**Writing: Composition**

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| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  use simple words and phrases |  read aloud what I have written with expression |  produce work which is organised, imaginative and clear |  produce written work (in a range of genres) which is organised, imaginative and clear with consideration for the audience and purpose |  produce writing (across a range of genres) which is varied, interesting, and thoughtful including a wide range of imaginative vocabulary which is used for effect |  adapt writing for the full range of purposes |
|  write sentences by composing a sentence out loud before writing it |  write with meaning in a series of simple sentences |  usually use correct grammatical structures in sentences |  use correct grammatical structures in sentences (noun and verbs agree) |  use pronouns appropriately to avoid repetition |  write using the consistent and correct use of tense throughout a piece of writing, by distinguishing between the language of speech and writing |
|  attempt to write simple texts such as lists, stories, explanations |  produce short sections of developed ideas |  extend sentences using a wider range of conjunctions |  use conditionals and conjunctions to give order or emphasis (if…then…, we…so as to…) |  organise ideas appropriately for both purpose and reader |  develop ideas though controlled use of: elaboration or imaginative detail and use appropriate details |
|  write sentences by sequencing events to form short narratives |  organise my writing according to the type of text |  consciously select adjectives and adverbs for description |  extend sentences using more sophisticated conjunctions  |  write by linking ideas across paragraphs using adverbials of time |  always construct grammatically correct sentences, unless using dialect or alternative constructions for effect |
|  discuss my writing with my friends and my teacher |  link ideas and events, using strategies to create ‘flow’ |  use interesting, appropriate and sometimes ambitious words |  use paragraphs consistently and appropriately |  write using consistent and correct use of tense, by ensuring correct subject and verb agreement |  use creative and varied sentence structure when appropriate, intermingling with simple structures for effect |
|  use simple adjectives |  use any connecting word or phrase (e.g. conjunctions, adverbials, prepositional phrases) to join two simple sentences |  write non-narrative texts, using simple organisational devices |  use well-chosen vocabulary (e.g. verbs and nouns) to develop interesting and creative ideas |  use complex sentence structures appropriately |  use a range of narrative techniques with confidence  |
|  |  use adjectives and descriptive phrases for detail and emphasis |  adapt form and style for purpose |  write non-narrative material, using headings and sub-headings to organise texts |  use, or attempt to use, grammatically complex structures |  vary levels of formality showing an awareness of audience  |
|  |  use interesting, appropriate and sometimes ambitious words |  use literary features to create effect (e.g. alliteration, simile) |  begin to develop a sense of pace |  show confident and established ‘voice’ and attempt to convey a viewpoint |  sustain a convincing viewpoint throughout the piece  |
|  |  provide enough detail to interest the reader |  |  use literary features appropriately to create effect (e.g. alliteration, simile, metaphor) |  use a range of strategies and techniques confidently and appropriately  |  use a wide range of links to connect paragraphs or sections (e.g. for time, sequence, mood) and use implicit links within text  |
|  |  vary the structure of sentences to interest the reader |  |  |  use a range of devices to adapt my writing |  group items for effect (e.g. pattern of three within sentences or paragraphs) |
|  |  begin to use figurative language |  |  |  use different techniques to conclude work appropriately (e.g. opinion, summary, justification, comment) |  use a wide range of conventions appropriately to the context  |
|  |  |  |  |  vary sentence length and word order confidently to sustain interest |  use a range of stylistic features to create effect within the text (e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, impersonal voice or universal appeal) |
|  |  |  |  |  use a range of narrative techniques with confidence |  |
|  |  |  |  |  use literary features appropriately for effect |  |

