

GRAMMAR & SENTENCE STRUCTURE							
NURSERY	RECEPTION	1	2	3	4	5	6
	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>How words can combine to make sentences</p> <p>Noun phrases (e.g. the butterfly, the man)</p> <p>Joining words & joining clauses using and</p> <p>To add reason using because</p> <p>Sequencing sentences to form short narrative</p> <p>Separation of words with spaces</p> <p>Introduction to past simple and present simple tense</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>How grammatical patterns in a sentence indicate its function as a statement, question, command or exclamation</p> <p>Correct choice and consistent use of tenses;</p> <ul style="list-style-type: none"> Present simple and past simple tense (e.g. she walks, he shouted) Present progressive and past progressive tense (e.g. she is walking, he was shouting) <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spellings</p> <p>Apostrophes to mark singular possession in nouns (e.g. the girl's name)</p>	<p>Subordination (AWHITEBUS) and co-ordination (FANBOYS)</p> <p>Expressing time, place and cause using:</p> <ul style="list-style-type: none"> Conjunctions (e.g. when, before, after, while, so, because) Adverbs (e.g. then, next, soon, therefore) Prepositions (e.g. before, after, during, in, because of) <p>Introduction to paragraphs as a way to group related material</p> <p>Correct choice and consistent use of tenses;</p> <ul style="list-style-type: none"> Present simple and past simple tense (e.g. she walks, he shouted) Present progressive and past progressive tense (e.g. she is walking, he was shouting) Present perfect and past perfect tense (e.g. She has walked, he had shouted) <p>Introduction to inverted commas to punctuate direct speech</p> <p>e.g. "That's Harry Potter!" whispered the boy.</p>	<p>Subordination (AWHITEBUS) and co-ordination (FANBOYS)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and proposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials (e.g. later that day, I heard the bad news.)</p> <p>TRaMP adverbs Time, Reason, Manner, Place</p> <p>Correct choice and consistent use of tenses;</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Apostrophes to mark plural possession (e.g. the girl's name, the girls' names)</p> <p>Use of commas after fronted adverbials</p> <p>Use of inverted commas and other punctuation to indicate direct speech and emotion.</p> <p>e.g. "That's Harry Potter!" whispered the boy in shock.</p>	<p>Subordination (AWHITEBUS) and co-ordination (FANBOYS)</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun</p> <p>Indicating degrees of possibility using:</p> <ul style="list-style-type: none"> Adverbs (e.g. perhaps, surely) Modal verbs (e.g. might, should, will, must) <p>Devices to build cohesion within a paragraph (e.g. then, after that, firstly)</p> <p>TRaMP adverbs Time, Reason, Manner, Place</p> <p>Correct choice and consistent use of tenses;</p> <p>Linking ideas across paragraphs using adverbials of</p> <ul style="list-style-type: none"> Time (e.g. later) Place (e.g. nearby) Tense choices (e.g. he had seen her before) <p>Dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>Use of inverted commas and other punctuation to indicate direct speech, emotion and action</p> <p>e.g. As he pointed towards the wizard, the boy whispered in shock: "That's Harry Potter!"</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: 'He's your friend, isn't he?' or the use of the subjunctive forms such as 'if I were' or 'were they to come' in some very formal writing)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections (e.g. The use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. it's raining; I'm fed up)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark or recover versus re-cover)</p> <p>Use of inverted commas and other punctuation to indicate direct speech, emotion, action and thought.</p> <p>e.g. As he pointed towards the wizard, the boy whispered in shock: "That's Harry Potter!" Everyone gasped in disbelief as it couldn't be true; could it?</p>

