**Writing: Planning**

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| --- | --- | --- | --- | --- | --- | --- |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| say out loud the words and/or short sentences they are intending to write | say out loud what they are going to write about in advance | consider what they are going to write before beginning, either by oral rehearsal, a simple written plan or a combination of the two | compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and a range of sentence structures  | compose and rehearse sentences orally (including dialogue), progressively building a rich and more varied vocabulary and an increasing range of sentence structures | plan their writing by discussing and recording ideas, including using role play to sequence their ideas and deepen understanding | plan their writing by discussing and recording ideas, including using role play to sequence their ideas and deepen understanding  |
| segment the sounds in simple words and blend them together in order to make phonetically plausible attempts at writing them | orally compose sentences and/or whole texts | use drama and role play to develop and order their ideas through playing roles and improvising scenes in various settings | plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas | plan writing by discussing and recording ideas, including using role play to develop and sequence ideas | consider how writers have developed ideas in similar writing, using these as models for planning their own | select appropriate ideas, vocabulary and grammatical forms from model texts to improve quality of their own writing |
| recognise the features of some forms of writing e.g. stories, poems | recognise the features of different types of writing e.g. instructions, information books, stories and poems | recognise and consider the features of several different forms of writing e.g. instructions, information books, stories, poems | discuss writing similar to that which they are planning to write to learn from its sentence structure, vocabulary and ideas | discuss writing similar to that which they are planning to write to learn from its sentence, paragraph and whole-text structure, vocabulary and ideas  | in narratives, plan to convey character and advance the action through dialogue and description of settings and characters | in all text forms, use appropriate details and conventions to convey intended meaning and advance writing |
|  |  | include new vocabulary and/or key words in their plan, drawn from their own reading or class reading of model texts | plan vocabulary to create setting, characters and plot in narrative writing | plan vocabulary to create appropriate and interesting settings, characters and plot | use appropriate organisational devices, such as headings or sub-headings | use appropriate organisational devices, such as headings, sub-headings or bullet points |
|  |  |  | plan to use paragraphs by grouping relevant information | plan to use paragraphs by grouping relevant information , showing an increasing level of confidence and accuracy in their placement of paragraph breaks | plan their writing by identifying the intended audience and purpose of the writing | plan their writing by identifying the intended audience and purpose of the writing, and effectively adjust their planning to meet these requirements |
|  |  |  | begin to consider their intended effect on the reader/audience | consider the intended effect of their writing on the reader and adjust their planning to accomplish this  | clearly identify the viewpoint from which they will be writing and carefully maintain this across the whole text | clearly identify the viewpoint from which they will be writing, and effectively maintain this across the whole text |
|  |  |  | with support, identify the viewpoint from which they will be writing | clearly identify the viewpoint from which they will be writing | note and develop initial ideas, based on model texts and/or classwork | use reading and research, where appropriate, to develop initial ideas |
|  |  |  |  |  | use some deliberate vocabulary and grammar choices to enhance the mood and support the meaning of their writing | select appropriate grammar and vocabulary, understanding how such choices can change and enhance the meaning and mood of their writing |
|  |  |  |  |  | plan to use appropriate levels of formality | consistently plan to use appropriate levels of formality across all writing |
|  |  |  |  |  |  | precis longer passages |

