



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Purpose and Effect	To write sentences in order +BS/E39to create short narratives and non-fiction texts To use some features of different text types (although these may not be consistent) To reread their writing to check that it makes sense and make suggested changes	To write about my own and others experiences (real and fictional), after discussion with the teacher	To begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction)	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices) To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters and plot in narratives to engage the reader.	To write for a range of purposes and audiences. To confidently select organisational and presentational devices relevant to text type. To write in suitably linked paragraphs.	To write for a range of purposes and audiences, including a short story To create atmosphere To integrate dialogue to convey character and advance the action To use the following to add detail, qualification and precision: Adverbs Prepositional phrases Expanded Noun phrases To describe characters To create atmosphere To describe a setting
Grammar & Sentence Structure	To use simple sentence structures To use the joining word (conjunction) "and" to link ideas and sentences	To demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks To use present and past tense mostly correctly and consistently To use co-ordination (or / and / but) And some sub co-ordination (when / if / that / because)	To start to organise their writing into paragraphs around a theme.	To consistently organise their writing into paragraphs around a theme.	To use prepositional phrases To use expanded Noun phrases To select vocabulary and grammatical structure that reflect the level of formality required, mostly correctly To use a wider range of cohesive devices e.g. later (time adverbial), nearby (place adverbial and secondly (number adverbial)). To indicate degrees of possibility use: Adverbs e.g. surely, perhaps Modal verbs e.g. should, might To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that) e.g. Professor Scuttle, who was a famous inventor, had made a new discovery.	To use adverbials To use the following mostly appropriately: Passive verbs Modal verbs To use a range of clause structures, sometimes varying position within the sentence
Punctuation	Has an awareness of capital letters for names, places, the days of the week and the person pronoun "I" Has an awareness of full stops to end sentences Has an awareness of question marks Has an awareness of exclamation marks		To use the full range of punctuation from previous years. To use inverted commas in direct speech. To use subordinate clauses To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use 'a' or 'an' correctly most of the time.	To use the full range of punctuation from previous groups. To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. To use expanded noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. them she, they, it To use fronted adverbials, e.g. As quick as a flash, Last weekend; demarcated with commas.	To use inverted commas To use commas for clarity To use punctuation for parenthesis () To use a dash To use a semi colon To use a colon To use a hyphen To use a dash	To use inverted commas To use commas for clarity To use punctuation for parenthesis To use a semi colon To use a colon To use a hyphen To use a dash
Spelling	To spell most words containing previously taught phonemes and GPs accurately To spell all Y1 common exception words and days of the week accurately To use -s and -es to form regular plurals correctly To use the prefix "un" To add the suffixes -ing, -ed, -er, and -est to root words	To segment spoken words into phonemes and representing these by graphemes spelling many correctly To spell many common exception words	To spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc. To spell many words with suffixes correctly, e.g. usually, poisonous, adoration, etc. To begin to spell homophones correctly, e.g. which and witch. To spell some of the Y3+4 statutory spelling words correctly.	To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration To spell homophones correctly, e.g. which and witch To spell all of the Y3+4 statutory spelling words correctly.	To spell a range of Yr 5/6 spelling words To convert nouns and adjectives into verbs using suffixes e.g. overturn, misconduct.	To spell Yr 5/6 words, most correctly incl exceptions
Handwriting	Has an awareness of finger spaces To write lower case and capital letters in the correct direction, starting and finishing in the right place	To use the diagonal strokes needed to join letters in some of their writing	To use a neat, joined handwriting style with increasing accuracy.	To consistently use a neat, joined handwriting style.	To maintain legibility, fluency and speed in handwriting - choose to join specific letters	To maintain legibility, fluency and speed in handwriting - choose to join specific letters

To describe setting