



PUNCTUATION

Reception	Finger spaces between words.
	Full stops at the end of sentences.
	Capital letters at the beginning of sentences.
	Capital letters at the beginning of names.
	Say, write, read and check full sentences.
Year 1	Capital letters, including I.
	To recognise a question and use the correct punctuation.
	Speech bubbles.
	Use bullet points.
	Understand the difference between singular and plural.
	To recognise an exclamation and use the correct punctuation.
	To understand what verbs are and identify imperative verbs.

Year 2	To consistently use capitals letters, full stops, questions marks and exclamation marks.
	To use commas in a list and after 'ly' openers.
	To use speech marks for direct speech.
	To use apostrophes for possession.
	To use verbs in past and present tense.
Year 3	To understand and correctly use adverbs, adjectives, nouns and verbs.
	To use singulars, plurals.
	To use colons in lists.
	To use apostrophes for contraction.
	To understand compound sentences.
	To use verbs in past, present and future tenses.
	To correctly use pronouns.

**STEPS TO
SUCCESS**

**STEPS TO
SUCCESS**

VOCABULARY

Reception	Verbally retell simple five part story, using <i>Once upon a time, first, then, next, finally</i> and <i>happily ever after</i> .
	Verbally use simple connectives, e.g. <i>and, who, until, so, but</i> .
	Use determiners, e.g. <i>the, a, my, your, an, this, her, their, some, all</i> .
	Use prepositions verbally, e.g. <i>up, down, in, into, out, to, onto, before</i> and <i>after</i> .
	Use adjectives verbally, e.g. <i>old, little, big, small, quiet</i> .
Year 1	Understand the elements of a five part story (<i>opening, build up, problem, resolution and ending</i>).
	To use a variety of simple connectives in writing, e.g. <i>and, or, but, so, because, so that, then, while, when, where</i> .
	To use a variety of determiners when writing, e.g. <i>the, a, my, your, an, this, that, his, her, their, some, all, lots</i> .
	To use a variety of prepositions when writing, e.g. <i>inside, outside, towards, across</i> and <i>under</i> .
	To use a variety of openers when writing, e.g. <i>while, when</i> and <i>where</i> .
	To understand and use a variety of adjectives (e.g. <i>old, huge</i>) and verbs (e.g. <i>to run, to dance</i>) when writing.

Year 2	To use five parts story model with more complex vocabulary, e.g. opening – <i>In a land far away</i> , build up – <i>Later that day</i> , problem – <i>To his amazement</i> , resolution – <i>as soon as</i> and ending – <i>Luckily</i> .
	To use conjunctions, e.g. <i>While the animals were munching breakfast, two visitors arrived</i> .
	To use ‘ly’ openers, e.g. <i>finally</i> .
	To use adverbs for description or information, e.g. <i>snow fell gently</i> and <i>lift the pot carefully</i> .
	To use a wide range of prefixes.
	To use similes.
Year 3	To use alteration.
	To use extended vocabulary in the five part story model.
	To use three part model for non-fiction writing, i.e. introduction, middle section (s), develop ending.
	To use pattern of three for description and persuasion, e.g. <i>it’s bigger, it’s brighter, it’s bolder</i> .
	To use ‘ing’ clauses as starters, e.g. <i>Sighing, the boy finished his homework</i> .
	To correctly use the determiners ‘a’ and ‘an’.
To use advanced prepositions, e.g. <i>by the side of, during, throughout, because of</i> .	