**Writing: Composition (Text Level)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| orally retell a story, showing understanding of story structure (beginning, middle and end) | begin to write about more than one idea | begin to write about more than one idea, using simple sequencing | in non-narrative, use simple organisational devices (e.g. paragraph headings) | in non-narrative, use simple organisational devices (e.g. heading, sub-heading, basic paragraph summary) | use further organisational and some presentational devices to structure texts and begin to guide the reader (e.g. heading, underlining/italics) | use further organisational and presentational devices to structure texts and to guide the reader (e.g. heading, bullet points, underlining/italics) |
| orally invent a story, attempting to follow the same basic structure | begin to use simple sentences to record their orally invented stories, supported by simple conjunction prompts | develop positive attitudes towards, and stamina for, writing by extending narratives about personal experiences and those of others (real and fictional) | in narratives, create basic characters, settings and plot, based on their own reading, using simple description and conjunctions | in narratives, create characters, settings and plot, often based on their own reading, using some dialogue and description of these, demonstrating an appropriate and effective range of vocabulary and conjunctions | in narratives, describe settings and character, using dialogue to convey character and advance the action/plot | in narratives, describe settings, character and atmosphere, and integrate dialogue to convey character and advance the action/plot |
|  | begin to group related ideas | develop positive attitudes towards, and stamina for, writing by writing about real events, writing poetry, and writing for different purposes | begin to use dialogue to advance narrative | write for an increasing range of real purposes and audiences across the curriculum, using these contexts to make decisions about the form their writing should take  | write for a wide range of real purposes and audiences across the curriculum, using these contexts to make decisions about the form their writing should take | write for an increasingly wide range of real purposes and audiences across the curriculum, using these contexts to make decisions about the form their writing should take |
|  |  | use the present and past tenses correctly and consistently, including the progressive form | write for a range of real purposes and audiences across the curriculum, using these contexts to make some basic decisions about the form their writing should take | confidently use the present perfect form of verbs in contrast to the past tense | use tenses accurately and consistently | use a range of tenses accurately and consistently |
|  |  | group related ideas | sometimes use the present perfect form in contrast to the past tense | organise paragraphs around a theme | begin to expand their range of organisational devices to build cohesion within and across paragraphs  | use a wide range of devices to build cohesion within and across paragraphs |
|  |  |  | begin to use paragraphs and understand that they should be organised around a theme | begin to use a ‘hook’ to draw their reader in (e.g. dialogue, action, vivid description) | confidently use a ‘hook’ to draw their reader in (e.g. dialogue, action, vivid description) | confidently and effectively use a ‘hook’ to draw their reader in  |
|  |  |  | recognise that writing often has a ‘hook’ to draw the reader in |  |  |  |

