



EVFS

Progression in Literacy in the Early Years is measured against the Early Years Framework and specific Early Learning Goals.

Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories 13 and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

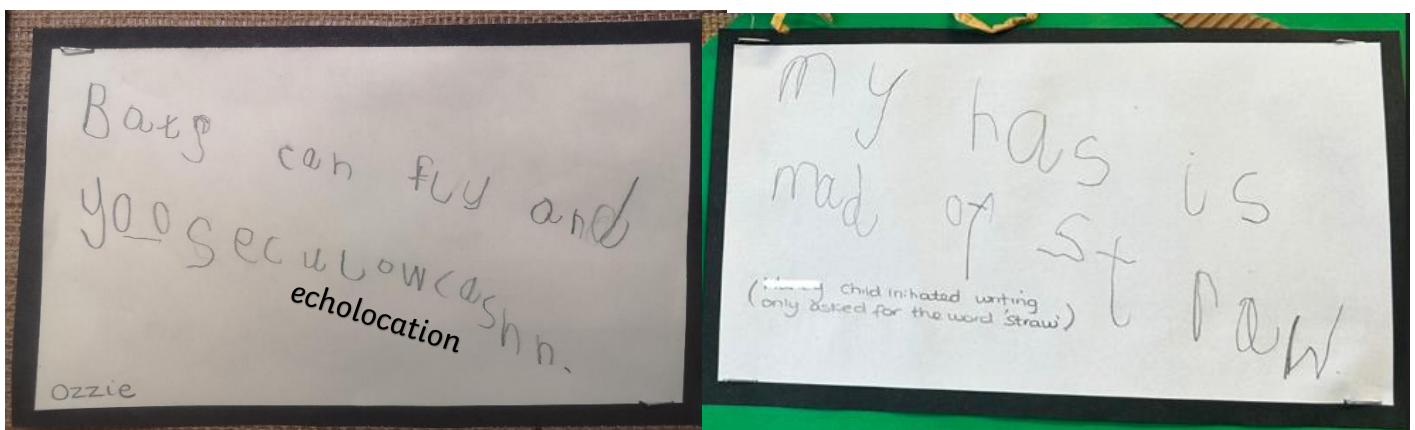
Children at the expected level of development will

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Children at the expected level of development will:

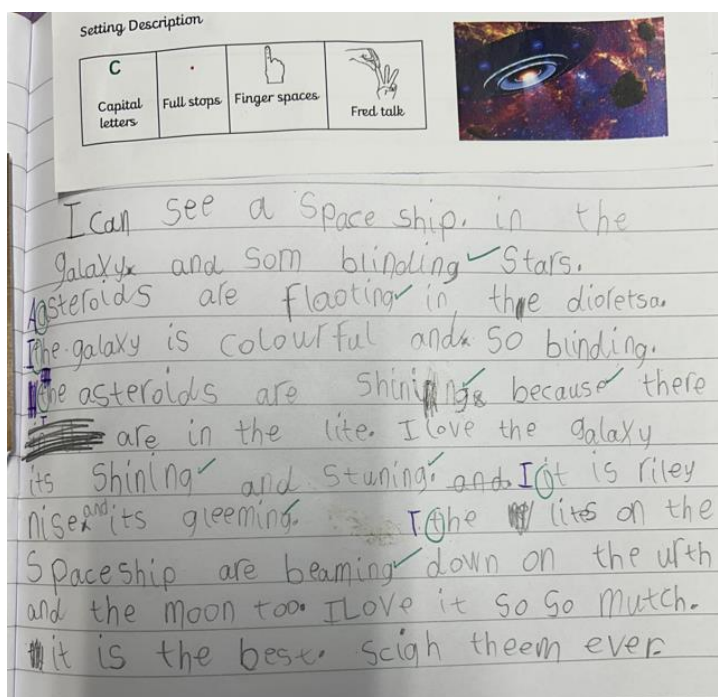
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



YEAR 1



Working towards the expected standard	
Use their own simple story ideas or retell a familiar story using short, simplistic sentences.	
Can re-read their writing aloud to check that it makes sense.	
Can use adjectives that have been modelled.	
Use simple sentence structures (which may be repetitive).	
Has an awareness of general sentence punctuation:	Finger Spaces
	Full Stops
	Capital Letters
Write lower case letters in the correct direction, starting and finishing in the right place.	
Working at the expected standard	
Write sentences in order to create short narratives and non-fiction texts.	
To use some features of different text types (although these may not be consistent)	
To reread their writing to check it makes sense and make suggested changes.	
Can use adjectives to describe.	
Can use simple sentence structures.	
To use the conjunction 'and' to link ideas and sentences.	
Has an awareness of general sentence punctuation:	Finger Spaces
	Full Stops
	Capital Letters
	Exclamation Marks
	Question Marks
To write lower case and capital letters in the correct direction, starting and finishing in the right place.	
Handwriting is consistent.	
Working at greater depth	
Write short narratives and non-fiction texts that are consistent in their features and purpose	
Use age-appropriate vocabulary which is well chosen for different text types.	
Use simple and compound sentence structures.	



