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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. |