

Writing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition					
<p>Children can:</p> <ul style="list-style-type: none"> a Write sentences in order to create short narratives and non-fiction texts. b Use some features of different text types (although these may not be consistent). c Use adjectives to describe. 	<p>Children can:</p> <ul style="list-style-type: none"> a Write sentences to form a short narrative about their own and others' experiences (real and fictional), after discussion with the teacher. b Write about real events, recording these simply and clearly. 	<p>Children can:</p> <ul style="list-style-type: none"> a Demonstrate an increasing understanding of purpose and audience. b Make deliberate ambitious word choices to add detail. c Begin to create settings, characters and plot in narratives. d Begin to organise their writing into paragraphs around a theme. 	<p>Children can:</p> <ul style="list-style-type: none"> a Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). b Write narratives with a clear beginning, middle and end with a coherent plot. c Proofread 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. d Create more detailed settings, characters and plot in narratives to engage the reader. e Consistently organise their writing into paragraphs around a theme. 	<p>Children can:</p> <ul style="list-style-type: none"> a Write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose. b Describe settings, characters and atmosphere to consciously engage the reader. c Use dialogue to convey a character and advance the action with increasing confidence. d Select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. e Create paragraphs that are usually suitably linked. 	<p>Children can:</p> <ul style="list-style-type: none"> a Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). b Describe settings, characters and atmosphere in narratives. c Integrate dialogue in narratives to convey character and advance the action.
Grammar and Punctuation					
<p>Children can:</p> <ul style="list-style-type: none"> a Use simple sentence structures. b Use the joining word (conjunction) 'and' to link ideas and sentences. c Have an awareness of: capital letters for names, places, the days of the week and the personal pronoun 'I'; finger spaces; full stops to end sentences; question marks and exclamation marks. 	<p>Children can:</p> <ul style="list-style-type: none"> a Demarcate most sentences with capital letters and full stops and with use of question marks. b Use present and past tense mostly correctly and consistently. c Use co-ordination (or/and/but). d Use some subordination (when/if/that/because) 	<p>Children can:</p> <ul style="list-style-type: none"> a Maintain the correct tense (including present perfect tense) throughout a piece of writing. b Use 'a' or 'an' correctly most of the time. c Use the full range of punctuation from previous year groups e.g. CL, "!"? d Use inverted commas in direct speech. e Use subordinate clauses. f Begin to use conjunctions, adverbs and prepositions to show time, place and cause. 	<p>Children can:</p> <ul style="list-style-type: none"> a Maintain an accurate tense throughout a piece of writing. b Use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'. c Use the full range of punctuation from previous year groups. d Use all the necessary punctuation in direct speech accurately. e Use apostrophes for singular and plural possession with increasing confidence. f Expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. g Regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. h Use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. 	<p>Children can:</p> <ul style="list-style-type: none"> a Use the full range of punctuation from previous year groups. b Use commas to clarify meaning or to avoid ambiguity with increasing accuracy. c Use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly. d Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. e Use brackets, dashes or commas to begin to indicate parenthesis. f Use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. 	<p>Children can:</p> <ul style="list-style-type: none"> a Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly 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) b Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs c Use verb tenses consistently and correctly throughout their writing d Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
Transcript					
<p>Children can:</p> <ul style="list-style-type: none"> a Spell most words containing previously taught phonemes and GPCs accurately. b Spell most Y1 common exception words and days of the week accurately (from English Appendix 1). c Use -s and -es to form regular plurals correctly. d Use the prefix 'un'. e Add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word). 	<p>Children can:</p> <ul style="list-style-type: none"> a Segment spoken words in phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others. b Spell many KS1 common exception words. c Write capital letters and digits of the correct size, orientation and relationship to one 	<p>Children can:</p> <ul style="list-style-type: none"> a Spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. b Spell many words with suffixes correctly, e.g. usually, poisonous, adoration. c Begin to spell homophones correctly, e.g. which and witch. d Spell some of the Year 3 and 4 statutory spelling words correctly. e Use a neat, joined handwriting style with increasing accuracy. 	<p>Children can:</p> <ul style="list-style-type: none"> a Spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. b Spell many words with suffixes correctly, e.g. usually, poisonous, adoration. c Begin to spell homophones correctly, e.g. which and witch. d Spell some of the Year 3 and 4 statutory spelling words correctly. e Use a neat, joined handwriting style with increasing accuracy. 	<p>Children can:</p> <ul style="list-style-type: none"> a Spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. b Convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. c Spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc. d Spell many words correctly from the Y5/6 statutory spelling list. 	<p>Children can:</p> <ul style="list-style-type: none"> a Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary b Maintain legibility in joined handwriting when writing at speed.

<p>f Write lower case and capital letters in the correct direction, starting and finishing in the right place.</p> <p>g Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p>	<p>another and to lower-case letters.</p> <p>d Use spacing between words that reflects the size of the letters.</p>				
--	--	--	--	--	--