



Vocabulary and Grammar: Sentence Construction and Tense

Pre-School	Reception Year	Year 1	Year 2
<ul style="list-style-type: none"> Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words 	<ul style="list-style-type: none"> Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. 	<p>To use simple sentence structures.</p>	<ul style="list-style-type: none"> To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.

Vocabulary and Grammar: Use Phrases and Clauses

Pre-School	Reception Year	Year 1	Year 2
<ul style="list-style-type: none"> Use longer sentences of four to six words. 	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. 	<ul style="list-style-type: none"> To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences. 	<ul style="list-style-type: none"> To using co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).



Vocabulary and Grammar: Punctuation

Reception Year	Year 1	Year 2
<ul style="list-style-type: none"> • Use longer sentences of four to six words. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. 	<ul style="list-style-type: none"> • To use the joining word (conjunction) 'and' to link ideas and sentences. • To begin to form simple compound sentences. 	<ul style="list-style-type: none"> • To use co-ordination (or/and/but). • To use some subordination (when/if/that/because). • To use expanded noun phrases to describe and specify (e.g. the blue butterfly).

Vocabulary and Grammar: Use of terminology

Reception Year	Year 1	Year 2
N/A	<ul style="list-style-type: none"> • To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. 	<ul style="list-style-type: none"> • To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.



Composition: Planning, Editing and Writing

	Reception Year	Year 1	Year 2
<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Engage in extended conversations about stories, learning new vocabulary. • 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; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately. • Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. 	<ul style="list-style-type: none"> • Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense. • Develop storylines in their pretend play. • Write simple phrases and sentences that can be read by others. • Invent, adapt and recount narratives and stories with peers and teachers. 	<ul style="list-style-type: none"> • To say out loud what they are going to write about. • To compose a sentence orally before writing it. • To sequence sentences to form short narratives. • To discuss what they have written with the teacher or other pupils. • To reread their writing to check that it makes sense and to independently begin to make changes. • To read their writing aloud clearly enough to be heard by their peers and the teacher. • To use adjectives to describe. 	<ul style="list-style-type: none"> • To write narratives about personal experiences and those of others (real and fictional). • To write about real events. To write simple poetry. • To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary • To encapsulate what they want to say, sentence by sentence. • To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. • To reread to check that their writing makes sense and that the correct tense is used throughout. • To proofread to check for errors in spelling, • grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).



Composition: Awareness of Audience, Purpose and Structure

Pre-School	Reception Year	Year 1	Year 2
<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts. • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. 	<ul style="list-style-type: none"> • To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. • To start to engage readers by using adjectives to describe. 	<ul style="list-style-type: none"> • To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. • To start to engage readers by using adjectives to describe.



Handwriting: Letter Formation, Placement and Positioning

Pre-School	Reception Year	Year 1	Year 2
<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand. • Write some letters accurately. 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Form lower case and capital letters correctly. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Write recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> • To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. • To sit correctly at a table, holding a pencil comfortably and correctly. • To form digits 0-9. • To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> • To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • To form lower case letters of the correct size, relative to one another. • To use spacing between words that reflects the size of the letters. <div data-bbox="1706 887 2130 927" style="background-color: #0056b3; color: white; text-align: center; padding: 5px;"> Joining Letters </div> <p data-bbox="1706 963 2101 1066">To begin to use the diagonal and horizontal strokes needed to join letters.</p>



Phonics and Progression: Common Exception Words

Reception Year	Year 1	Year 2
<ul style="list-style-type: none"> To write some irregular common words. 	<ul style="list-style-type: none"> To spell all Y1 common exception words correctly.* To spell days of the week correctly. 	<ul style="list-style-type: none"> To spell most Y1 and Y2 common exception words correctly.

Phonics and Progression: Prefixes and Suffixes

Reception Year	Year 1	Year 2
N/A	<ul style="list-style-type: none"> To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). 	<ul style="list-style-type: none"> To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.

Phonics and Progression: Prefixes and Suffixes

Reception Year	Year 1	Year 2
N/A	<ul style="list-style-type: none"> To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes. 	<ul style="list-style-type: none"> To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).



Phonics: Phonics and Spelling Rules

Pre-School	Year 1	Year 2
<ul style="list-style-type: none"> 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; write 'm' for mummy. 	<ul style="list-style-type: none"> To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*, which includes: <ul style="list-style-type: none"> the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is usually spelt as 'tch' and exceptions; the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); adding -s and -es to words (plural of nouns and the third person singular of verbs); adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); spelling words with the vowel digraphs and trigraphs: 	<ul style="list-style-type: none"> To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight). To apply further Y2 spelling rules and guidance*, which includes: <ul style="list-style-type: none"> the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /əɫ/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); the /aɪ/ sound spelt y (e.g. cry, fly, July); adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);
<p style="text-align: center;">Reception Year</p> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. 		



<ul style="list-style-type: none"> • 'ai' and 'oi' (e.g. rain, wait, train, point, soil); • 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); • a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); 	<ul style="list-style-type: none"> • 'oo' (food, soon); • 'oo' (book, good); • 'oa' (road, coach); • 'oe' (toe, goes); • 'ou' (loud, sound); • 'ow' (brown, down); • 'ow' (own, show); • 'ue' (true, rescue, Tuesday); • 'ew' (new, threw); • 'ie' (lie, dried); • 'ie' (chief, field); • 'igh' (bright, right); • 'or' (short, morning); • 'ore' (before, shore); 	<ul style="list-style-type: none"> • adding -ing, -ed, • -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); • the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); • the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); • the /i:/ sound spelt • -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); • the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) • the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); • the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); • the /z/ sound spelt 's' (e.g. television, usual).
<ul style="list-style-type: none"> • 'ar' (car, park); • 'ee' (green, week); • 'ea' (sea, dream); • 'ea' (meant, bread); • 'er' stressed sound (her, person); • 'er' unstressed schwa sound (better, under); • 'ir' (girl, first, third); • 'ur' (turn, church); • 'ear' (beard, near, year); • 'ear' (bear, pear, wear); • 'are' (bare, dare, scared); • 'aw' (yawn, crawl); • 'au' (author, haunt); • 'air' (hair, chair); 		



Next steps in developing these documents and their use in our federation:

- Evaluate and re-draft long term plan.
- Ensure formatting of document is correct.
- Collaborate with local pre-schools to develop detail and accuracy of pre-school learning.
- Collaborate with local secondary schools to develop detail and accuracy of year 7 learning.
- Work with colleagues to ensure these are working documents which improve the effectiveness of our teaching.