COMPOSITION & EFFECT – KEY FOCUS

NURSERY	RECEPTION	1	2	3	4	5	6
<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p>	<p>Write short sentences with words with known sound-letter correspondences, beginning to use a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Sequence properly punctuated sentences.</p> <p>Write and sequence coherent sentences with some descriptive detail. Writing based on familiar stories and own experiences</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Add detail to writing.</p> <p>Show awareness of the reader, through using language features relevant to the text type. Add detail to narrative writing through describing characters, setting and using dialogue. Group ideas together to form a clear series of events.</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating • Re-reading • Proofreading. 	<p>Sustain and expand a range of text types</p> <p>Write narratives based on familiar or given models where some elements are changed. Begin to structure texts using paragraphs. Develop characterisation through dialogue between characters. Show how characters react to events.</p> <p>Write well-structured non-fiction texts beginning to use precision language for description. Use language features appropriate to text type.</p> <p>Assess the effectiveness of their writing, making changes to grammar and vocabulary to improve consistency.</p>	<p>Manipulate detail within a well-structured text</p> <p>Write complete texts, organising paragraphs around a theme. Show how one event leads to another.</p> <p>Include vivid descriptive detail to evoke the setting and relationship between characters. Use a variety of language features and techniques to evoke a response from the reader, vary pace and maintain engagement.</p> <p>Assess the effectiveness of their writing, making changes to grammar and vocabulary to improve consistency.</p>	<p>Develop styles of writing</p> <p>Experiment with a range of styles using given models and show increasing awareness of the reader through recaps, humour, asides, repetition, etc.</p> <p>Develop characterisation, showing different situations and change over the course of a series of events.</p> <p>Adapt writing for a range of audiences taking different viewpoints.</p> <p>Experiment with different text structure. E.g. non-linear narratives.</p> <p>Assess the effectiveness of their writing, making changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Writing for effect</p> <p>Draw on a range of styles and techniques appropriate to different narrative and non-fiction genres. Language features, vocabulary and sentence structures are consciously selected to achieve the appropriate effect.</p> <p>Description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action.</p> <p>Manipulate typical characters, settings and events to surprise and engage the reader.</p> <p>Use expressive and figurative language showing understanding of the nuances in vocabulary choice.</p> <p>Assess the effectiveness of their writing making changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>

HANDWRITING

NURSERY	RECEPTION	1	2	3	4	5	6
<p>Write some letters accurately.</p>	<p>Form lower-case and capital letters correctly.</p>	<p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Forms capital letters</p> <p>Forms digits 0 – 9</p> <p>Understands which letters belong to which handwriting ‘families’</p> <p>Makes distinctions in most writing between ascenders and descenders and other ‘between the line’ letters</p> <p>Clearly distinguishes between similar looking letters e.g. h/n, a/g, a/e etc.</p>	<p>Forms lower-case letters in the correct orientation and size relative to one another</p> <p>Has begun to use some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left un-joined</p> <p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Uses spacing between words that reflects the size of the letters</p>	<p>Begins to use the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left un-joined</p> <p>Increases the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Secures the use of the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left un-joined</p> <p>Increases the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Writes legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. E.g. using an un-joined script for caption, diagram labels, heading in non-fiction, slogans in posters, filling in a form, in algebra • Choosing the writing implement that is best suited for a task 	<p>Writes legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. E.g. using an un-joined script for caption, diagram labels, heading in non-fiction, slogans in posters, filling in a form, in algebra • Choosing the writing implement that is best suited for a task • Making appropriate choices in presenting information and ideas on paper and when using ICT; using presentational features (e.g. bullet lists, headings/subheadings, diagrams, graphs, captions) to organise information and to aid understanding.

