

EYFS Learning Journey

Conjunctions/complex sentences

(CCS)

1. I can add in 'and' when reading back

Writer's Techniques (WT)

1. I can add in sound words e.g. Crash!
2. I can hold my pencil in my dominant hand
3. I can begin to form my letters

Punctuation (P)

1. I can use capital letters
2. I can use full stops
3. I can use finger spaces

Structure and Shape (SS)

1. I can include character names in stories and 'I' in recount
2. I can write ideas about things I like
3. I can experiment with familiar forms of writing

Purpose and Impact (PI)

1. I can talk about a story or event
2. I can add detail when I retell
3. I can write left to right
4. I can write in different ways e.g. label, invitation
5. I can invent writing ideas
6. I know what I want to write and I can write it independently

Spelling (SP)

1. I can write some CVC words e.g. cat, dog
2. I can choose the right letters at the beginning of words
3. I can read my work back
4. I can use digraphs, trigraphs and some tricky words (Phase 2/3 L+S)

Sentence Structure (SENT)

1. I can use pictures to add meaning
2. I can write some words and phrases

Vocabulary (V)

1. I can have a go at spelling some ambitious words in my writing
2. I can use exciting words/new vocabulary when talking about a story or character

Year 1 Learning Journey

Punctuation (P)

- 1) I can use full stops at the end of my sentences
- 2) I can use capital letters for:
The start of a sentence
Names
Pronoun 'I'
Days of the week
- 4) I can begin to use exclamation marks
- 5) I can begin to use question marks

Tense (T)

- 1) I can use **-ing** suffix for present tense
- 2) I can use **-ed** suffix for past tense

Writer's Techniques (WT)

I can use a range of devices to enhance my writing:

- 1) I can use onomatopoeia e.g. **Splash!**
- 2) I can use alliteration e.g. **big, blue bucket**

Structure and Shape (SS)

- 1) I can use story words e.g. **once upon a time**
- 2) I can order writing using numbers, time, words or phrases
- 3) I can repeat key words
- 4) I can write sentences by saying out loud what they are going to write about

Handwriting (H)

- 1) I can sit at a table and hold my pencil correctly
- 2) I can begin to form my letters in the correct direction
- 3) I can form my capital letters
- 4) I can form my digits 0-9

Spelling (SP)

- 1) I can have a go at spelling unknown words
- 2) I can use **-ing, -est, -ed** at the end of words
- 3) I can spell Y1 common exception words
- 4) I can use plurals **-es** and **-s**
- 5) I can use a prefix e.g. **unkind**
- 6) I can spell the days of the week

Purpose and Impact (PI)

- 1) I can begin to write stories
- 2) I can begin to write recounts
- 3) I can use topic words
- 4) I know why different writing is important
- 5) I can re-read what I have written to check if it makes sense

Sentence Structure (SS)

- 1) I can write simple phrases/clauses
- 2) I can start sentences with **'I'**
- 3) I can start a sentence with a name
- 4) I can start a sentence in different ways
- 5) I can use finger spaces between words

Conjunctions/ Complex Sentences (CCS)

- 1) I can use and to join two words together
- 2) I can use and to join clauses together

Year 2 Learning Journey

Punctuation (P)

1. I can use full stops at the end of sentences
2. I can use commas in a list
3. I can use capital letters accurately
4. I can use apostrophes for contractions e.g. can't, we'll, should've
5. I can use exclamation and question marks
6. I can use an apostrophe to show singular belonging e.g. Mark's pencil

Tense (T)

1. I can use present and past tense e.g. is drumming, was shouting
2. I can show actions in progress (progressive tense) e.g. they were jumping

Writer's Techniques (WT)

1. I can use onomatopoeia e.g. Splash!
2. I can use rhyme for effect e.g. Sally was slipping and flipping
3. I can use repetition that follows story patterns e.g. Jump, jump as high as you can
4. I can use alliteration e.g. big, blue bucket

Structure and Shape (SS)

1. I can use information and description to interest the reader
2. I can order my writing using line breaks and numbers
3. I can group main ideas together

Handwriting (H)

1. I can write lower case letters that have correct size relative to one another
2. I can show evidence of diagonal and horizontal strokes to join.

