Greater Depth Trajectory

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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Punctuation** | Use full stops, capital letters, question marks and exclamation marks consistently. | Use the full range of KS1 punctuation effectively and consistently.  (full stops, capital letters, question & exclamation marks, commas in lists, apostrophes for singular possession and contractions) | Use speech marks accurately.  Begin to use other necessary speech punctuation (e.g. comma before t reporting clause) | Use commas to separate main and subordinate clauses.  Use apostrophes for singular and plural possession.  Use all necessary speech punctuation consistently. | Use brackets, commas and dashes to mark parenthesis.  Begin to use semi colons to separate main clauses. | Use the full range of KS2 punctuation, including colons and semi colons for lists and to separate main clauses.  Use punctuation to avoid ambiguity.  Punctuate multi clauses sentences accurately. |
| **Sentence Structure** | Use *and,* *but*, *so* and *because* to link clauses. | Use a wider range of coordination and subordination (e.g. *as, while, although, yet, for, nor*) | Understand and identify main and subordinate clauses. Begin to use commas to separate main and subordinate clauses in complex sentences. | Use a range of simple, compound and complex sentences, with commas to separate main and subordinate clauses used accurately and consistently. | Use defining and non-defining relative clauses securely, with the appropriate punctuation.  Use a variety f complex sentences and manipulate clauses for effect.  Show an assured use of a range of connectives, appropriate to text type. | Use a range of sentence structures effectively, including multi-clauses sentences. |

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| **Paragraphing** |  | Consistently group related ideas into sections. | Consistently use paragraphs to structure their writing. | Ensure that links within paragraphs are cohesive. | Ensure that links within and between paragraphs are cohesive. Use a range of cohesive devices (e.g. range of connectives, adverbs, tense and person, pronoun alternatives, ellipsis) | |
| **Formality** |  | Consistent of standard English. | Understand the differences between speech and writing.  Write effectively both for formal and informal purposes (e.g. use of contractions, appropriate openings/closings or greetings/sign offs) | Maintain the appropriate level of formality across a range of formal and informal writing.  Experiment with characterisation and dialect. | Use the full range of features and grammatical structures within formal and informal writing. (e.g. rhetorical questions, single/two word verbs, colloquialisms) | Assured and conscious control over levels of formality, including shifts in formality.  (e.g. subjunctive form, passive voice, nominalisation) |
| **Verbs** | Correct use of present and past tense. | Use tense securely across their writing, including use of the progressive form and use of past/present tense when writing dialogue. (no requirement to punctuate dialogue until Y3). | Use of the simple, progressive and perfect forms in both the present and past tense. | Confident and effective use of a variety of verb forms (simple, progressive, perfect) across fiction and non-fiction writing.  Confident use of tense when using speech and dialogue. | Experiment with using the passive voice to develop character in fiction and to create a formal tone in non-fiction writing. | Effective use of the passive voice across their writing. |
| **Handwriting** | Joined handwriting | Joined handwriting in English work. | Consistently joined handwriting across the curriculum. |  |  |  |
| **Application** | * Write effectively for a range of purposes and audiences * Manipulate language and grammar taught in a range of writing independently, drawing on their own reading. * Use editing and revising strategies to improve the quality and accuracy of their writing. * Keep personal vocabulary (magpie) books to collect interesting language and phrases. * Consistently use vocabulary from across the curriculum in their writing. * Consistently apply spelling expectations for the year group across their writing. | | | | | |