Vocabulary, Sentence Structure and Grammar Coverage

Year Group	Vocabulary & Word Choice	Sentence Structure	Grammar
Year 1	· Name people, places and objects accurately. · Use simple adjectives to add detail (big, shiny, cold). · Begin choosing more interesting verbs instead of *went* or *got*. · Begin using joining words such as *and*.	·orally rehearse sentences before writing Write complete simple sentences. · Join ideas using **and**. · Say sentences aloud before writing. · Re-read to check they make sense. · Sequence sentences to tell a simple story.	· Understand what a **word** and a **sentence** are. · Combine words to make simple sentences. · Join words and clauses using **and**. · Use singular and plural nouns correctly. · Use regular plural endings (-s, -es). · Add prefixes (un-) to change meaning. · Add suffixes (-ing, -ed, -er, -est) where no spelling change is needed. · Use the personal pronoun I correctly.
Year 2	· Choose more precise nouns and verbs. · Expand description using adjectives. · Begin using adverbs to describe actions. · Choose vocabulary appropriate to purpose. · Begin using subject vocabulary. using expanded noun phrases for specification as well as description choosing verbs carefully	· Join clauses using **and, but, or**. · Use subordinating conjunctions (**when, because, if, that**). coordination subordination statements commands questions exclamations · Expand noun phrases for description. · Express time and cause.	· Use **coordination** (and, but, or). · Use **subordination** (when, if, that, because). · F · Understand and use **statements, questions, commands and exclamations**. · Use the **present and past tense** correctly and consistently. · Use the **progressive form** of verbs (e.g. *she is running, he was shouting*). · Use suffixes to create nouns and adjectives (e.g. happiness, careful)
Year 3	· Select ambitious vocabulary. · Use powerful verbs instead of common verbs. · Build word families. · Begin choosing vocabulary for effect. · Introduce figurative vocabulary where appropriate. • using a rich vocabulary from reading	· Write increasingly complex sentences. · Use coordinating and subordinating conjunctions confidently. · Vary sentence openings. expressing time expressing place expressing cause · Extend sentences using prepositional phrases. · Organise writing into paragraphs. · Introduce dialogue.	· Express **time, place and cause** using conjunctions, adverbs and prepositions. · Use **prepositions** accurately. · Use a wider range of conjunctions. · Organise ideas into paragraphs. · Use **headings and sub-headings** where appropriate. · Use the **present perfect tense** instead of the simple past (e.g. *He has gone* rather than *He went*). · Choose nouns and pronouns carefully to avoid repetition.
Year 4	· Select precise vocabulary for impact. choosing nouns precisely · Develop atmosphere through vocabulary choice. · Use powerful verbs and expanded noun phrases. · Begin selecting language appropriate for audience.	· Use fronted adverbials confidently. · Vary sentence length for effect. · Build cohesion within paragraphs. · Extend sentences with descriptive clauses. · Develop dialogue naturally. noun phrases expanded by modifying adjectives	· Develop cohesion by choosing **nouns and pronouns** appropriately. · Use **fronted adverbials** confidently. · Use **Standard English** forms for verbs (e.g. *we were* rather than *we was*). · Organise paragraphs around a theme. · Extend understanding of noun phrases.

			· Continue to use conjunctions, adverbs and prepositions effectively to link ideas.
Year 5	· Select ambitious vocabulary consistently. · Use figurative language including similes, metaphors and personification. · Use technical vocabulary where appropriate. · Maintain appropriate levels of formality. selecting vocabulary for impact rather than simply ambitious vocabulary	· Use relative clauses beginning with **who, which, where, when, whose, that.** · Manipulate sentence length for effect. · Use parenthesis naturally. · Build cohesion within paragraphs. · Link ideas fluently. converting nouns to adjectives verb prefixes	· Use **relative clauses** beginning with who, which, where, when, whose, that or omitted relative pronouns. · Use **modal verbs** (could, should, would, might, must). · Use **adverbs of possibility** (perhaps, surely, possibly). · Convert nouns and adjectives using suffixes (-ate, -ise, -ify). · Convert verbs into nouns using suffixes (-ment, -ness, -tion, -sion). · Understand and use **verb prefixes** (dis-, de-, mis-, over-, re-). · Build cohesion across paragraphs using adverbials and linking devices. · Recognise and use **devices to build cohesion** within a text.
Year 6	· Select vocabulary precisely for audience and purpose. · Sustain an appropriate register. · Manipulate vocabulary for effect. · Develop an individual authorial voice. · Use sophisticated figurative language appropriately. recognising subtle differences between synonyms	· Manipulate sentence structure deliberately. · Control pace through sentence length. · Use a range of cohesive devices. · Build cohesion across paragraphs. · Craft sentences to influence the reader. using ellipsis (although punctuation, it affects sentence structure)	· Recognise the difference between **formal and informal** vocabulary and grammar. · Use the **passive voice** where appropriate. · Use the **subjunctive form** in formal writing where appropriate. · Use a wider range of cohesive devices to link ideas across paragraphs. · Use **ellipsis** to create cohesion or indicate omission. · Understand and manipulate **layout devices** to structure texts. · Select grammar deliberately to suit **audience, purpose and formality.** · Draw on the full range of grammar taught throughout Key Stage 2 independently and accurately.