Spelling (SP)

1. I can 'have a go' at spelling polysyllabic words e.g. chil-dren, mel-ting
2. I can use suffixes such as -ness, -er, or compounds to create nouns
3. I can use adjectives ending in -ful, -less, -er, -est e.g. beautiful
4. I can turn adjectives into adverbs using 'ly' e.g. 'slow' into 'slowly'

Purpose and Impact (PI)

1. I can tell a story using imagination and flair, and direction in non-fiction.
2. I can challenge the reader's interest through style and feature choices
3. I can use models and texts that I have read to influence my writing
4. I can select vocabulary and grammatical structures deliberately to enhance the formality of the writing.
5. In narratives, I can describe settings, characters

Sentence Structure (SS)

1. I can use statements, questions, exclamations and commands
2. I can ask the reader a question
3. I can include adventurous adjectives e.g. not colour or repetitive
4. I can write long sentences
5. I can write short sentences
6. I can start sentences in different ways e.g. One day

Conjunctions/ Complex Sentences (CCS)

1. I can write compound sentences that include 'or', 'and', 'but', 'so'
2. I can use subordinating conjunctions, such as: 'when', 'if', 'because'

Year 3 Learning Journey

Punctuation (P)

1. I can punctuate all sentences accurately
2. I can begin to use inverted commas to punctuate direct speech
3. I can begin to include other direct speech punctuation e.g. comma, capital letters
4. I can mark single possession by using an apostrophe e.g. Craig's pen
5. I can mark plural possession using an apostrophe e.g. The boys' names
6. I can distinguish between the apostrophe for contraction and possession.

Tense (T)

1. I can use standard English verbs e.g. I did, we were
2. I can use present perfect verbs e.g. has gone/ has been/ have played

Writer's Techniques (WT)

1. I can use alliteration e.g. purple pen
2. I can use onomatopoeia e.g. Splash!
3. I can use a simile using 'like' or 'as'
4. I can use repetition of key words for impact e.g. He stopped. Stopped really still.

Adverbs/Adverbial Phrases (AAP)

1. I can use adverbs/adverbial phrases that indicate position in time e.g. next, soon, later that day, at dusk
2. I can use adverbs/adverbial phrases that build a relationship or cause e.g. therefore, as a result

Structure and Shape (SS)

1. I can create flow (cohesion) by using pronouns, linking phrases and referencing points already made
2. I can group ideas together and sometimes create paragraphs
3. I can use headings and sub-headings
4. I can use interesting openings in stories and non-fiction e.g. 'Early one morning...', 'Whales are the largest creature ...'
5. I can use closings in stories and non-fiction e.g. Eventually ... Finally...

Spelling (SP)

1. I can spell most Year 1 and 2 words
2. I can spell some Year 3/4 words
3. I can use a range of techniques to spell unfamiliar words
4. I can spell homophones correctly according to use e.g. their, there, too, to
5. I can use the correct article e.g. an elephant, a dinosaur

Purpose and Impact (PI)

1. I can add detail to my ideas
2. I can maintain a point of view
3. I can include all the features of a genre/ text type appropriately
4. I can write with an appropriate style, thinking about my reader
5. I can create intriguing narratives and more complicated non-fictions e.g. persuasive leaflet.
6. I can begin to independently use ideas from books that I have read

Sentence structure (SENT)

1. I can write 2 to 3 story sentences on one idea
2. I can write 2 to 3 non-fiction sentences on one idea
3. I can express my viewpoint
4. I can include the main features of a text type
5. I can ensure my writing makes sense, editing and proofreading my work to ensure that errors can be corrected before it is handed in.

Conjunctions/ Complex Sentences (CCS)

1. I can continue to use co-ordinating conjunctions to link independent clauses, using conjunctions and, or, but, so
2. I can use a wider range of subordinating conjunctions accurately to link ideas e.g. while, although, since, once

Year 4 Learning Journey

Punctuation (P)

1. I can punctuate all sentences accurately
2. I can use commas to mark clauses
3. I can use all correct direct speech punctuation, e.g. inverted commas, commas, new line etc.
4. I can mark single possession by using an apostrophe
5. I can mark plural possession using an apostrophe e.g. The boys' names
6. I can distinguish between the apostrophe for contraction and possession.