EXEMPLIFICATION OF SENTENCE STRUCTURE IN WRITING

NURSERY	RECEPTION	1	2	3	4	5	6
	<p>The king has a ring. A bee can buzz. A pig in red boots. He can kick.</p> <p>(Sentences may not always be punctuated accurately)</p>	<p>Narrative</p> <p>One day Humpty Dumpty went for a walk. He found a big wall. Humpty Dumpty sat on the wall and he had a great fall.</p> <p>Non-Fiction</p> <p>A Griffle is a greedy animal. Griffles like to eat jam sandwiches. Griffles have one red tail and three long arms.</p>	<p>Narrative</p> <p>Humpty Dumpty was sitting on Mr Gill's old, broken wall when a strong wind blew. Poor Humpty! What would happen to him?</p> <p>Non-Fiction</p> <p>Griffles are the greediest animals on the planet. They like most foods but they hate green bananas, white chocolate and plain crisps. They get very cross when they are hungry. Never get too close to a hungry Griffle. It might bite you!</p>	<p>Narrative</p> <p>Humpty Dumpty set off as the sun rose above the hills. He was sitting happily on the old, crumbling wall when a gust of wind rushed past," oh no!" said Humpty.</p> <p>Non-Fiction</p> <p>Griffles are incredibly greedy animals. The often think about what to eat for tea while they are eating their lunch! A Griffle can easily eat a supersize burger meal, an ice cream with three scoops and three chocolate muffins before breakfast. Never approach a Griffle when it is eating because it might think that you are trying to steal its food. It might bite you with its razor-sharp teeth!</p> <p>**Inverted commas introduced, mostly used accurately.</p>	<p>Narrative</p> <p>As the sun rose above the hills, Humpty Dumpty sat happily on the old, crumbling wall in the middle of Mr Gill's field. Suddenly, a gust of wind whipped past. "Oh no!" Humpty exclaimed.</p> <p>Non-Fiction</p> <p>It is a well-known fact that Griffles are incredibly greedy creatures with huge appetites. Unbelievably, a fully-grown Griffle can eat twice its own body weight in food at every meal. Interestingly, a Griffle's favourite meal contains an equal balance of sugar and fat. Therefore, cheesecake makes the perfect snack for a hungry Griffle. As Griffles are fiercely defensive of their food, never go near one when it is eating.</p>	<p>Narrative</p> <p>As the sun rose above the hills, Humpty Dumpty, who never listened to good advice, sat happily on the old, crumbling wall in the middle of Mr Gill's field. Suddenly, a gust of wind – as strong as a hurricane - whipped past. "Oh no," he grumbled, sitting up wiping the dust from his eyes.</p> <p>Non-Fiction</p> <p align="center"><u>Eating Habits</u></p> <p>Griffles, who are often found in the Hertfordshire countryside, are fascinating creatures. Perhaps the most unusual fact about Griffles is that they are incredibly greedy creatures with huge appetites. Unbelievably, a mature Griffle (a Griffle is considered fully-grown from 2 years of age) can eat twice its own body weight in food at every meal – sometimes more! A Griffle's favourite meal contains an equal balance of sugar and fat, with a small amount of carbohydrate, which they find hard to digest. Therefore, cheesecake – lemon and lime seems to be a popular choice – makes the perfect snack for a hungry Griffle.</p>	<p>Narrative</p> <p>As the sun rose above the hills, Humpty Dumpty, who never listened to good advice, sat happily on the old, crumbling wall in the middle of Mr Gill's field thinking about what a lucky egg he was he listed his best qualities: a good-sized shell with a lovely shine; an 'egg'cellent sense of humour and an attractive appearance. Nothing could go wrong; life was good. Suddenly, and without warning; a gust of wind – as strong as a hurricane - whipped past. The wall was destroyed... completely destroyed.</p> <p>"Why is this happening to me?" he cried.</p> <p>Humpty Dumpty was sat on damp ground; he had a bad feeling. "Now what," he exclaimed.</p> <p>Non-Fiction</p> <p align="center"><u>Eating Habits</u></p> <p>Griffles (Latin name; 'Griffalis gargantious'), who are mostly found in the more rural areas of Hertfordshire, are very interesting creatures. Despite their slim appearance, Griffles are well known for their huge appetite; a fully-matured male can eat twice its own body weight in a single meal! However, the question is: if a hungry Griffle were to turn up for dinner unexpectedly, what would you feed it? Put together soft full fat cheese, butter, sugar and zesty lemons and you have the perfect combination...lemon cheesecake! The balance of fat and sugar in this tasty treat meets the dietary needs of a Griffle.</p>