ambiguity in writing	
		Use commas to separate items in a list			Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma Use brackets, dashes, to indicate parenthesis	Use semi-colons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list and punctuate bullet
						Use hyphens to avoid ambiguity e.g. <i>man eating shark</i> v <i>man-eating shark</i> and <i>re-cover</i> v <i>re-cover</i>
	Some features of written Standard English evident in writing e.g. 'He saw the dog' rather than, 'they seen the	Features of written Standard English evident in writing e.g. 'They saw the dog', rather than 'He seen the dog'				Punctuate bullet points consistently



Holy Trinity C.E. Academy  
Text Structure and Organisation



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Write simple phrases and sentences that can be read by others	Structure own writing using some of the features of given form, audience and text type/genre e.g instructions, <i>'First, slice the bread'</i>	Pupils' writing shows an awareness of purpose, form and audience		Able to use 1 <sup>st</sup> and 3 <sup>rd</sup> person appropriately and consistently throughout the text	Use mixed text types in writing for a variety of purposes e.g. <i>a persuasive letter, instructions written for a giant</i>	Use an appropriate form, audience and register to match purpose of the writing, e.g. <i>an eyewitness report for the police is: audience – police; purpose –to recount; style – formal; form – eyewitness report;</i>  Secure use of mixed genres for a variety of purposes e.g. <i>a fictional newspaper report, a persuasive letter</i>
			Pupils' writing shows language and structural features of given text – type/genre e.g. <i>re-counts, instructions, non-chronological reports and narrative</i>		Writing shows language and structural features of given text-type/genre		
			Opening / closing signalled e.g. <i>'Introduction/development/ conclusion in non-fiction and beginning, middle and ending in narrative</i>	Use simple, organisational devices e.g. <i>sub-headings, bullet points, text layout, possible links to ICT</i>	Use a range of organisational devices e.g. <i>sub-headings, bullet points, text layout, possible links to ICT, graphic organisers e.g. 'story mountain'</i>	Writing is effectively controlled across texts e.g. <i>closings refer back to openings</i>  Use a wide range of presentational and organisational devices to structure text	Use a range of presentational and organisational devices to structure text and guide the reader e.g. <i>use of illustrations, hyperlinks, flashbacks, single line paragraph for effect</i>
		Basic sequencing of ideas	Basic sequencing of ideas e.g. <i>time related words or phrases, line-breaks, headings, numbers</i>			Link ideas across paragraphs e.g. <i>use of adverbial phrases for time, place, number or tense choices</i>	Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs
		Sequence sentences to form short narratives	Narrative includes setting, character and plot	Narratives include opening, dilemma, conflict, problem, resolution, ending	Organise narrative into chapters, use structure: intro, build- up conflict, resolution	In writing describe setting, character and atmosphere Use flashbacks and non-linear text structures	
			Related points next to each other	With support begins to use paragraphs to organise ideas	Secure the use of paragraphs to organise ideas around a theme  Some attempt to link paragraphs together across a text	Build cohesion within a paragraph e.g. use of pronouns and conjunctions	Some shaping of paragraphs evident e.g. highlight or prioritise information, build tension or interject comment



# Holy Trinity C.E. Academy

## Vocabulary



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use new vocabulary and patterned phrases from their reading/own wider experiences/discussions to help engage the reader	Use new vocabulary and patterned phrases from their reading	Varied vocabulary across fiction and non-fiction including technical vocabulary related to the subject	Vary vocabulary across fiction and non-fiction including technical vocabulary related to the subject	Select appropriate vocabulary to enhance meaning or emphasis in narrative <i>e.g. 'the dragon trundled down the path'</i>	Select vocabulary and grammatical structures that reflect the level of formality required
	Add detail to writing using simple descriptive language	Use adventurous vocabulary in their writing <i>e.g. adjectives, verbs and adverbs in narrative e.g. the dragon thundered furiously down the path</i>	Use words and phrases that capture the reader's interest and imagination  Begin to experiment with figurative language	Select appropriate vocabulary to create settings, characters and plot	Use descriptive language in order to create setting, character and atmosphere  Use new vocabulary and patterned phrases from reading/own experiences to help engage the reader	Use figurative language to develop setting, character and atmosphere
	Use vocabulary collected from cross curricular learning	Use technical vocabulary, <i>e.g. the bakery, the forest canopy</i>			Use technical language in non-fiction <i>e.g. 'In 1066 William became King of England'</i>	Vary vocabulary across a range of genres/text-types including technical vocabulary related to the subject
				Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  Effectively use conjunctions, adverbs and prepositions to express time and cause and place		Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
	Take an interest in, enjoy and explore new vocabulary	Take an interest in, enjoy and explore new vocabulary in order to support their writing			Take an interest in, enjoy and explore new vocabulary in order to support their writing	
		Use expanded noun phrases to describe/specify <i>e.g. 'The green dragon', a bird in its nest', 'the fire in the bakery'</i>	Explore nuances of meaning through reading and discussion and apply in writing to create a specific effect	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases <i>e.g. the teacher expanded to: the strict maths teacher with curly hair</i>		Understand nuances in vocabulary choice