YEAR 2



Working towards the expected standard

- Write sentences that are sequenced to form a short narrative.
- Demarcate some sentences with capital letters and full stops.
- Segment spoken words into phonemes and represent these with graphemes, spelling some correctly and making phonically plausible attempts at others.
- Spelling some common exception words.
- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form lower-case letters of the correct size relative to one another in some of their writing.
- Use spacing between words.

Working at the expected standard

- Write a simple, coherent narrative about their own and others' experiences (real and fictional)
- Write about real events, recording these simply and clearly.
- Demarcate most sentences with capital letters, full stops and use of question marks correctly, when required.
- Uses present and past tense mostly correctly and consistently.
- Use coordinating conjunctions (and / but / or)
- Use some sub-ordinating conjunctions (because / when / if / that)
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.
- Form capital letters and lower-case letters accurately – using the correct size, orientation and relationship between upper and lower case.
- Use spacing between words that reflects the size of the letters.

Working at greater depth

- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
- Make simple additions, revisions and corrections as a result of proof-reading their own writing.

Use the full range of punctuation taught at KS1 mostly correctly.

- Commas.
- Apostrophes to mark singular possession and contractions.

- Use the diagonal and horizontal strokes needed to join some letters.

Dear Jack and Mrs Rose,
 Cornwallis Street
 Southhamton
 Attimerie P12

Hope you are well! ✓ How is your life in Southhamton? Are you missing me? I am. ✓ Writing to you because I have missed you and haven't seen you. ✓ I love it here and I might visit you soon. I want to tell you all about my journey. I went on a ship to England. I had a manor house.

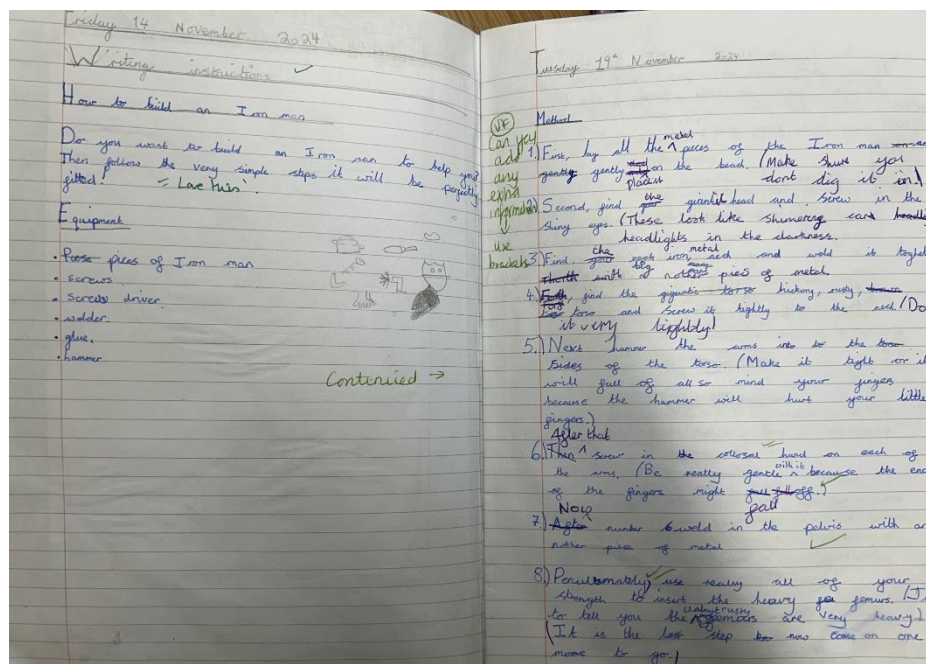
Unbelievably, it is very Rich and there are lots of beautiful antiques. There's so much nature here I am always outside. Isn't that brilliant? I was surprised when the sun came up at sunrise at the back of the garden there was a door I opened it gently but before the door had green vines and the little door was blue. and there opened a little world like it was my own. I will date you up when I find more. I promise will write more to you ✓