Composition, Text Organisation, Audience and Purpose and Writing Craft

Year Group	Composition	Text Organisation	Audience & Purpose	Writing Craft
Year 1	· Say ideas aloud before writing. · Sequence ideas logically before writing. · Write simple narratives, recounts and captions. · Re-read work to check it makes sense. · Make simple additions to improve meaning. · Draw on personal experiences and familiar stories.	· Write sentences in a logical order. · Create a clear beginning and ending. · Leave spaces between words. · Begin a new line for a new idea when appropriate.	· Understand that writing has different purposes. · Write for familiar audiences. · Use simple language suitable for the task.	· Describe characters using simple adjectives. · Describe settings using colour, size and shape. · Use simple time words (First, Then, Next, Finally). · Repeat key words for effect. · Include simple feelings.
Year 2	· Plan ideas orally before writing. · Sustain ideas across a whole piece. · Write narratives and non-fiction independently. · Proofread punctuation and spelling. · Edit by adding or changing vocabulary. · Evaluate writing with support.	· Group related ideas together. · Write clear openings and endings. · Use headings in simple non-fiction. · Begin using paragraphs where appropriate.	· Write for different purposes including stories, reports, instructions and letters. · Begin adapting vocabulary for different audiences.	· Expanded noun phrases. · Interesting sentence openers. · Dialogue begins. · Powerful verbs. · Build simple suspense. · Describe characters' thoughts and feelings.
Year 3	· Plan using notes and simple planning formats. · Draft writing before publishing. · Develop characters, settings and plot. · Edit vocabulary and grammar. · Evaluate writing with peers. · Improve writing after feedback.	· Organise ideas into paragraphs. · Use headings and subheadings. · Organise chronological and non-chronological texts effectively. · Link ideas within paragraphs.	· Consider audience when selecting vocabulary. · Adapt writing to suit different genres. · Begin maintaining viewpoint throughout a piece.	· Dialogue to move action forward. · Show, not tell. · Powerful verbs. · Expanded noun phrases. · Prepositional phrases. · Similes begin to appear naturally.
Year 4	· Create atmosphere through description. · Build tension in narratives. · Edit independently to improve clarity. · Strengthen vocabulary choices. · Improve cohesion throughout writing.	· Paragraphs organised around a theme. · Link ideas within paragraphs. · Use headings and subheadings effectively. · Begin linking paragraphs.	· Maintain purpose throughout a piece. · Adapt tone appropriately. · Select language for different audiences.	· Figurative language. · Characterisation. · Suspense. · Vary sentence length for effect. · Dialogue that reveals character. · Build atmosphere through description.
Year 5	· Plan with audience and purpose in mind. · Redraft independently. · Balance dialogue, action and description. · Build tension and suspense deliberately. · Evaluate effectiveness of writing.	· Link paragraphs using adverbials. · Use cohesive devices. · Structure non-fiction confidently. · Organise information logically across longer texts.	· Shift between formal and informal language appropriately. · Choose layout and language for purpose. · Adapt writing for a wide range of audiences.	· Relative clauses. · Parenthesis. · Flashbacks. · Metaphors. · Personification. · Manipulate sentence length for pace.

Year 6	· Manipulate writing for impact. · Sustain viewpoint across extended writing. · Refine writing through several drafts. · Select the most effective vocabulary and grammar choices. · Edit independently for effect as well as accuracy.	· Build cohesion across whole texts. · Manipulate paragraph length and order. · Craft effective openings and endings. · Organise writing to maximise impact on the reader.	· Confidently adapt language, structure and register for purpose and audience. · Sustain an appropriate level of formality. · Select genre features independently.	· Authorial voice. · Symbolism. · Manipulating pace. · Contrast. · Sophisticated figurative language. · Dialogue integrated naturally with action and description. · Structural choices to influence the reader.