Holy Trinity C.E. Academy  
Handwriting



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Sit correctly at a table, holding a pencil com-					
	Write recognisable letters, most of which are correctly formed;	Begin to form lower case letters in the correct direction, starting and finishing in the right	Form lower-case letters of the correct size relative to one another				
			Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other, are best unjoined	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined			
		Form capital letters	Write capital letters the correct size, orientation and relationship to one another and lower-case letters				
		Form digits 0-9	Write digits the correct size, orientation				
		Understand which letters belong to which handwriting families					
			Use spacing between words that reflects the size of the letters				
				Increase the legibility, consistency and quality of their handwriting (downstrokes of letters are parallel and equidistant, lines of writing are spaced sufficiently so that the ascenders and descenders of		Write legibly, fluently and with increasing speed (choosing whether to join or not specific letters, choosing which shape of a letter to use when given choices)	



Holy Trinity C.E. Academy  
Planning and Drafting



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning	Pupils plan with a clear purpose, audience and form	Pupils plan with a clear purpose, audience and form	Plan with a clear purpose, audience and form	Plan with a clear purpose, audience and form	Identify the audience and purpose Suggest an appropriate form of writing Plan with a clear purpose, audience and form	Independently identify and select the audience and purpose, form and style of writing Independently plan own ideas for developing characters and settings, narrative structure. Independently plan using appropriate features of non-fiction text type/mixed
	Say out loud what they are going to write	Plan and/or rehearse orally what they are going to write	Discuss and record ideas before writing	Discuss and record ideas before writing		
	Compose a sentence orally before writing it	Encapsulate, sentence by sentence what they want to say	Compose/rehearse sentences orally specific to the genre/text-type	Compose and rehearse sentences orally specific to the genre/text-type		
Drafting	Begin to organise their ideas in writing	Use the drafting process to gather and write down ideas and key words, including new vocabulary drawn from reading and discussion of different types of writing	Use reading experiences and understanding of structural organisers to help plan their writing in a genre/text-type	Use reading experiences and understanding of structural organisers to help plan their writing in a range of genre/text-types	Use note-making to record ideas using reading and research	Use note-making techniques to plan, develop and summarise ideas using reading and research where appropriate
		Develop a positive attitude towards and stamina for writing				
			Enhance the effectiveness of what is written	Enhance the effectiveness of what is written	Independently enhance the effectiveness of writing through reading, evaluating and redrafting	Make appropriate choices of grammar and vocabulary to clarify and enhance meaning



# Holy Trinity C.E. Academy

## Evaluating and Editing



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	With support, if appropriate, reread sentences for sense	Re read ensuring it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form				
	Discuss what they have written with others/teacher					
	Evaluate impact on <i>reader e.g. intended purpose of the writing, language features of the genre, form in which it was written e.g. letter, blog etc.</i>	Evaluate the effective use of word choice, grammar and punctuation	Evaluate own writing against the purpose, text structure, language features of the genre/text-type	Evaluate their own and others' writing against set criteria: planning purpose, text structure, language features of the genre/text-type	Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis  Evaluate and edit own and others' writing against a set criteria, some of which may be	Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis  Evaluate and edit own and others' writing against a set criteria generated by pupils
		Make simple additions, revisions, corrections, following proof-reading and evaluation of writing	Make improvements related to aspects of appendix 2 statutory requirements relating to the needs of the children	Make improvements related to aspects of Appendix 2 statutory requirements relating to the needs of the children	Ensure consistent and correct use of tense throughout a piece of writing  Ensure correct subject and verb	
		Proofreading to check for errors in spelling, grammar and punctuation	Proofread for spelling and punctuation errors	Proofread for spelling and punctuation errors	Proofread for spelling and punctuation errors	Proofread for spelling and punctuation errors
				Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences	Learn use and apply the grammar for year 5 appendix 2, through discussion, editing and evaluating their own rereading and writing	Learn, use and apply the grammar for year 6 appendix 2, through discussion, editing and evaluating their reading and writing
	Re read aloud, clearly enough to be heard by others	Read aloud what they have written with appropriate intonation	Read aloud their own writing using appropriate intonation, tone and volume to make the meaning clear	Read aloud their own writing, using appropriate intonation, tone and volume to make the meaning clear	Present [perform] their writing, if appropriate, using intonation, volume and movement to make the meaning clear	Précis longer passages