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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** |