**Writing: Composition (Sentence Level)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Once upon a timethensoandbutnextin the end | nowsoonfirst after thatone day/nightsuddenlyon Monday/ Friday etc. | asorifbecauseuntilwhenthat | althoughafterbeforeunlesshoweverwithout warningthereforewheneverwhile | meanwhilefinallyin conclusionin addition/additionally | exceptdespitein comparison to/withinstead | if necessaryaccording toconsequentlyneverthelesswhereas |
| use conjunctions to help their oral structuring of stories | join words and clauses using the conjunction ‘and’ | use appropriate subordinating and co-ordinating conjunctions  | begin to extend the range of sentences with more than one clause by using a wider range of conjunctions | begin to extend the range of sentences with more than one clause by using a wider range of conjunctions | use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun |
| attempt to write short sentences in meaningful contexts | compose sentences orally and write them down, recognising sentence boundaries in spoken sentences | use sentences with different forms and recognize how the grammatical patterns indicate its function as a statement, question, command or exclamation | use a range of sentence structures and forms appropriately (simple, compound and some complex structures, as well as statements, questions, exclamations and commands) | use an increasing range of sentence structures for effect (including, simple, compound and complex) | always use the features of Standard English | always use the features of Standard English, except where appropriate in narrative dialogue |
| write their own names | write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far | write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far | write from memory simple sentences dictated by the teacher that include words and punctuation taught so far | begin to be selective with vocabulary, sentence construction and grammar, understanding how such choices can change and enhance meaning | select appropriate vocabulary, sentence construction and grammar, understanding how such choices can change and enhance meaning |
| write labels, captions and simple sentences | begin to use some of the features of Standard English in their writing | use some features of written Standard English in their writing | use the features of standard written English more consistently | begin to use expanded noun phrases to convey complicated information | use expanded noun phrases to convey complicated information concisely |
|  | begin to use imperative sentences in instructions | draw on and use new vocabulary from their reading, their discussions about texts, and from wider experiences | expand their range of vocabulary, to include words and phrases in their writing which are appropriate to their spelling ability | expand their range of vocabulary, to include words and phrases in their writing which are appropriate to their spelling ability and/or can be checked by using the first few letters to look up in a dictionary | construct a variety of effective similes and metaphors | construct a variety of effective similes and metaphors |
|  |  | use expanded noun phrases to describe and specify | use expanded noun phrases more consistently, incorporating modifying adjectives and nouns | use expanded noun phrases more consistently and confidently, incorporating modifying adjectives, nouns and prepositional phrases | further increase range of adverbials, included fronted adverbials |
|  |  | construct similes using ‘like’ | construct similes using ‘like’ or ‘as’ | construct a variety of similes using ‘like’ or ‘as’ | recognise and begin to use modal verbs and adverbs to indicate degrees of possibility | recognise and use modal verbs and adverbs to indicate degrees of possibility |
|  |  | incorporate some simple time adverbials into their compositions | experiment with a wider range of simple adverbials, including some fronted adverbials  | increase their range of adverbials and position throughout the sentence, including as fronted adverbials | use a pattern of three for description and begin to expand each part into a full phrase to make it effective | use a pattern of three for description and effectively expand each part into a full phrase or use rhetorical devices to make it effective |
|  |  | use a pattern of three for description | use a pattern of three for description and expand as appropriate with adverbs | use a pattern of three for description and expand effectively | consistently use appropriate nouns or pronouns for clarity, cohesion and to avoid repetition | consistently and effectively use appropriate nouns or pronouns for clarity and cohesion and to avoid repetition |
|  |  |  |  | show consistency in decisions as to whether to use nouns or pronouns for clarity, cohesion and to avoid repetition | be more specific with their word choices | be more specific with word choices to create a desired effect |
|  |  |  |  | begin to be more specific with their word choices | confidently use rhetorical questions, where appropriate | confidently use rhetorical questions to good effect |
|  |  |  |  | begin to use rhetorical questions in context | recognise and use first, second and third person | correctly use first, second and third person |
|  |  |  |  |  | recognise vocabulary and structures that are appropriate for formal speech and writing | recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form |
|  |  |  |  |  | recognise passive verbs and begin to use them in formal writing | use passive verbs to affect the presentation of information in a sentence |
|  |  |  |  |  | recognise the perfect verb form | use the perfect form of verbs to mark relationships of time and cause |

**Writing: Punctuation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| begin to use finger spaces between words | begin to use capital letters and full stops |  use capital letters (including for proper nouns and ‘I’) and full stops |  consistently use capital letters (including for proper nouns and ‘I’) and full stops |  consistently use capital letters, full stops (including for proper nouns and ‘I’), question marks and exclamation marks |  consistently use capital letters (including for proper nouns and ‘I’), full stops, question marks and exclamation marks |  consistently use capital letters (including for proper nouns and ‘I’), 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 |
|  | begin 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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| bookpagestorybeginningmiddleendrhymepoem/poetrycharacterwordfinger spacesoundphonicsphonemegraphemedigraphtrigraphblend/blending | lettercapital letterwordsingularpluralsentence punctuationfull stopquestion markexclamation markconjunction | nounnoun phrasestatementquestionexclamationcommandcompoundadjectiveverbsuffixadverb co-ordinating conjunctiontense (past, present) apostrophecomma introductionbuild-up | adverbprepositionword familyprefixclausesubordinate clausedirect speechconsonantvowelinverted commassubordinating conjunctionparagraphdialogueheadingsub-heading | determinerpronounpossessive pronoun adverbial metaphorimperative verbprepositional phrasefirst/second/third personcommon/proper nounonomatopoeiarhetorical questionword class | modal verbrelative pronounrelative clause parenthesisbracketdashcohesionambiguity formal/informalhyperboleliteral/figurativecommon/proper/collective nounabstract/concrete nounverb formfact/opinion | subjectobjectactivepassivesynonymantonymellipsishyphencolonsemi-colonbullet points fluent/fluencypersonificationcohesionstressed/unstressed syllablessubjunctive moodsuperlative |