**Writing: Punctuation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| I am beginning to use capital letters and full stops |  use capital letters and full stops |  consistently use capital letters and full stops |  consistently use capital letters, full stops, question marks and exclamation marks |  consistently use capital letters, full stops, question marks and exclamation marks |  consistently use capital letters, full stops, question marks and exclamation marks |
|  separate words with finger spaces |  use question marks and exclamation marks |  use question marks and exclamation marks accurately |  use inverted commas and other punctuation to indicate direct speech |  use brackets, dashes or commas to indicate parenthesis |  use semi-colons, colons and dashes to mark the boundary between independent clauses |
| I am beginning to use question marks and exclamation marks |  use commas to separate items in a list |  use commas to separate items in a list |  use apostrophes to mark plural possession |  use commas to clarify meaning or avoid ambiguity |  use the colon to introduce a list of uses and uses semi-colons within lists |
|  use capital letters for names and for the personal pronoun ‘I’ |  use apostrophes to mark where letters are missing |  use apostrophes (omission and possession) |  consistently use apostrophes for omission |  begin to use the colon to introduce a list and use of semi-colons within lists |  understand how hyphens can be used to avoid ambiguity  |
|  |  use apostrophes to mark singular possession in nouns |  begin to use inverted commas (speech marks) to punctuate direct speech |  use commas after fronted adverbials |  begin to use semi-colons, colons and dashes between independent clauses |  |
|  |  |  |  use bullet points to list information |  |  |
|  |  |  |  use ellipsis to create atmosphere |  |  |

**Writing: Vocabulary & Grammar**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  combine words to make sentences |  construct sentences according to their function (statement, question, exclamation or command) |  express time, place and cause using conjunctions |  choose and use the grammatical difference between plural and possessive –s |  use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun |  use vocabulary typically of informal speech and vocabulary appropriate for formal speech and writing  |
|  sequence sentences independently to form short narratives |  choose and use present tense and past tense consistently |  use the present perfect form of verbs instead of the simple past |  use Standard English |  indicate degrees of possibility using adverbs or modal verbs |  use structures appropriate for informal speech and for formal speech and writing  |
|  join words and clauses using ‘and’ |  use the progressive form of verbs in the past and present tense |  use nouns using a range of prefixes |  use noun phrases expanded by adjectives, nouns and preposition phrases |  convert nouns or adjectives into verbs using suffixes |  use the passive to affect the presentation of information in a sentence  |
|  use ‘s’ or ‘es’ suffixes to change nouns from the singular to the plural |  use subordination (when, if, that, because) and co-ordination (or, and, but) |  use ‘a’ or ‘an’ correctly |  use fronted adverbials |  use verb prefixes |  use synonyms and antonyms |
|  use the prefix ‘un’ to change the meaning of verbs and adverbs |  use expanded noun phrases |  |  |  |  |
|  |  form nouns and adjectives using suffixes |  |  |  |  |
|  |  use the suffixes *–er, -est* in adjectives, and use *–ly* to turn adjectives into adverbs |  |  |  |  |

**Writing: Grammatical Terminology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| lettercapital letterwordsingularpluralsentence punctuationfull stopquestion markexclamation mark | nounnoun phrasestatementquestionexclamationcommandcompoundadjectiveverbsuffixadverb tense (past, present) apostrophecomma  | adverbprepositionconjunctionword familyprefixclausesubordinate clausedirect speechconsonantvowelinverted commas | determinerpronounpossessive pronoun adverbial  | modal verbrelative pronounrelative clause parenthesisbracketdashcohesionambiguity  | subjectobjectactivepassivesynonymantonymellipsishyphencolonsemi-colonbullet points  |

**Writing: Spelling**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  spell some common words with one syllable |  use phonetic strategies to spell or attempt to spell unknown words with more than one syllable |  spell phonetically regular or familiar common polysyllabic words accurately |  spell unfamiliar regular polysyllabic words accurately |  spell almost all words, including complex words, correctly |  spell all vocabulary correctly, apart from rare, technical or obscure words |
|  attempt to spell new words using my phonics |  spell common words with one syllable accurately |  spell all statutory words for Year 3 |  spell all statutory words for Year 4 |  spell all statutory words for Year 5 |  spell all statutory words for Year 6 |
|  use simple phonic strategies to spell CVC words accurately |  use simple phonic strategies accurately when trying to spell unknown words |  |  |  |  |
|  |  spell alternate graphemes for the same phoneme |  |  |  |  |
|  |  spell high frequency words for Years 1 and 2 |  |  |  |  |

