**Writing: Composition**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 |
| letter  capital letter  word  singular  plural  sentence  punctuation  full stop  question mark  exclamation mark | noun  noun phrase  statement  question  exclamation  command  compound  adjective  verb  suffix  adverb  tense (past, present) apostrophe  comma | adverb  preposition  conjunction  word family  prefix  clause  subordinate clause  direct speech  consonant  vowel  inverted commas | determiner  pronoun  possessive pronoun adverbial | modal verb  relative pronoun  relative clause  parenthesis  bracket  dash  cohesion  ambiguity | subject  object  active  passive  synonym  antonym  ellipsis  hyphen  colon  semi-colon  bullet 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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 |  |  |  |  |