Tense (T)

1. I can use standard English verbs e.g. I did, we were
2. I can use tense consistently and correctly

Writer's Techniques (WT)

1. I can use alliteration e.g. marvellous medicines
2. I can use onomatopoeia e.g. Splash!
3. I can use a simile (like/as)
4. I can use metaphors to create vivid images
5. I can use repetition of key words for impact e.g. He stopped. Stopped really still. He Waited. Waited for a very long time

Adverbs/Adverbial Phrases (AAP)

1. I can use fronted 'where/when' adverbial phrases correctly with a comma, e.g. As dawn broke, the scarecrow cried
2. I can use 'how' adverbs and adverbial phrases in fronted positions e.g. Worrying about the crash, Roger raced home.

Structure and Shape (SS)

1. I can organise my writing with a clear beginning, middle and end
2. I can write sentences that lead on from a previous one
3. I can start a new paragraph organising ideas around a theme
4. I can use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.
5. I can use exciting openings to capture the reader's attention
6. I can use dramatic endings in stories and strong conclusions in non-fiction

Spelling (SP)

1. I can spell most Year 1 and 2 words
2. I can spell most Year 3 and 4 words
3. I can use a range of techniques to spell unfamiliar words
4. I can spell homophones correctly according to use e.g. their, there/too, to /which, witch

Purpose and Impact (PI)

1. I can add detail to my ideas
2. I can maintain a point of view
3. I can include all the features of a genre/ text type appropriately
4. I can write with an appropriate style, thinking about my reader
5. I can create intriguing narratives and more complicated non-fictions e.g. persuasive leaflet/biography/explanation

Sentence structure (SENT)

1. I can use more complicated noun phrases e.g. The beautiful lady with the yellow umbrella
2. I can ask rhetorical questions to involve the reader e.g. Could this day get any worse?
3. I can use prepositions/ prepositional phrases to indicate position in a place or an environment . E.g. Under the bridge, Alongside the river,
4. I can use a range of sentences with more than one clause

Conjunctions/ Complex Sentences (CCS)

1. I can continue to use co-ordinating conjunctions to link independent clauses. E.g. and, so, but, or
2. I can use a larger range of subordinating conjunctions accurately e.g. while, although, since, once, as well as, even though
3. I can use conjunctions to set up contrasts or relationships e.g. despite, nevertheless, consequently, on the flip side, finally

Year 5 Learning Journey

Punctuation (P)

1. I can punctuate all sentences accurately: full stops, capital letters, commas, exclamation marks, question marks
2. I can use all correct direct speech punctuation e.g. inverted commas, commas, new line etc.
3. I can use brackets, commas and dashes for parenthesis
4. I can use commas to clarify meaning or avoid ambiguity e.g. 'Let's eat Grandma' or 'Let's eat, Grandma'

Tense (T)

1. I can use correct tense consistently
2. I can use tense choices to aid cohesion e.g. He had seen her... I am going...
3. I can use modal verbs e.g. might, will, should

Writer's Techniques (WT)

1. I can use alliteration, e.g. marvellous medicines
2. I can use onomatopoeia, e.g. Creak!
3. I can use a simile (like/as)
4. I can use metaphors to create vivid images
5. I can use repetition of key words for impact e.g. He stopped. Stopped really still
6. I can use pathetic fallacy to mirror a character's emotions e.g. She shook under the covers as the fog suffocated the garden
7. I can use puns to create humour and intrigue my writing

Adverbs/Adverbial Phrases (AAP)

1. I can use fronted where/when adverbial phrases with a comma e.g. As dawn broke, the scarecrow cried
2. I can use 'how' adverbs and adverbial phrases in fronted positions e.g. Worrying about the crash, Roger raced home.
3. I can use degree of possibility adverbs e.g. perhaps, although
4. I can use adverbs of time e.g. later, adverbs of place e.g. nearby, adverbs of number e.g. secondly

Structure and Shape (SS)

1. I can organise my writing with a clear beginning, middle and end
2. I can write sentences that lead on from a previous one
3. I can start a new paragraph organising ideas around a theme
4. I can use pronouns and nouns within and across sentences to aid cohesion
5. I can use exciting openings to capture the reader's attention
6. I can use dramatic endings in stories and strong conclusions in non-fiction