Sincerely Ruby K. Mary Lora ✓

YEAR 3



Working towards the expected standard	
Rehearse orally their ideas for writing and record their ideas using a modelled planning format.	
Demonstrate some understanding of purpose and audience.	
To use the simple structure of a wider range of text types.	
To proof-read their words to check for errors and make simple improvements with guidance.	
To usually maintain the correct tense (including the progressive form)	
Use the full range of punctuation from previous year groups including:	Full stops, capital letters, question marks and exclamation marks.
	Commas for lists
	Apostrophes for possession and contraction.
Start to use inverted commas to mark direct speech.	
Use a range of simple conjunctions (including subordination)	
Begin to use neat, joined handwriting.	
Working at the expected standard	
Begin to use ideas from own reading and modelled examples to plan their writing.	
To demonstrate an increasing understanding of purpose and audience.	
Begin to use the structure of a wider range of text types (including some simple layout devices in non-fiction)	
Proofread their own and others' work to check for errors and make improvements as a result.	
Deliberately use ambitious word choices to add detail.	
Begin to create settings, characters and plot in narrative writing.	
Start using paragraphs.	
Maintain correct tense (including the perfect form)	
Use the full range of punctuation from previous year groups including:	Full stops, capital letters, question marks and exclamation marks.
	Commas for lists
	Apostrophes for possession and contraction.
Use inverted commas in direct speech.	
Use subordinating conjunctions and clauses.	
Use conjunctions, adverbs and prepositions to show time, place and cause.	
Use neat, joined handwriting with increasing accuracy.	
Working at greater depth	
<ul style="list-style-type: none"> To plan and write with an understanding of purpose and audience. Create setting, character and plots in narratives. Make deliberate ambitious word choices which add detail, effect and engage the reader. Punctuate direct speech accurately, including the correct use of all punctuation. To use subordinate clauses with some attempt to vary the position of them. 	



YEAR 4



Working towards the expected standard

- Use a consistent and appropriate structure in non-fiction texts (including genre specific layout devices)
- Write narratives with a clear beginning, middle and end with a clear plot.
- Proofread and amend their own and others' writing with growing confidence.
- Create more detailed settings, characters and plots in narratives.
- Organise writing into paragraphs.
- Use Standard English mostly accurately. E.g. 'we were' rather than 'we was' / 'I did' rather than 'I done'
- Use inverted commas accurately to mark speech.

Use apostrophes

- Possession
- Omission

- Use expanded noun phrases.
- Use some fronted adverbials with awareness of correct comma usage.
- Use neat, joined writing consistently.

Working at the expected standard

- Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including some genre-specific layout devices)
- To write narratives with a clear beginning, middle and end with a coherent plot.
- Proofread their own and others' work to check for errors and amend their own work. Identify areas where subject/verb combinations do not agree or lapses in tense.
- Create more detailed settings, characters and plot in narratives to engage the reader.
- To consistently organise their writing into paragraphs.
- Maintain an accurate tense throughout a piece of writing.
- Use Standard English mostly accurately. E.g. 'we were' rather than 'we was' / 'I did' rather than 'I done'

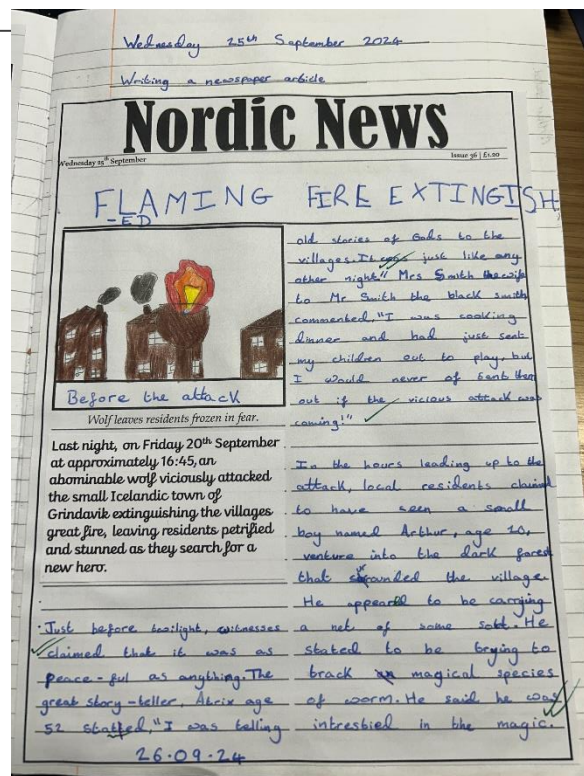
Use the full range of punctuation from previous year groups including:

Full stops, capital letters, question marks and exclamation marks.
Commas for lists
Apostrophes for possession and contraction.

- Use apostrophes to punctuate plural possession.
- Punctuate direct speech accurately including all punctuation.
- Use pronouns to avoid repetition.
- Use fronted adverbials.
- Use neat, joined handwriting with increasing accuracy.

Working at greater depth

- Write narratives which are well structured and well paced.
- Write a range of non-fiction texts which are well structured and use appropriate structure.
- Create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.
- Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases.



