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|  | **Year 1** | **Year 2** |
| Working Towards | **To use their own simple story ideas or retell a familiar story using short, simplistic sentences.**  **To reread their writing aloud to check that it makes sense**  **To use adjectives that have been modelled.**  **To use simple sentence structures (which may often be repetitive).**  **Capital letters for names, places, the days of the week and the personal pronoun ‘I’.**  **Finger spaces.**  **Full stops to end sentences.**  **To spell some words containing previously taught phonemes and GPCs accurately**  **To spell some Y1 common exception words accurately (from English Appendix 1).**  **To write lower case letters in the correct direction, starting and finishing in the right place.** | **Write sentences that are sequenced to form short narratives (real or fictional)**  **Some use of**  **Capital letters and**  **Full stops**  **Segment spoken words into phonemes and represent graphemes, spelling some words correctly and making phonetically plausible attempts at others**  **Spell some common exception words**  **Form lower case letters in the correct direction, starting and finishing in the right place**  **Form lower case letters of the correct size relative to one another in some of their writing**  **Use spacing between words** |
| Working at expected | **To write sentences in order to 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 use adjectives to describe.**  **To use simple sentence structures**  **To use the joining word (conjunction) ‘and’ to link ideas and sentences.**  **Some use of**  **Exclamation marks.**  **Question marks.**  **To spell most words containing previously taught phonemes and GPCs accurately.**  **To Spell most common exception words**  **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 write lower case and capital letters in the correct direction, starting and finishing in the right place.**  **To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.** | **Write simple and coherent narratives about personal experience and those of others (real or fictional)**  **Write about real events recording these simply and clearly**  **Use present and past tense correctly and consistently**  **Use coordination ( and/ but/ or) and subordination (when/ if/ that/ because)**  **Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others**  **Spell many common exception words**  **Demarcate most sentences with**  **Capital letters**  **Full stops**  **Question marks**  **Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters**  **Use spacing between words that reflect the size of the letters** |
| Greater Depth | **To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.**  **To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.**  **To reread their writing to check that it makes sense and independently make changes.**  **To use adjectives to describe (sometimes ambitious beyond the year group).**  **To use simple and compound sentence structures.**  **Consistently use correctly**  **Question marks**  **Exclamation marks**  **Capital letters for names, places, the days of the week and the personal pronoun ‘I’.**  **Finger spaces.**  **Full stops to end sentences.**  **To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency** | **Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing**  **Make simple additions, revision and proof-reading corrections to their own writing**  **Use punctuation taught at KS1 mostly correctly**  **Spell most common exception words**  **Add suffixes to most words correctly in withier writing ( -ment, -ful, -ness, -ly, -less)**  **Use diagonal and horizontal strokes needed to join some letters** |

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|  | **Year 3** | **Year 4** |
| Working Towards | **To orally rehearse their ideas for writing and record their ideas using a modelled planning format**  **To demonstrate some understanding of purpose and audience**  **To use simple structure of a wide range of text types**  **To proof read their work for errors and make simple improvements with support**  **To make more ambitions words choices (may reflected modelled language from teacher)**  **Usually maintain the correct tense**  **Use full range of punctuation form other year groups including:**  **Full stops**  **Capital letters**  **Exclamation marks**  **Questions marks**  **Commas in a list**  **Apostrophes for possession and contractions**  **Inverted commas for direct speech**  **To use a range of conjunctions**  **To spell some words with prefixes – ir –auto –in – dis- super – anti**  **To spell some words with suffixes –ly –ous – ation**  **To spell some year 3 common exception words**  **To use joined cursive writing** | **To use a consistent and appropriate structure in fiction and non- fiction**  **To write narratives with a clear beginning, middle and end with a clear plot**  **To proof read their own and others writing with growing confidence**  **To create more detailed settings, characters and plot,**  **To organise paragraphs around a theme**  **To maintain tense throughout a piece of writing**  **Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done**  **Use fronted adverbials e.g. Later that day, I heard the bad news.**  **Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition**  **Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas**  **Apostrophes for singular possession and plural possession**  **Expanded noun phrases – modifying adjectives, and prepositions,**  **To use pronouns to aid cohesions and avoid repetition**  **To spell most words with prefixes/suffixes correctly**  **To spell most homophones correctly**  **To spell many common exception words**  **To use neat joined cursive handwriting** |
