



Year 1			
<b>Composition</b>	Say out loud what I am going to write before writing it.	Discuss what I have written with an adult or peer.	Read my own writing clearly.
	Re-read what I have written to make sure it makes sense.	Write a few sentences together to form a short narrative.	Sequence sentences in a story with some time conjunctions.
	Leave spaces between words.		
<b>Vocabulary, grammar and punctuation</b>	Use capital letters at the beginning of a sentence, for names and places and for the pronoun I.	Use full stops at the end of a sentence.	Use question and exclamation marks.
	Join two clauses with 'and'	Join two clauses with a range of simple conjunctions.	Add -s or -es to correctly to make a plural noun.
	Add some adjectives in writing to add description.	Use figurative language to add description: onomatopoeia for effect.	
<b>Spelling</b>	Spell most of the Y1 common exception words correctly.	Correctly spell days of the week.	Spell words containing each of the 40+ phonemes already taught.



<b>Handwriting</b>	Write lowercase letters correctly, starting and finishing in the right place.	Write capital letters correctly.	
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Year 2			
<b>Composition</b>	Plan ideas before writing.	Develop stamina when writing for a range of purposes.	Read my own writing clearly with expression.
	Re-read what I have written to make sure it makes sense and correct errors.	Use the past and present tense consistently and correctly.	Use techniques to make non-fiction writing flow.
	Use the progressive form of verbs.	Use new vocabulary that has been taught.	Write sentences with different forms - question, command, statement.
<b>Vocabulary, grammar and punctuation</b>	Use capital letters and full stops mostly accurately.	Use question marks and exclamation marks appropriately.	Use commas in a list accurately.
	Use apostrophes for contracted words and singular possession pronouns mostly accurately.	Use co-ordinating and subordinating conjunctions to join clauses.	Use the suffix -ly to turn adjectives into adverbs of manner.
	Use a noun phrase to describe.	Use figurative language to add description: onomatopoeia, simile and alliteration for effect.	



<b>Spelling</b>	Spell most of the Y1/Y2 common exception words correctly.	Form adjectives and nouns by adding a range of suffixes.	Spell words with contracted forms.
	Distinguish between simple homophones and near homophones.		
<b>Handwriting</b>	Form capital letters and digits of the correct size and orientation in relation to one another and to lower case letters.	Begin to use diagonal strokes needed to join some letters.	Use spacing between words that reflects the size of the letters.

Year 3			
<b>Composition</b>	Plan writing by exploring features in similar texts.	Plan writing by recording ideas and vocabulary on a given planning format.	Read my own writing aloud to a group using appropriate volume so that meaning is clear.
	Re-read writing to check for spelling and Year 3 punctuation errors.	Identify ways to improve writing.	Use present perfect form of verbs instead of simple past.
	Begin to use paragraphs to group related material.	Organise writing using headings and subheadings.	Make effective vocabulary choices, using new vocabulary taught, to suit the impact they want to have on the reader.



<b>Vocabulary, grammar and punctuation</b>	Use all KS1 taught punctuation accurately.	Use inverted commas to punctuate direct speech.	Extend sentences using a range of co-ordinating and subordinating conjunctions.
	Use adverbs of time and place accurately.	Start sentences with adverbial phrases for manner, place and time.	Describe characters, events and settings.
	Use a noun phrase to add appropriate detail.	Use figurative language to add description: onomatopoeia, simile, alliteration and personification for effect.	
<b>Spelling</b>	Spell some of the year 3 and 4 words correctly.	Evidence accurate use of spelling patterns from the Year 3 and 4 expectations.	Understand when to use a or an before a noun.
	Form nouns using a range of prefixes.	Spell Year 3 and 4 homophones.	
<b>Handwriting</b>	Begin to use diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined.		



<b>Composition</b>	Plan writing by exploring features in similar texts.	Plan writing by recording ideas and vocabulary.	Read my own writing aloud to a group using appropriate volume so that meaning is clear.
	Re-read writing to check for spelling and Year 4 punctuation errors.	Identify ways to improve writing.	Use past tense, progressive tense and present tense accurately throughout a piece of writing,
	Use paragraphs to organise ideas around a theme.	Use headings, subheadings and labelled diagrams to set out work clearly with the reader in mind.	Make effective vocabulary choices, to have an impact on the reader.
<b>Vocabulary, grammar and punctuation</b>	Use a comma after a fronted adverbial.	Use apostrophes accurately to show plural possession and contraction.	Use inverted commas and other punctuation to indicate direct speech.
	Use and vary pronouns to replace a noun and avoid repetition.	Start sentences with adverbial phrases for manner, place and time.	Use a range of sentence structures extending from using a range of co-ordinating and subordinating conjunctions.
	Understand and demonstrate the knowledge of the difference between plural and possessive 's'.	Use standard English forms, for example we were instead of we was.	Use a range of adverbials to add information to the verb.
	Expand noun phrases by the addition of adjectives, nouns or prepositional phrases.	Use a thesaurus to find more ambitious vocabulary.	Use two or more features of figurative language to create effect: onomatopoeia, simile,