YEAR 5



Working towards the expected standard	
<ul style="list-style-type: none">• Write for a range of purposes and audiences.• Select appropriate grammar and vocabulary to match the purpose and audience of <u>their</u> writing.• Describe settings, characters and atmosphere with an increasing awareness of the reader.• Begin to use dialogue to convey character and advance the action.	
Use organisational and presentational devices that are relevant to the text type.	<ul style="list-style-type: none">• Headings• Bullet Points• Underlining
<ul style="list-style-type: none">• Create paragraphs that are mostly suitably linked.• Proofread work and assess the effectiveness of their own and others' writing and make corrections.• Begin to use a wider range of linking words/phrases.• Write legibly.	
Working at the expected standard	
<ul style="list-style-type: none">• Write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.• Describe settings, characters and atmosphere to consciously engage the reader.• Use dialogue to convey a character and advance the action with increasing confidence.	
Select and use organisational and presentational devices that are relevant to the text type.	<ul style="list-style-type: none">• Headings• Bullet Points• Underlining
<ul style="list-style-type: none">• Proofread word to precis longer passages by removing unnecessary repetition or irrelevant details.• Use the full range of punctuation from previous year groups (capital letters, full stops, commas, apostrophes, inverted commas etc.)• Use commas to clarify meanings or to avoid ambiguity.• Use a wider range of linking words/phrases between sentences and paragraphs to build cohesion (including time adverbials)• Use relative clauses beginning with a relative pronoun (who, which, that).• Use brackets, dashes or commas to indicate parenthesis.• Use adverbs and modal verbs to indicate degrees of possibility e.g. surely, could, must, might etc.• Write legibly, fluently and with increasing speed.	
Working at greater depth	
<ul style="list-style-type: none">• Consistently produce sustained and accurate writing from different narrative and non-narrative genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.• Use carefully chosen vocabulary to enhance mood, clarify meaning and create pace.• Use dialogue effectively to convey characters, moods or to advance the action.• Use a range of different adverbials, phrases, clauses and sentence structures e.g. relative clauses, fronted adverbials, subordinate clauses etc.	

Behind the decrepit door, a gargantuan, unkempt garden lay untouched for years. It seemed like the emerald green grass stretched out for miles on end. There were a variety of flowers which all looked unique. The deteriorating house looked like an ant compared to the colossal, enigmatic garden. The rope-line tree minded around the ancient cottage like a snake suggesting it's prey. A glimmering light lit up the outside of the minute cottage, making it look all cozy and warm. The weathered door was just waiting to be opened after years and years of waiting.

YEAR 6



Working towards the expected standard	
<ul style="list-style-type: none"> Write for a range of purposes Use paragraphs to organise ideas 	
In narratives, describe settings and characters.	<ul style="list-style-type: none"> Settings Characters
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).	<ul style="list-style-type: none"> Headings Sub-headings Bullet Points
Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.	<ul style="list-style-type: none"> Capital Letters Full Stops Question Marks Commas for Lists Apostrophes for Contraction
Write legibly.	
Working at the expected standard	
Write effectively for a range of purposes and audiences, showing language which shows good awareness of the reader (e.g. first person in a diary, direct address in instructions and persuasive writing)	
In narratives, describes characters, settings and atmosphere.	<ul style="list-style-type: none"> Characters Settings Atmosphere
Integrate dialogue in narratives to convey character and advance the action.	
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	<ul style="list-style-type: none"> Contracted forms Passive Verbs Modal Verbs
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.	<ul style="list-style-type: none"> Conjunctions Adverbials of time and place Pronouns Synonyms
<ul style="list-style-type: none"> Use verb tenses consistently and correctly throughout their writing Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) Maintain legibility in joined handwriting when writing at speed. 	
Working at greater depth	
<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) Distinguish between the language of speech and writing and choose the appropriate register Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity 	

Scattered across the glorious, lucious ^{✓ personification} gardens, ancient mud hoves stood proudly with tops of straw forming a roof and making a pairly pale at the top of the 3m tall cabies. Lines of string draped from house to house and were scrappy but managed to hold the weight of the muddy and sticky clothes that were attached to it. Under the baking sun they ^{✓ personification} worked hard on the sugar cane farm, harvesting every rock of the acres of fields they were forced to work on. Meanwhile, the big white mansion (the Barrett mansion) walked over the rest of the estate and made every slave shiver like a tiger was looking at them. Some slaves worked hard on the farm, but some worked better in the hurried kitchens, cooking dinner for the hungry slaves.

Under the ^{✓ personification} loveliness of the bright, blue, bedazzling ^{✓ personification} sky, ^{✓ personification} with the clouds like candyfloss stood a mysterious, rusty mansion that was as old & ugly. It's thousands of clear windows made it obvious to all that the ^{✓ personification} rooms inside were gargantuan. Around the mammoth mansion, were lush bushes and terrible trees. The Barrett mansion peered over to the slaves in a menacing way and intimidated all who watched it as it loomed over them like ^{✓ personification} midnight-black rats chasing them. It was a brilliant place but the people inside were dead.