

Writing strand tracker: vocabulary, grammar and punctuation		<b>Year Group &amp; Content to be introduced</b>						
		<b>Bold = sourced from NC/ELG    Non-bold &amp; italics = HfL advice</b>						
		<b>NB: Children should be able to edit and proof read to correct previously taught skills</b>						
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<b>Text</b>	Layout devices including punctuation for layout and organisation	<i>Identify layout features in reading, naming key features (e.g. author, blurb, title)</i>	<b>Spaces between words</b>  <i>Write lists, labels and captions</i>  <i>Use title to predict content of book when reading</i>	<i>Use headings &amp; sub-headings in reading to orientate round a text</i>	<b>Headings &amp; sub-headings to aid presentation</b>	<b>Headings &amp; sub-headings to aid presentation</b>	<i>Introduction to bullet points to list information</i>	<b>Consistent punctuation of bullet points to list information</b>  <b>Headings, sub-headings, columns, bullets or tables.</b>
	Building a series of sentences to create a whole text and develop cohesion	<b>Speaking: They develop their own narratives and explanations by connecting ideas or events</b>  <i>Match short sentences or captions to a series of several pictures</i>	<b>Sequencing sentences to form short narratives</b>	<i>Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story.</i>  <b>Correct choice and consistent use of tense throughout writing</b>	<b>Introduction to paragraphs as a way to group related material</b>  <b>Beginning to use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials)</b>  <b>Beginning to choose appropriate pronoun for clarity, cohesion and to avoid repetition</b> <i>e.g. I played with my dog and he loved it.</i>	<b>Use of paragraphs to organise ideas around a theme</b>  <b>Use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials)</b>  <b>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</b> <i>e.g. Elephants are herbivores. They live in herds.</i>	<b>Use a variety of cohesive devices to build cohesion within sentences and paragraphs, including pronouns and adverbials</b>  <b>Linking ideas across paragraphs using adverbials of time (eg Later, At that moment) adverbials of place (eg Nearby, High above me,) and number (eg Firstly, Secondly,)</b>  <b>Use tenses to link ideas</b> <i>eg He had seen her before.</i>	<b>Link ideas across paragraphs using a wider range of cohesive devices:</b>  <b>Pronouns (see year 4)</b>  <b>Adverbials (see year 5)</b>  <b>Repetition of a word or phrase.</b>  <b>Ellipsis (eg She did it because she wanted to do it.)</b>

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Sentence	Developing the content of a sentence: adding information	<p><b>Reading:</b> Children read and understand simple sentences.</p> <p><b>Writing:</b> They write simple sentences which can be read by themselves and others</p>	<p>How words combine to make sentences</p> <p>Read age-appropriate books fluently, e.g. using punctuation to convey meaning (for example re-order a cut-up sentence based on the book)</p> <p>Understand and orally use a variety of grammatical structures</p>	<p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command and use each sentence type</p> <p>Expanded noun phrases for description and specification (eg. The blue butterfly, plain flour, the man in the moon)</p> <p>Add more information to a sentence through using adverbs ending in <b>-ly</b>, eg <i>She walked <u>quickly</u>.</i></p>	<p>Expanded noun phrases for description and specification (eg. The blue butterfly, plain flour, the man in the moon)</p> <p>Use of prepositions in phrases (such as: before, after, during, in, because of, across, between, over. E.g. He ate before lunchtime.)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p>	<p>Using expanded noun phrases to convey complicated information concisely. <i>e.g. a shy boy with pale, delicate features; a soft material that can be moulded</i></p> <p>Relative clauses beginning with <b>who, which, where, when, whose, that, or an omitted relative pronoun</b></p> <p>Indicating degrees of possibility using adverbs (eg. <i>Possibly, perhaps, surely</i>).</p>	<p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Select level of formality needed</p> <p><i>Varies length and focus of sentences to express subtleties in meaning and focus on key ideas</i></p>