			alliteration, personification and metaphor.
<b>Spelling</b>	Spell most of the Year 3 & 4 words correctly.	Evidence accurate use of spelling patterns from the Year 3 and 4 expectations.	Spell Year 3 and 4 homophones.
<b>Handwriting</b>	Use diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined.	Make accurate joins in all writing.	

Year 5			
<b>Composition</b>	Plan writing, identifying audience and purpose, using similar texts as models for their own.	Read my writing aloud to a group or the whole class using appropriate intonation, controlling tone and volume so that meaning is clear.	Re-read writing to ensure it makes sense and check for spelling and grammatical errors.
	Make edits to improve their own and others' writing, making reference to Year 5 grammar taught.	Use all tenses accurately throughout a piece of writing.	Use organisational features to structure a text such as headings, subheadings and underlining.
	Adapt writing to a full range of purposes showing an awareness of audience and purpose.	Use adverbial phrases to link across paragraphs: time, place and number.	Use and understand grammatical terminology taught when discussing my writing.



<b>Vocabulary, grammar and punctuation</b>	Use commas to demarcate clauses and clarify meaning.	Use brackets, dashes and commas to show parenthesis added to a main clause.	Punctuate direct speech and begin to understand and use rules for reported speech.
	Convert nouns to adjectives or verbs using suffixes.	Use expanded noun phrases to convey complicated information concisely.	Use modal verbs and adverbs to show degrees of possibility.
	Use relative clauses to split up a main clause (who, which, where, whose, that).	Use a range of sentence structures linking with adverbials and conjunctions.	Use short sentences to create suspense and make a sudden impact on the reader.
	Describe a character's personality through actions and speech.	Use a thesaurus to find more ambitious vocabulary and make effective vocabulary choices.	Use two or more features of figurative language to create effect: onomatopoeia, simile, alliteration, personification and metaphor, rhetorical questions, repetition, passive voice.
<b>Spelling</b>	Spell most of the Year 5 and 6 words correctly.	Use a range of prefixes and understand guidance and spelling rules when using them.	Spell Year 5 and 6 homophones.
<b>Handwriting</b>	Write legibly, fluently and with increasing speed.	Choose whether or not to join specific letters.	



Year 6			
<b>Composition</b>	Plan writing, identifying audience and purpose, using similar texts as models for their own.	Read my writing aloud to a group or the whole class using appropriate intonation, controlling tone and volume so that meaning is clear.	Re-read writing to ensure it makes sense and check for spelling and grammatical errors.
	Make edits to improve their own and others' writing, making reference to Year 5 grammar taught.	Use all tenses accurately throughout a piece of writing.	Use a range of layout conventions appropriately in context, such as bullet points.
	Adapt writing for a full range of purposes showing and awareness of audience and purpose, varying and maintaining levels of formality.	Use and understand grammatical terminology taught when discussing my writing.	
<b>Vocabulary, grammar and punctuation</b>	Use commas to demarcate clauses and clarify meaning.	Use brackets, dashes and commas to show parenthesis added to a main clause.	Punctuate direct and reported speech confidently and use these appropriately in writing.
	Make correct use of a colon or semi-colon to separate two main clauses.	Make correct use of a colon to introduce a list and semi-colons when writing a list in more detail.	Ensure bullet points are punctuated accurately.
	Make correct use of a hyphen to join two words to make a single adjective.	Use passive and modal verbs most appropriately to change the way information presented in a sentence.	Use a range of sentence structures (relative clauses, multi-clause sentence, subordination).





	Make language choices showing an awareness of the reader.	Integrate speech in narrative to convey character and move the action forward, using techniques to make dialogue realistic.	Use two or more features of figurative language to create effect: onomatopoeia, simile, alliteration, personification and metaphor, rhetorical questions, repetition, passive voice, subjunctive form, impersonal voice.
<b>Spelling</b>	Spell most of the Year 5 and 6 words correctly.	Use a range of prefixes and understand guidance and spelling rules when using them.	Spell Year 5 and 6 homophones.
<b>Handwriting</b>	Write legibly, fluently and with increasing speed.	Choose whether or not to join specific letters.	