



	<b>Composition...Pupils can...</b>	<b>Vocabulary, Spelling and Punctuation...Pupils can...</b>	<b>Transcription/Spelling...Pupils can...</b>	<b>Transcription/Handwriting...Pupils can...</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>To learn to write a greeting in a card</li> <li>To learn to write sentences which can be read by themselves and others (without punctuation)</li> <li>To learn to space words accurately</li> <li>To learn to write some irregular (tricky) common words</li> <li>To learn to write a short story including at least three sentences</li> </ul>	<ul style="list-style-type: none"> <li>To learn all set 1 and set 2 phonemes by end of Reception</li> <li>To learn to hold a ditty before writing it</li> </ul>	<ul style="list-style-type: none"> <li>To learn to use their set 1 and set 2 phonic knowledge to write words in ways which match their spoken sounds – some being spelt correctly and others being phonetically plausible</li> </ul>	<ul style="list-style-type: none"> <li>To learn to form recognisable letters, many of which are formed correctly</li> <li>To learn to form recognisable letters, many of which are formed correctly</li> <li>To learn to sew a running stitch following a straight line</li> <li>To learn to use clay tools to sculpt and add fine detail to clay</li> <li>To learn to use a tripod grip to write with a pencil with control</li> <li>To learn to sit on a chair with a straight back and feet on the floor</li> </ul>
<b>Y1</b>	<ul style="list-style-type: none"> <li>To sequence sentences to form short narratives</li> <li>To re-read what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>To show some awareness of capital letters, full stops, question marks and exclamation marks to demarcate</li> </ul>	<ul style="list-style-type: none"> <li>To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> <li>To name the letters of the alphabet in order</li> </ul>	<ul style="list-style-type: none"> <li>To form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>To form capital letters</li> <li>To form digits 0-9</li> <li>To sit correctly at a table,</li> </ul>



	<ul style="list-style-type: none"> <li>• To say out loud what they are going to write about</li> <li>• To compose a sentence orally before writing it</li> <li>• To discuss what they have written with the teacher or other pupils</li> <li>• To read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p>sentences</p> <ul style="list-style-type: none"> <li>• To understand how words can combine to make sentences</li> <li>• To separate words with spaces</li> <li>• To join words and clauses using 'and'</li> <li>• To use capital letters for names and for the personal pronoun 'I'</li> <li>• To show understanding of regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun</li> <li>• To show understanding of how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the</li> </ul>	<ul style="list-style-type: none"> <li>• To spell words containing each of the 40+ phonemes already taught</li> <li>• To spell the days of the week</li> <li>• To spell common exception words</li> <li>• To use letter names to distinguish between alternative spellings of the same sound</li> <li>• To understand that words are divided into 'beats' or syllables</li> <li>• To use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• To distinguish between homophones and near-homophones</li> <li>• To use -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g., helping, helped, helper, eating, quicker, quickest).</li> <li>• To use the prefix un-</li> </ul>	<p>holding a pencil comfortably and correctly</p> <ul style="list-style-type: none"> <li>• To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practises these</li> </ul>
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		boat) <ul style="list-style-type: none"> <li>To show understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> </ul>		
Y2	<ul style="list-style-type: none"> <li>To plan or says out loud what they are going to write about</li> <li>To develop positive attitudes towards, and stamina for, writing, by writing for different purposes</li> <li>To proof-read to check for errors in spelling, grammar and punctuation</li> <li>To encapsulate what they want to say, sentence by sentence</li> <li>To write down ideas and/or key words, including new</li> </ul>	<ul style="list-style-type: none"> <li>To correctly and consistently use present tense and past tense throughout writing</li> <li>To accurately use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>To have some use of the suffixes -er, -est in adjectives</li> <li>To use suffix -ly to turn adjectives into adverbs</li> <li>To use subordination</li> </ul>	<ul style="list-style-type: none"> <li>To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>To learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> <li>To learn to spell more words with contracted forms</li> <li>To spell by learning the</li> </ul>	<ul style="list-style-type: none"> <li>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>To use spacing between words that reflects the size of the letters</li> <li>To form lower-case letters of the correct size relative to one another</li> <li>To start using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined</li> </ul>