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	Developing the structure of a sentence: using conjunctions to link ideas within a sentence	<b>Speaking:</b> Children develop their own narratives and explanations by connecting ideas or events. "Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because')." [DM, 30-50mths (C&L: speaking)]	<b>Joining words and joining clauses using and</b>  <i>Use 'because' orally to develop reasoning and justify, e.g. in reading and science; spell as a Common Exception Word</i>  <i>Use orally, read in and spell the words (as part of phonics programme): when, if, that, but, or</i>	<b>Subordination (using conjunctions such as when, if, that, because) and co-ordination (using and, but, or)</b>	<b>Extending range of sentences with more than one clause by using a wider range of conjunctions (including when, if because, although)</b> <i>e.g. He ate his lunch before he left home.</i>	<b>Extending range of sentences with more than one clause by using a wider range of conjunctions (including when, if because, although)</b>  <i>e.g. Before he left home, he ate his lunch.</i>	<i>Uses a range of conjunctions and adverbials to link, compare and contrast and extend ideas, information and events e.g. Before he left home, he ate his lunch.</i>  <i>Exposure to the semi-colon in reading.</i>	<i>Uses a variety of simple, compound and complex sentences where appropriate according to the demands of the text type, including embedded subordinate clauses for economy of expression</i>  <b>Use of the semi-colon or dash instead of a conjunction to mark the boundary between independent clauses</b> <i>(eg. The train was delayed so I missed my meeting &gt; The train was delayed; I missed my meeting. Don't touch the dog because he might bite &gt; Don't touch the dog- he might bite.)</i>
	Developing the structure of a sentence: using adverbs to link ideas within and across sentences	<b>Speaking</b> They develop their own narratives and explanations by connecting ideas or events	<i>Begin to use a few time words to aid sequencing e.g. first, next, one day (to be formally introduced as adverbs to indicate time in year 3)</i>  <i>Spell the words (as part of phonics programme): first, next, then, one day</i>	<i>Use a range of time words to aid sequencing e.g. first, next, then, finally (to be formally introduced as adverbs to indicate time in year 3)</i>	<b>Use of a range of adverbs and adverbial phrases to add information within a sentence &amp; begin to front sentences using them</b> ( <i>eg then, next, soon, this morning, in the afternoon, long ago</i> )	<b>Use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials) and includes a comma afterwards to separate from the rest of the sentence</b> ( <i>eg Later that day, the ship sank.</i> )	<b>Use adverbials to build cohesion across sentences and paragraphs</b> ( <i>e.g. Firstly, However, In addition to this</i> )	<b>Linking ideas across paragraphs using a wider range of cohesive devices, for example, the use of adverbials</b> ( <i>a range of adverbials of time/frequency and subordinating conjunctions to link, compare or contrast e.g. On the other hand, In contrast, or As a consequence</i> )

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	Verb forms	<p><b>Speaking:</b> They use <b>past, present and future forms accurately when talking about events that have happened or are to happen in the future</b></p> <p><i>Read words with simple suffixes, for example -ed, -ing and -s, both in phonics and text reading.</i></p> <p><i>Spell simple words with the suffixes -ing and -s.</i></p>	<p><i>Use present tense e.g. She helps the boy.</i></p> <p><i>Use past tense e.g. She helped the boy.</i></p> <p><b>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (also see 'Verbs' section below)</b></p> <p><b>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (Y1 stat req) by being helped to build on the root words that they can read already (Y1 non-stat guidance)</b></p>	<p><b>Use present progressive:</b></p> <p><i>She is helping the boy.</i></p> <p><b>Use past progressive:</b></p> <p><i>She was helping the boy.</i></p>	<p><b>Use present perfect tense:</b></p> <p><i>She has helped the boy.</i></p>	<p><b>Use Standard English forms of verb inflections instead of local spoken forms e.g. <u>We were not we was/ I did not I done</u></b></p>	<p><b>Use modal verbs (e.g. She might help the boy/ she should help the boy/ she must help the boy) to indicate degrees of possibility</b></p> <p><b>Use the perfect form of verbs to mark relationships of time and cause (e.g. He had eaten lunch when you arrived).</b></p> <p><i>Where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence (limited slips may occur)</i></p>	<p><b>Use the passive voice to affect the presentation of information of a sentence e.g. The boy was helped (by the girl).</b></p> <p><b>Using the perfect form of verbs to mark relationships of time and cause (e.g. He had eaten lunch when you arrived).</b></p> <p><b>Use subjunctive forms of verbs to show level of formality e.g. If I <u>were</u> you. If he <u>were</u> rich.</b></p> <p><i>The judge demands that he <u>attend</u> court. It is vital that they <u>be</u> prepared to speak.</i></p> <p><i>Where appropriate, maintains tense and person consistently; where shifts in tense occur, moves between them with some confidence</i></p>
<b>Punctuation</b>	Use of apostrophe	<p><i>Read and understand some contracted words (e.g. I'm) and singular possession (e.g. Jip's cat) in context</i></p>	<p><b>Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)</b></p> <p><i>Spell some contracted words, as part of Common Exception Word</i></p>	<p><b>Use apostrophes to mark where letters are missing in spelling</b></p> <p><b>Use apostrophes to mark singular possession in nouns (for example, the girl's name)</b></p>	<p><b>Begin to use apostrophes to mark plural possession (for example, the girl's name, the girls' names)</b></p> <p><b>The grammatical difference between plural and possessive -s</b></p>	<p><b>Use apostrophes to mark plural possession (or example, the girl's name, the girls' names)</b></p> <p><b>The grammatical difference between plural and possessive -s</b></p>	<p><i>Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy</i></p>	<p><i>Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy</i></p>

