Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative I can use the first or third person (I, she, the girl). I can use story language (Once upon a time).	Narrative I can use the first or third person (I, she, the girl). I can use story language (Once upon a time). I can understand that a story has a beginning, middle and end.	Narrative I can use the first or third person (I, she, the girl). I can use story language (Once upon a time). I can write a story with a beginning, middle and an end. I can create a simple plan for my story (mountain, map). I can start to use a range of sentence structures to engage the reader: List of adjectives All the Ws Short and snappy	Narrative I can use the first or third person (I, she, the girl). I can write a story with a beginning, middle and end, which has a logical structure. I can write a story set in the past or the present tense. I can use imaginative vocabulary which aids description. I can create a story plan to include key vocabulary and grammatical features (prepositions, fronted adverbials, conjunctions) *I can begin to use dialogue in my story. I can begin to use similes, metaphors and personification to create a detailed setting and character description.	Narrative I can use the first or third person (I, she, the girl). I can write a story with a beginning, middle and end, which has a logical structure. I can write a story set in the past or the present tense. I can use imaginative vocabulary which aids description. I can create a story plan to include key vocabulary and grammatical features (prepositions, fronted adverbials, conjunctions). *I can use dialogue in my story. I can begin to use similes, metaphors and personification to create a detailed setting and character description.	Narrative I can use the first or third person (I, she, the girl). I can write a story with a beginning, middle and end, which has a logical structure. I can write a story set in the past or the present tense. I can use imaginative vocabulary which aids description. I can create a story plan to include key vocabulary and grammatical features (prepositions, fronted adverbials, conjunctions). I can create a story with attention to structure, plot and detail. *I can use dialogue to advance the action in my story. I can use figurative language when developing my setting and character. I can develop my authorial voice.	Narrative I can use the first or third person (I, she, the girl). I can write a story with a beginning, middle and end, which has a logical structure. I can write a story set in the past or the present tense. I can use imaginative vocabulary which aids description. I can create a story plan to include key vocabulary and grammatical features (prepositions, fronted adverbials, conjunctions). I can create a story with attention to structure, plot and detail. *I can use dialogue to advance the action in my story.

| | | | I can use a range of sentence structures to engage the reader:
As -ly
-ing -ed
S.O.B sentence – so, or, but | I can use a range of sentence structures to engage the reader:
Emotion, comma
Verb, person or pronoun
If, if, if, then | I can use a range of sentence structures to engage the reader:
Outside, inside
3 -ed
2 pairs
3 bad – question
Name, adjective pair | I can use figurative language when developing my setting and character.

I can develop complex plot lines with multiple dilemmas.

I can develop my authorial voice.

I can use a range of sentence structures to engage the reader:
Emotion – consequence
Tell: show 3 examples; Imagine 3 examples
The more, the more |

Poetry	Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
I can perform rhymes.	I can perform rhymes. I can perform my own compositions. I can follow a simple poetic structure.	I can start a new line for a new idea. I can begin to use stanzas. I can use similes to create images in my reader's head I can begin to select exciting and engaging vocabulary	I can split my poem into stanzas. I can use similes to create images in my reader's head. I can begin to use metaphors to create images in my reader's head. I can begin to select exciting and engaging vocabulary that is relevant to the poem.	I can split my poem into stanzas. I can use similes, metaphors and personification to create images in my reader's head. I can select exciting and engaging vocabulary that is relevant to the poem.	I can split my poem into stanzas. I can include either rhyme or rhythm. I can include repetition for effect. I can include figurative language to create images in my reader's head. I can use the correct punctuation for a poem – commas at the end of lines; capital letters to begin lines; hyphens and semi-colons. I can use pauses and silence for effect. I can develop my poetic voice.	I can split my poem into stanzas. I can include either rhyme or rhythm. I can include repetition for effect. I can include figurative language to create images in my reader's head. I can use the correct punctuation for a poem – commas at the end of lines; capital letters to begin lines; hyphens and semi-colons. I can use pauses and silence for effect. I can develop my poetic voice.