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| **EYFS** |
| **Handwriting** |
| * Write recognisable letters, most of which are correctly formed.
 |
| **Spelling** |
| * Spell words by identifying sounds in them and representing the sounds with a letter or letters.
 |
| **Composition** |
| * To compose a sentence orally.
* Write simple phrases and sentences that can be read by others.
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| **Year One** |
| **Handwriting** |
| * I form lower case letters in the correct direction, starting and finishing in the right place.
 |
| **Spelling** |
| * I write from memory simple dictated sentences including the words taught so far.
* To write Bug club phonics sentences mostly accurately, using the phonemes taught.
 |
| **Composition** |
| * I can plan my writing by saying what I am going to write about.
* I sequence sentences to create a narrative.
* To leave spaces between words.
 |
| **Grammar** |
| * I use ‘and’ to join ideas within a sentence.
* I begin to use adjectives to add detail to my sentences.
* I use ed/ing/s/es endings mostly correctly
 |
| **Punctuation** |
| * I use a full stop accurately.
* I use capital letters for the start of a sentence and names of people, places and days of the week.
* I know when question marks and exclamation marks are used and begin to use some within my writing.
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| **Year Two** |
| **Handwriting** |
| * Use spacing between words that reflects the size of the letters.
* Begin to use diagonal and horizontal strokes.
 |
| **Spelling** |
| * Spell many common exception words.
* Spell words with alternative spellings, including some homophones.
 |
| **Composition** |
| * Write simple, coherent narratives about personal experiences and those of others (real or fictional).
 |
| **Grammar** |
| * Use co-ordination (e.g. or / and / but).
* Use some subordination (e.g. when / if / that / because) to join clauses.
* Spell words with ment/ness/ly/less/ful mostly correctly
 |
| **Punctuation** |
| * Demarcate most sentences in their writing with capital letters and full stops.
* Use question marks and exclamation marks mostly correctly when required and for affect.
* To use apostrophes to show omission and singular possession in nouns.
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| **Year Three** |
| **Handwriting** |
| * I understand which letters to join and which should be left un-joined.
 |
| **Spelling** |
| * I spell many identified commonly misspelt words from the Year 3 and 4 word list.
* Recognise and spell homophones.
* To identify the root in longer words.
 |
| **Composition** |
| * I compose a variety of simple and compound sentences and understand their impact on the reader.
* I can organise paragraphs around a theme.
* Discuss models of writing, noting its structure, grammatical features and use of vocabulary.
 |
| **Grammar** |
| * Detail is added by the expansion of noun phrases.
* I make adventurous word choices to engage my reader.
* To use the present perfect form of verbs instead of simple past.
 |
| **Punctuation** |
| * Most of my sentences are correctly demarcated. (CL,FS, !, ? and “ “).
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| **Year Four** |
| **Handwriting** |
| * I can write legibly and consistent in every piece of writing.
* Lines of writing are spaced sufficiently so that ascenders and descenders do not touch.
 |
| **Spelling** |
| * Spells most of the Y3/4 common exception words.
 |
| **Composition** |
| * I can create and develop detailed plot lines which move my narrative on.
* I can plan and write pieces using organisational devices which support the genre.
* To improve my writing by changing grammar and vocabulary to improve consistency.
* To use a range of sentences with more than one clause.
 |
| **Grammar** |
| * I can use standard English most of the time.
* I can use a subordinate clause to make a complex sentence, which adds additional information.
* Use apostrophes to mark plural possession.
 |
| **Punctuation** |
| * Most of my sentences are correctly demarcated. (. ! ? CL and commas in a list, comma after a fronted adverbial, comma in a subordinate clause and a comma for a reported clause).
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| **Year Five** |
| **Handwriting** |
| * To produce legible joined handwriting when producing my final piece..
* To use a style of handwriting that is best suited for a specific task.
 |
| **Spelling** |
| * I can use word families/root words to support my spellings.
* I can spell some commonly misspelt words from Year 5 and 6 word list.
* To understand the rules for adding prefixes and suffixes.
* To use a thesaurus.
 |
| **Composition** |
| * I can use deliberate choose vocabulary and sentence types to develop atmosphere in my writing.
* I can manage shifts in place and time effectively using adverbs, conjunctions and prepositions.
* I can discuss the audience and purpose of writing.
* I can develop characters through action and dialogue.
* Organise writing into paragraphs to show different information or events.
 |
| **Grammar** |
| * I can use relative clauses and relative pronouns.
* I can identify and edit cohesion and standard English errors independently through proofreading of my writing.
 |
| **Punctuation** |
| * I can use all taught punctuation correctly in my sentences. To use brackets, dashes, commas to indicate parenthesis.
* To use relative clauses
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| **Year Six** |
| **Handwriting** |
| * Maintain legibility in joined handwriting when writing at speed, choosing whether or not to join specific letters.
 |
| **Spelling** |
| * Spell correctly the majority of the words from the year 5 / year 6 spelling list\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
* To distinguish between homophones.
* To understand that the spelling of some words needs to be learnt specifically.
 |
| **Composition** |
| * Write effectively for a wide range of purposes and audiences, selecting language that shows good awareness of the reader.
* Use the most effective range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
* To sustain and develop ideas logically in narrative and non-narrative writing.
 |
| **Grammar** |
| * Select vocabulary and grammatical structures that reflect what the writing requires, doing this appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
 |
| **Punctuation** |
| * Use mostly correctly: inverted commas, commas for clarity and punctuation for parenthesis.
* Make some correct use of: semi-colons, dashes, colons and hyphens.
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