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	Demarcation to mark sentence boundaries	<i>Show awareness of punctuation in reading and begin to use full stops in writing</i>  <i>Identify capital letter, full stop</i>	<b>Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences</b>  <b>Use capital letters for names &amp; the personal pronoun I</b>  <b>Compose sentence orally before writing it</b>	<b>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</b>  <b>Learn how to use both familiar and new punctuation accurately</b>	<i>Begin to understand how to start a new line for dialogue for a new speaker</i>	<i>Start a new line for dialogue for a new speaker</i>	<i>Uses full range of punctuation accurately to demarcate sentences including ellipsis for omission or to suggest a shift in time, place, mood or subject and proof reads for accuracy</i>	<i>Uses full range of punctuation accurately to demarcate sentences including ellipsis for omission or to suggest a shift in time, place, mood or subject and proof reads for accuracy</i>

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	Demarcation within sentences	<p><i>Understand the concept of a word</i></p> <p><i>Read word by word (one to one correspondence)</i></p>	<p><b>Separate words with spaces</b></p> <p><i>Know to use capital letters for proper nouns e.g. days of the week, places and people's names</i></p>	<p><b>Use commas to separate items in a list</b></p> <p><i>Accurately use capital letters for proper nouns e.g. days of the week, places and people's names</i></p>	<p><b>Begin to use inverted commas to punctuate direct speech</b></p>	<p><b>Use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")</b></p> <p><b>Use of commas after fronted adverbials</b> <i>Eg Every Friday, they went the park.</i></p>	<p><b>Use brackets, dashes or commas to indicate parenthesis</b> <i>(commas marking boundaries between independent clauses)</i></p> <p><i>Eg My brother, who lives, in Australia, will be visiting.</i></p> <p><i>Despite the rain, they went outside.</i></p> <p><b>Use commas to clarify meaning or avoid ambiguity</b></p> <p><i>Eg I like cooking, my family and my pets.</i></p> <p><i>Exposure to semi-colons and hyphens in reading.</i></p> <p><i>Introduction to colons to introduce a list and semi colons between words and phrases in a more complex list.</i></p>	<p><i>Uses full range of punctuation accurately to demarcate within sentences uses commas to mark grammatical boundaries (with occasional lapses in accuracy) and proof reads for accuracy</i></p> <p><b>Use the semi-colon, colon and dash to mark the boundary between independent clauses (for example, It's raining; I'm fed up Don't touch the dog- he might bite.)</b></p> <p><b>Use the colon to introduce a list and use of semi-colons within lists.</b></p> <p><b>Use the colon to introduce a list and use of semi-colons within lists (e.g. She met a range of people at the palace: Prince Charles, the Prince of Wales; Princess Anne, the Princess Royal; HRH Prince Philip, the Duke of Edinburgh; HM the Queen.)</b></p> <p><b>Use hyphens to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover)</b></p>