Spelling (SP)

1. I can spell most Year 3 and 4 words
2. I can spell some Year 5/6 words
3. I can use suffixes to convert nouns and adjectives
4. I can use prefixes to change intent of a verb e.g. dis_ de_ mis_ over_ and re_

Purpose and Impact (PI)

1. I can develop imaginative and logical ideas
2. I can independently use ideas from books or models that I have read in my writing
3. I can include all the features of a genre/ text type appropriately
4. I can write with an appropriate style, thinking about my reader
5. I can create intriguing narratives and more complicated non-fictions e.g. persuasive leaflet, newspaper report
6. I can integrate dialogue in narratives to convey character and advance the action.

Sentence structure (SENT)

1. I can ask rhetorical questions to involve the reader
2. I can use prepositions/ prepositional phrases to indicate position in a place or an environment
3. I can mix short and long sentences to affect the pace of my writing
4. I can use words and phrases to build links within paragraphs e.g. then, after that/this
5. I can link ideas across paragraphs by making references back to original points
6. I can use noun phrases to add detail and description

Conjunctions/ Complex Sentences (CCS)

1. I can continue to use co-ordinating conjunctions to link independent clauses.
2. I can use a wide range of conjunctions accurately e.g. while, although
3. I can use conjunctions to set up contrasts or relationships e.g. despite, nevertheless, consequently, moreover, additionally
4. I can use a relative clause
5. I can start a sentence with -ed ending verb to begin a complex sentence
6. I can start a sentence with -ing ending verb to begin a complex sentence

Year 6 Learning Journey

Punctuation (P)

1. I can punctuate my sentences accurately
2. I can use a colon to introduce extra information
3. I can use a semi-colon
4. I can use a hyphen
5. I can add meaning and avoid ambiguity when using a comma.

Adverbs/Adverbial Phrases (AAP)

1. I can use an adverb or adverbial phrase to link ideas. E.g. On the other hand, in contrast
2. I can use adverbs or adverbial phrases to indicate how, when, where and why something is happening
3. I can use a fronted adverbial followed by a comma
4. I can use a subordinate conjunction at the start of a sentence

Purpose and Impact (PI)

1. I can tell a story using imagination and flair and direction in non-fiction.
2. I can integrate dialogue to convey character and advance the action
3. I can use models and texts that I have read to influence my writing
4. I can select vocabulary and grammatical structures deliberately to enhance the formality of the writing.
5. In narratives, I can describe settings, characters and atmosphere

Tense (T)

1. I can choose the correct tense consistently
2. I can use progressive tense (was waving)
3. I can use the perfect tense (had started)

Structure and Shape (SS)

1. I can use a range of layout devices. E.g. columns/tables/bullet points
2. I can consistently use paragraphs across the whole text
3. I can use a range of techniques to ensure cohesion e.g. Repetition of words, use of pronouns, synonyms and conjunctions.

Sentence Structure (SENT)

I can use different ways to create a complex sentence:

1. -ed verb start e.g. Mortified,
2. -ing verb start e.g. Waiting patiently,
3. Embedded relative clause
4. Subordinate conjunction in the middle e.g. nevertheless, despite,
5. If, if, if, then (power of three)
6. Short sentences to affect the pace of the writing e.g. sub/verb

Writer's Techniques (WT)

I can use a range of devices to enhance writing:

1. **Personification** e.g. Trees were waving.
2. **Alliteration** e.g. Sombre sighing
3. **Repetition** e.g. He shrugged. Shrugged because he was unsure.
4. **Onomatopoeia** e.g. Crunch!
5. **Pathetic Fallacy** e.g. The sky was raining tears
6. **Simile** e.g. The water was like a mirror.
7. **Metaphor** e.g. The waves were monstrous.

Spelling (S)

1. I can spell most of the year 3/4 words
2. I can spell most of the year 5/6 words
3. I can correct my spellings during the editing stage

Formality (F)

1. I can distinguish between informal and formal spoken language and use it consistently throughout a piece of writing

Passive Voice (PV)

1. I can use passive voice to effect the formality of the sentence and hide the 'doer' of the action. E.g. The gun - The shot WAS FIRED by the gun.