



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

To describe setting