Punctuation, Spelling, Editing and Handwriting

Year Group	Punctuation	Spelling	Editing & Proofreading	Handwriting & Presentation
Year 1	· Leave spaces between words. · Use **capital letters** at the beginning of sentences. · Use **capital letters** for names of people, places, days of the week and the pronoun **I**. · Use **full stops** accurately. · Use **question marks** accurately. · Use **exclamation marks** accurately. · Begin using punctuation consistently in every sentence .	· Apply taught phonics to spell words. · Spell Year 1 Common Exception Words. · Add **-s, -es** for plurals. · Add **-ing, -ed, -er, -est** where no spelling change is needed. · Use the prefix **un-**. · Segment unfamiliar words into phonemes.	· Read work aloud to check it makes sense. · Correct missing capital letters and full stops. · Check spellings using phonics. · Make simple improvements after discussion with an adult.	· Sit correctly and hold a pencil effectively. · Form lower-case and capital letters correctly. · Form digits correctly. · Leave appropriate spaces between words. · Present work neatly.
Year 2	· Secure all Year 1 punctuation. · Use **commas to separate items in a list**. · Use **apostrophes for contraction** (don't, can't, I'm). · Use **apostrophes for singular possession** (the girl's coat). · Apply punctuation accurately across longer pieces of writing. · Begin punctuating speech through oral rehearsal (preparation for Year 3).	· Spell Year 2 Common Exception Words. · Use suffixes (**-ment, -ness, -ful, -less, -ly**). · Apply spelling rules when adding **-ed, -ing, -er, -est, -y**. · Spell contractions correctly. · Learn common homophones and near homophones. · Use the possessive apostrophe for singular nouns.	· Proofread for punctuation and spelling. · Replace simple vocabulary with more effective choices. · Add missing words. · Improve sentence structure with support.	· Form letters of consistent size. · Begin using diagonal joins where appropriate. · Ensure writing is legible. · Present work consistently across subjects.
Year 3	· Secure apostrophes for contractions and singular possession. · Introduce **inverted commas** (speech marks) to punctuate direct speech. · Place **commas before the closing inverted comma** where appropriate. · Use a **new line for each new speaker**. *(Although this is organisation rather than punctuation, it should be taught alongside speech punctuation.)* · Continue to apply all previous punctuation accurately.	· Spell Year 3/4 statutory words. · Use prefixes (**dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-**). · Apply a wider range of suffixes. · Spell homophones accurately. · Use root words and word families. · Use dictionaries to check spellings.	· Edit grammar and punctuation independently. · Improve sentence openings. · Check vocabulary choices. · Improve cohesion within paragraphs.	· Use joined handwriting consistently. · Ensure letters are uniform in size. · Increase fluency while maintaining legibility. · Take pride in presentation.
Year 4	· Secure direct speech punctuation. · Use **commas after fronted adverbials**. · Use **apostrophes for plural possession** (the girls' coats). · Apply punctuation accurately across different genres.	· Secure Year 3/4 statutory words. · Consolidate prefixes and suffixes. · Apply spelling patterns confidently. · Spell words with prefixes and suffixes accurately. · Use dictionaries independently.	· Edit for grammar, punctuation and vocabulary. · Improve cohesion between paragraphs. · Refine sentence variety. · Check writing against success criteria independently.	· Maintain fluent joined handwriting. · Present work consistently across the curriculum. · Write at an appropriate speed without losing legibility.

	· Select punctuation confidently rather than simply correctly.			
Year 5	· Use **brackets** to indicate parenthesis. · Use **dashes** to indicate parenthesis. · Use **commas** to indicate parenthesis. · Use **commas to clarify meaning** and avoid ambiguity. · Use **hyphens** to avoid ambiguity (e.g. *man-eating shark* vs *man eating shark*). · Select punctuation to improve clarity and effect.	· Spell Year 5/6 statutory words. · Understand morphology (word structure). · Understand etymology (word origins). · Spell words with silent letters. · Distinguish between commonly confused words. · Use dictionaries and thesauruses effectively.	· Edit for audience and purpose. · Improve sentence fluency. · Strengthen vocabulary. · Check cohesion across paragraphs. · Redraft sections independently.	· Produce fluent, joined handwriting at speed. · Adapt presentation for different purposes. · Produce work suitable for publication.
Year 6	· Use **semi-colons** to separate closely related independent clauses. · Use **colons** to introduce a list. · Use **colons** to introduce an explanation. · Use **bullet points** consistently where appropriate. · Secure the use of **hyphens** to avoid ambiguity. · Select punctuation deliberately to control pace, emphasis and meaning across a text	· Secure Year 5/6 statutory words. · Apply morphology and etymology to unfamiliar words. · Spell ambitious and subject-specific vocabulary accurately. · Choose the correct spelling from homophones and near homophones. · Proofread spelling independently.	· Edit independently for accuracy **and** impact. · Improve vocabulary, cohesion and style. · Refine sentence structures. · Evaluate writing critically. · Produce polished final drafts.	· Write fluently, legibly and at speed. · Select the most appropriate presentation for purpose and audience. · Produce consistently high-quality presentation across all subjects.