| Working at expected | **To begin to plan their own writing**  **To demonstrate an increase understanding of purpose and audience**  **To use the structure of a wide range of text types**  **Proof read theirs and others’ work to check for errors and make improvements**  **To make ambitious word choices**  **To create setting, character and plot**  **To organise paragraphs into themes**  **To use subordinate clauses**  **To begin to use adverbs, prepositions to show time, place and cause**  **Use ‘a’ or ‘an’ correctly**  **To begin to spell homophones correctly – which witch** | **To write a range of narratives and non-fiction using a consistent and appropriate structure**  **To proof rather own and others’ work making clear and accurate amendments**  **To create a more detailed setting, characters and plot to fully engage the reader**  **To consistently organise paragraphs around a theme**  **To maintain tense throughout a piece**  **To use all necessary punctuation**  **To use all punctuation from preceding year groups**  **To use singular possession and plural possession apostrophes with accuracy**  **To demarcate fronted adverbials with commas consistently.**  **To use nouns and pronouns effectively to aid cohesion**  **To spell all words with prefixes/suffixes correctly**  **To spell all homophones correctly** |
| Greater Depth | **To plan and write with an understanding of purpose and audience**  **To make deliberate and ambitious words choices to add detail, effect and engage the reader**  **To maintain the correct tense (including present perfect)**  **To punctuate direct speech accurately**  **To use subordinate clauses sometimes changing the position of the subordinate clause**  **To use a range of coordinating and subordinating conjunctions**  **To spell many of the Year 3 common exception words**  **To use joined cursive handwriting** | **To write narratives that well well structured and well paced**  **To proof own and others’ work making clear and accurate amendments consistently**  **To create a more detailed setting, characters and plot to fully engage the reader consistently**  **To consistently organise paragraphs around a theme and aid cohesion within paragraphs**  **Always maintain tense**  **Always use standard verb inflections accurately**  **To use all punctuation consistently and accurately**  **To use their knowledge of word families to aid spelling** |

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|  | **Year 5** | **Year 6** |
| Working Towards | **To write for a range of purposes and audiences**  **To select appropriate grammar and vocabulary to match the purpose**  **To describe the setting, characters and atmosphere with and awareness of the reader**  **To begin to use dialogue to convey character and action**  **Organisational and presentational devices to structure text and to guide the reader e.g. Headings, bullet points, underlining**  **To create paragraphs that are usually suitably linked (this may not be accurate)**  **To proof read their work and others to assess and make necessary corrections**  **Use the full range of punctuation from preceding year groups**  **Being to use commas to clarify meaning**  **Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly**  **Begin to experiment with relative clauses**  **Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must**  **Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify**  **To spell some words from Y5/6 word**  **To spell some complex homophones** | **Write for a range of purposes**  **Use paragraphs to organise ideas**  **In narratives, describe settings**  **In narratives describe characters**  **In non narrative use simple devices to support the reader (Heading, subheading, bullet points)**  **Using mostly correctly**  **Capital letters**  **Full stops**  **Question marks**  **Exclamation marks**  **Commas for lists**  **Apostrophes for contraction/possession**  **Spelling most words correctly (year 3 and 4)**  **Spelling some words correctly (year 5 and 6)**  **Producing legible joined handwriting (at this standard there is no need for writing to be joined)** |
| Working at expected | **To write for a range of purposes and audiences confidently select appropriate grammar and vocabulary to match the purpose**  **To describe the setting, characters and atmosphere to consistently engage the reader**  **To begin to use dialogue to convey character and action with increasing confidence**  **To begin to proof read to precise longer passages by removing unwanted repetition**  **To use commas to clarify meaning with increasing accuracy**  **Use devices to build cohesion within a paragraph consistently and accurately e.g. then, after that, this, firstly**  **To use relative clauses with relative pronoun**  **Parenthesis, Brackets, Dashes, Commas**  **To spell many words from Y5/6 word**  **To spell many complex homophones**  **To use consistently joined handwriting** | **Write effectively for a range of audiences and purpose, selecting the language that sows awareness of reader (1st person diary, direst address in persuasive writing)**  **In narrative**  **In narratives, describe settings**  **In narratives describe characters**  **In narratives, describe atmosphere**  **Integrate dialogue in narratives to convey character and advance the action**  **Using mostly correctly: inverted commas, commas for clarity, punctuation for parentheses, Contracted forms, Passive verbs, Modal verbs**  **Use a range of devices to build cohesion**  **Conjunctions, Fronted adverbials, Pronouns, Synonyms**  **Spelling most words correctly (year 5 and 6)**  **Use verb tenses consistently and correctly throughout their writing**  **Maintaining legibility, fluency and speed in handwriting when writing at speed** |
| Greater Depth | **To consistently produce stained and accurate writing from different narrative and nonfiction genres with appropriate structure**  **To describe characters, setting, and atmosphere with carefully chosen vocabulary to enhance the mood and clarify meaning**  **To regularly use integrated dialogue**  **Consistently link ideas with and across paragraphs**  **To use commas to clarify meaning and avoid ambiguity consistently**  **To use a wide range of words/phrases to link paragraphs with and across to aid cohesion**  **Wide range of adverbs and modal verbs**  **Spell most common exception words correctly** | **Write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing (literary language, characterisation, structure)**  **Distinguish between the language of speech and writing and choose the appropriate structure.**  **Exercise and assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this**  **Use range of punctuation taught at KS2 correctly ( when necessary use punctuation precisely to enhance meaning and avoid ambiguity)**  **Semi- colons, colons, hyphens, dashes** |