# Key Priorities that children must be confident with. Each year builds on the previous year/s.

| | Rec | 1 | 2 | 3 | 4 | 5 | 6 |
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| Narrative skills- *describe characters, settings and atmosphere* | (Reading ELGs) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br><br>Anticipate, where appropriate, key events in stories.<br><br>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Simple sentences<br>Adjectives<br>Simple conjunctions – and / or | Extended sentences<br>Correct tense<br>Adverbs<br><br>*Beg/middle/end*<br>*Stamina in writing*<br>*Paragraphing (basic)* | Expanded noun phrases<br>Figurative language – e.g simile, metaphor<br>Prepositions of times and place<br>Fronted adverbial of time and place | Consistent viewpoint – e.g 1st person/3rd person<br>Pronouns for cohesion / repetition<br>Adverbials for cohesion (e.g time and place) across two paragraphs<br>Embedded clauses<br>Range of sentence lengths<br>Develop character through use of dialogue | Cohesive techniques used across multiple paragraphs (whole text)<br>Adventurous vocabulary<br>Passive voice<br>Modal verbs<br>Relative clauses<br>Show not tell | Precise vocabulary chosen for effect<br>Range of cohesion techniques used effectively and consistently<br>Active and passive voice |
| Punctuation | Write simple phrases and sentences that can be read by others. | Full stops<br>Capital letters – start of a sentence, own name | All uses for a capital letter<br>Use of question mark and exclamation mark<br>Commas in lists<br>Apostrophes for contracted forms and singular possessive | Inverted commas for direct speech – e.g one character's speech, correctly punctuated | Inverted commas<br>Apostrophe to mark singular and plural possession<br>Use of commas after fronted adverbial.<br>Correctly punctuated dialogue (e.g use of a new line) | Brackets, dashes to indicate parenthesis<br>Commas used to clarify meaning in longer sentences | Use of semi colon, colon and dash to mark clauses.<br>Use of colon to introduce a list.<br>Punctuation of a bullet point list.<br>Hyphens to avoid ambiguity<br>Complex punctuation |
| Text structure | | | | Information in paragraphs<br><br>Heading and subheadings<br><br>Perfect form of verbs | Use of paragraphs to organise ideas around a theme.<br><br>Appropriate choice of pronoun or noun use across sentence to aid cohesion and avoid repetition | Devices to build cohesion within a paragraph (then, after that, this, firstly)<br><br>Layout devices – headings, subheadings, columns, bullets, tables etc. | Linking ideas across paragraphs for cohesion – repetition of a word/phrase, adverbials, ellipsis etc. |
| Sentence structure | Write simple phrases and sentences that can be read by others. | Use of finger spaces<br><br>Forming a sentence | Subordination – when, if, that, because<br>Coordination – or, and, but | Use of adverbials – e.g<br>Time and cause – when, | Fronted adverbials | Relative clauses<br><br>Indicating degrees of | Passive voice.<br>Expanded noun phrases to convey concise information |

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| | | that makes sense (use of subject-verb-object)<br><br>Having a sequence of sentences | Expanded noun phrase<br><br>Present and past tense | so, before, after, while, because<br>Adverbs – then, next, soon<br>Prepositions – before, after, during, because of | Consistent use of present and past tense | possibility using modal verbs (might, could, will) or adverbs (perhaps, surely) | Formality<br>Subjunctive form |
| Word level | Spell words by identifying sounds in them and representing the sounds with a letter or letters. | Using phonetically plausible attempts when spelling<br><br>Yr 1 word list | Yr 2 word list<br>Personal spelling dictionaries are introduced | Words from Y3/4 list<br>Personal spelling dictionaries are used in Yr 3<br>Begin to use regular dictionaries to check some spellings in Yr 4 | | Words from Y5/6 list<br><br>Use dictionaries to check spellings and to inform spelling choices | |
| Handwriting | Write recognisable letters, most of which are correctly formed. | Produce clear and consistent letter formation | Begin to use horizontal and diagonal strokes that join letters | Show greater consistency and fluency of joined handwriting | | Maintain legibility in joined handwriting when writing at speed | |