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Word: Understanding how grammar influences word formation	Nouns	<i>Form words that are plural nouns by adding '-s'</i>	<b>Spell regular plural noun suffixes (eg dog&gt;dogs, wish&gt;wishes)</b>  <b>Write proper nouns with capitals (e.g. days of week, names)</b>  <b>Read words containing -s, -es, endings (including change to root)</b>	<b>Form nouns using suffixes such as -ment, -tion, -ness, -er (e.g. enjoyment, action, fitness, baker)</b>  <b>Formation of nouns by compounding (for example, whiteboard, superman)</b>	<b>Form nouns using a range of prefixes (for example super-, anti-, auto-)</b>	<b>Understand grammatical difference between plural and possessive -s</b>	<i>Apply knowledge of nouns when differentiating between homophones, choosing suffixes (e.g. -ance/-ence) etc</i>	<i>Apply knowledge of nouns when differentiating between homophones, choosing suffixes (e.g. -ance/-ence) etc</i>
	Verbs, adverbs and adjectives	<i>Form words that are adjectives by adding '-er' (longer, thicker), or verbs by adding '-ing' (quacking, going)</i>	<b>Spell suffixes that can be added to verbs where no change is needed in the spelling (eg helping, helped, helper)</b>  <b>How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)</b>  <b>Read words containing -s, -es, -ing, -ed, -er and -est endings (including change to root)</b>	<b>Spell adjectives using suffixes such as -ful, -less</b> <b>Use the suffixes -er, -est in adjectives</b>  <b>Use -ly in Standard English to turn adjectives into adverbs</b>  <b>Use knowledge of adjectives when making correct choice of spelling, e.g. adjectives which end in // sound are mostly spelt '-al'</b>	<b>Spell word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)</b>	<b>For verbs where stress is on final syllable, root may need last consonant doubling before adding the suffix, e.g. forget: forgetting, forgotten; begin: beginning, beginner; prefer: preferred.</b>	<b>Convert nouns and adjectives into verbs using suffixes (for example, -ate; -ise; -ify)</b>  <b>Use verb prefixes (for example, dis-, de-, mis-, over- and re-)</b>	<b>Understand how words are related by meaning as synonyms and antonyms (for example, big, large, little).</b>

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	Standard English	<p><b>Writing:</b> They write simple sentences which can be read by themselves and others</p> <p><i>Spell some CEW accurately</i></p> <p><b>Speaking:</b> They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Read back words they have spelt</p> <p>Re-read what they have written to check that it makes sense</p> <p>Misspellings of words that pupils have been taught to spell should be corrected</p> <p>Spell CEW accurately</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Spell the words: was, were, are, am.</p>	<p>Use some features of written Standard English.</p> <p>Make correct choice and consistent use of present tense and past tense throughout writing</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>	<p>Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)</p>	<p>Use Standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)</p>	<p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Know difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter)</p> <p>Levels of formality:</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?)</p> <p>Use subjunctive forms of verbs to show level of formality e.g. If I <b>were</b> you. If he <i>were</i> rich.</p> <p><i>The judge demands that he attend court. It is vital that they be prepared to speak.</i></p>
Terminology for pupils  (These terms could be used by <b>teachers</b> in the preceding year)	<p><i>Examples: author, illustrator, top line, bottom line, first letter, last letter, trigraph, label</i></p> <p><i>[Also see the 'HfL Guided Reading Booklet for YR-KS1' for full list of recommended terms]</i></p>	<p><b>letter, capital letter</b></p> <p><b>word, singular, plural</b></p> <p><b>sentence, punctuation, full stop, question mark, exclamation mark</b></p>	<p><b>Noun, noun phrase, statement, question, exclamation, question, command, compound, suffix, adverb, verb, tense (past and present), apostrophe, comma</b></p>	<p><b>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</b></p>	<p><b>Determiner, pronoun, possessive pronoun, adverbial</b></p>	<p><b>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</b></p>	<p><b>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</b></p>	

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<b>Progression in the process of writing – composition</b> NB these statements are taken straight from the National Curriculum								
Planning and modelling	NA		saying out loud what they are going to write about composing a sentence orally before writing it	planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas		identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary	
Drafting and writing	NA		sequencing ideas	encapsulating what they want to say, sentence by sentence	composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures		selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	
Evaluating and editing (Remove and improve)	NA		Discussing what they have written with the teacher or other pupils	evaluating their writing with the teacher and other pupils in order to make simple additions, revisions and corrections	assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency		assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	
Proofreading	NA		re-reading what they have written to check that it makes sense	rereading to check that their writing makes sense proofreading to check for errors in spelling, grammar and punctuation	proofreading for spelling and punctuation errors		reading their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	
Presenting (Reading aloud)	NA		Reading their writing aloud, clearly enough to be heard by their peers and the teacher	reading aloud what they have written with appropriate intonation to make the meaning clear	proofreading for spelling and punctuation errors		performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	