**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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| begin to break the flow of speech into words |  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 |
| demonstrate words with finger spaces in their writing |  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) | use joined handwriting throughout the majority of their independent writing across all subjects | begin to independently choose the writing implement best suited to the task | develop an increasingly personal style |
| give meaning to the marks they make as they draw, write or paint |  form capital letters |  write letters capital letters and digits of the correct size | use joined handwriting throughout the majority of their independent writing |  |  | use an unjoined style when appropriate e.g. writing an email address, labelling a diagram |
|  |  form digits 0-9 |  use spacing between words |  |  |  | always choose the writing implement best suited to the task |
|  |  understand which letters belong to which handwriting ‘families’ | know that upper and lower case letters are not mixed within words |  |  |  |  |
|  | use appropriate finger spacing in their writing |  |  |  |  |  |
|  | position their writing appropriately on the page (writing sits on the line) |  |  |  |  |  |

**Writing: Evaluating**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| discuss words/short sentences they have written with an adult | discuss own writing with the teacher and understand that they can read back words that they have spelt to check their own understanding | evaluate their own writing with the teacher and/or their peers | assess and discuss the effectiveness of their own writing and suggest improvements | assess and discuss the effectiveness of their own and others’ writing and suggest improvements to plot, vocabulary and/or grammar | assess the effectiveness of their own and others’ writing, discussing the shades of meaning created by their vocabulary and grammar choices | assess the effectiveness of their own and others’ writing, using appropriate grammatical terminology to specifically state what could be improved upon |
| use appropriate grammatical terminology in discussing writing [see Terminology list] | practise discussing their ideas with their peers | use appropriate grammatical terminology in discussing writing [see Terminology list] | begin to monitor their own writing in the same way they monitor their own reading | monitor their own writing for sense and effectiveness in the same way they monitor their own reading | use appropriate grammatical terminology in discussing writing [see Terminology list] | discuss the shades of meaning created by vocabulary and grammar choices |
|  | use appropriate grammatical terminology in discussing writing [see Terminology list] | read aloud what they have written, to the teacher or a small group, with appropriate intonation to make the meaning clear | use appropriate grammatical terminology in discussing writing [see Terminology list] | use appropriate grammatical terminology in discussing writing [see Terminology list] | perform their own compositions, using appropriate intonation, volume and movements so that the meaning is clear | perform their own compositions, using appropriate intonation, volume and movements so that shades of meaning are clear |
|  | read own writing aloud, clearly enough to be heard by peers and the teacher |  | read their own writing aloud, to a group or the whole class, using appropriate intonation so that meaning is clear | read their own writing aloud, to a group or the whole class, using appropriate intonation, tone and volume so that the meaning is clear |  |  |

**Writing: Editing**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| re-read what they have written to share with a teacher and/or their peers |  |  |  | proof-read their own and others’ writing for spelling and punctuation errors, appropriate to the level expected for their age group [see Punctuation] | proof-read their own and others’ writing for spelling and punctuation errors to a high degree of accuracy | proof-read their own and others’ writing for spelling, grammar and punctuation errors to a high degree of accuracy |
| upon re-reading and discussing, understand that they can improve and/or try again at writing a word or composing a sentence |  |  |  | implement changes to grammar and vocabulary to improve consistency and effectiveness, including the accurate use of pronouns in sentences | propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effects | propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effects, giving reasoned explanations for their decisions |
|  |  |  |  |  | ensure the correct and consistent use of tense throughout a piece of writing | ensure correct subject-verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register |