**Writing: Spelling Appendices**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  spell words containing each of the 40+ phonemes already taught |  spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly |  use the prefixes un-, dis-, mis-, re-, pre- |  use the prefixes in-, im-, il-,i-r, sub-, inter-, super-, anti-, auto- |  spell words endings which sound like “shush” spelt –cious or –tious (e.g. vicious, delicious, ambitious, cautious) | spell words ending in -ible/-ibly and -able/-ably (e.g. forcible/forcibly, adorable/adorably) |
|  spell common exception words |  spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones |  add suffixes beginning with vowel letters to words of more than one syllable (e.g. forgetting, preferred, gardening, limited) |  understand and add suffixes –ation, -ous |  spell word endings which sound like “shil” spelt –cial or –tial (e.g. official, partial) | add suffixes beginning with vowel letters to words ending in -fer (e.g. referral, referee, preferred, preference) |
|  spell the days of the week |  spell by learning to spell common exception words |  use the suffix –ly |  add endings which sound like “shun” spelt –tion, -sion, -ssion, -cian (e.g. invention, discussion, tension, magician) |  spell words ending in -ant/ -ance/-ancy, -ent/-ence/-ency (e.g. adorable, possible, adorably, possibly) | use a hyphen to join a prefix to a root word (e.g. co-ordinate, re-enter, co-operate)  |
|  add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs |  spell words with contractions |  spell words with endings sounding like “zh” and “ch” (e.g. treasure, measure, picture, nature) |  spell words with the “g sound spelt “gue” and the “k” sound spelt –que (e.g. rougue, tougue, antique, unique) |  spell words containing the letter string “ough” (e.g. bought, rough, through, bough) | spell words with the “ee” sound spelt ei after c (e.g. deceive, ceiling, receive, conceive)  |
|  add prefixes and suffixes using the prefix un- |  spell by learning the possessive apostrophe (singular) (e.g. the girl’s book) |  spell words with endings which sound like “zhun” (e.g. division, decision) |  spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/medal, missed/mist, rain/rein, scene/seen, weather/whether, whose/who’s |  spell words with ‘silent’ letters (e.g. knight, psalm, solemn) | spell exceptions to ‘i before e except after c’ (e.g. protein, caffeine, seize) |
|  add prefixes and suffixes using –ing, -ed and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest) |  spell common homophones/near homophones correctly |  spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, mail/male, main/mane, peace/piece, plain/plane |  spell more complex words that are often misspelt as listed in the English Appendix 1 |  | spell homophones and other easily-confused words (e.g. aisle/isle/I’ll, compliment/complement) |
|  apply simple spelling rules and guidance, as listed in English Appendix 1 |  add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly |  spell words that are often misspelt as listed in English Appendix 1 |  spell words with the “s” sounds spelt “sc” (e.g. science, scene) |  | spell verbs and nouns with the same or similar pronunciation (e.g. advise/advice, licence/license, practise/practice, prophecy/prophecy)  |
|  |  apply spelling rules and guidance, as listed in English Appendix 1 |  spell words containing the “I” sound spelt “y” elsewhere than at the end of words (e.g. myth, gym) |  place the possessive apostrophe accurately in words with regular plurals (e.g. girls’, boys’) and in words with irregular plural (e.g. children’s) |  |  |
|  |  |  spell words containing the “u” sound spelt “ou” (e.g. young, touch, double) |  |  |  |
|  |  |  spell words with the “k” sound spelt ”ch” (e.g. scheme, school, echo) |  |  |  |
|  |  |  spell words with the “sh” sound spelt “ch” (e.g. chef, machine) |  |  |  |
|  |  |  spell words with the “ay” sound spelt “ei”, “eigh” or “ey” (e.g. eight, they) |  |  |  |

**Writing: Handwriting**

|  |  |  |  |  |  |
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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  sit correctly at a table, holding a pencil comfortably and correctly |  form lower-case letters of the correct size |  use the diagonal and horizontal strokes that are needed to join letters |  increase the legibility, consistency and quality of my handwriting |  write legibly, fluently and with increasing speed |  write legibly, fluently and with increasing speed |
|  begin to form lower case letters in the correct direction, starting and finishing in the right place |  start using some of the diagonal and horizontal strokes needed to join letters |  adapt my handwriting style for different purposes (e.g. printing, capitalisation, bold, italics) |  |  |  |
|  form capital letters |  write letters capital letters and digits of the correct size |  |  |  |  |
|  form digits 0-9 |  use spacing between words |  |  |  |  |
|  understand which letters belong to which handwriting ‘families’ | I know that upper and lower case letters are not mixed within words |  |  |  |  |