	<p>vocabulary</p> <ul style="list-style-type: none"> <li>• To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</li> <li>• To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• To read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<p>(using when, if, that, because) and co-ordination (using or, and, but)</p> <ul style="list-style-type: none"> <li>• To use commas to separate items in a list</li> <li>• To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</li> <li>• To show understanding of formation of nouns, using suffixes such as -ness, -er and by compounding (e.g. whiteboard, superman)</li> <li>• To show understanding of formation of adjectives using suffixes such as -ful, -less</li> <li>• To use expanded noun phrases for</li> </ul>	<p>possessive apostrophe (singular)</p> <ul style="list-style-type: none"> <li>• To add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</li> </ul>	
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		<p>description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <ul style="list-style-type: none"> <li>• To show understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command</li> <li>• To use apostrophes to mark where letters are missing in spelling</li> <li>• To use apostrophes to mark singular possession in nouns (e.g. the girl's name)</li> </ul>		
<b>Y3</b>	<ul style="list-style-type: none"> <li>• To make some attempt to define paragraphs by organising ideas with related points placed next to each other – e.g. one</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to use inverted commas to punctuate direct speech</li> <li>• To attempt to use paragraphs as a</li> </ul>	<ul style="list-style-type: none"> <li>• To use prefixes and suffixes to understand how to add them</li> <li>• To spell further homophones</li> <li>• To identify commonly</li> </ul>	<ul style="list-style-type: none"> <li>• To use diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another are best left un-</li> </ul>



	<p>sentence paragraphs or ideas loosely organised</p> <ul style="list-style-type: none"> <li>• To use non-narrative material with simple organisational devices – eg headings and sub headings</li> <li>• To proof read for spelling and punctuation errors</li> <li>• To discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar</li> <li>• To discuss and records ideas</li> <li>• To compose and rehearses sentences orally (including dialogue) progressively building a varied and rich vocabulary</li> </ul>	<p>way to group related materials</p> <ul style="list-style-type: none"> <li>• To msake some use of the present perfect form of verbs instead of the simple past – eg “He has gone out to play”. In contrast with “He went out to play”</li> <li>• To express time, place and cause using conjunctions. E.g. when, before, after, while, because. KPI</li> <li>• To use the forms “a” or “an” according to whether the next word begins with a consonant or vowel. E.g. a rock, an open box</li> <li>• To show an awareness of headings and sub headings to aid presentation</li> <li>• To express time,</li> </ul>	<p>misspelt words and attempts to correct them</p> <ul style="list-style-type: none"> <li>• To understand how to place the apostrophe in words with regular plurals egg girls’ boys’</li> <li>• To use the first two or three letters in a word to check its spelling in a dictionary</li> <li>• To write from memory simple sentences, dictated from the teacher, that include words and punctuation taught so far</li> </ul>	<p>joined</p> <ul style="list-style-type: none"> <li>• To increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the downward letters are parallel and equidistant</li> <li>• To increase the legibility, consistency, and quality of their handwriting – egg by ensuring that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch</li> </ul>
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	<p>and an increasing range of sentence structure.</p> <ul style="list-style-type: none"> <li>• To create narrative settings, characters and plot, with some attempt to elaborate on basic information or events - e.g. nouns expanded by simple adjectives etc.</li> <li>• To assess the effectiveness of their own and others' writing and suggests improvements</li> <li>• To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• To read aloud their own writing, to a group or the whole class using</li> </ul>	<p>place and cause using adverbs. E.g. then, next, soon, therefore</p> <ul style="list-style-type: none"> <li>• To express time, place and cause using prepositions e.g. during, after, in, because of</li> <li>• To show understanding of the formation of nouns, using a range of prefixes e.g. super, anti, auto</li> <li>• To show knowledge of word families based on common words, showing how words are related in form and meaning, e.g. solve, solution, solver, dissolve, insoluble</li> </ul>		
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	appropriate intonation and controls the tone of voice so that the meaning is made clear			
<b>Y4</b>	<ul style="list-style-type: none"> <li>To organise paragraphs around a theme: paragraphs/ sections help to organise content</li> <li>To create narratives with settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases)</li> <li>To proof-read for errors in spelling and punctuation</li> <li>To discuss writing similar to that which they are planning to write</li> </ul>	<ul style="list-style-type: none"> <li>To use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").</li> <li>To use paragraphs to organise ideas around a theme</li> <li>To make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>To use further prefixes and suffixes and understands how to add them</li> <li>To spell further homophones</li> <li>To identify commonly misspelt words and corrects them</li> <li>To understand how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)</li> <li>To use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>To use the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left enjoined.</li> <li>To increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant</li> <li>To increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>



	<p>and understands and learns from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• To discuss and records ideas</li> <li>• To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures</li> <li>• To assess the effectiveness of their own and others' writing and suggests improvements</li> <li>• To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in</li> </ul>	<ul style="list-style-type: none"> <li>• To use fronted adverbials (e.g. 'Later that day, I heard the bad news')</li> <li>• To use appropriate 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')</li> <li>• To use expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</li> <li>• To understand the grammatical difference between plural and</li> </ul>		
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	<p>sentences</p> <ul style="list-style-type: none"> <li>To proof-read for errors in spelling and punctuation</li> <li>To read aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear</li> </ul>	<p>possessive -s</p> <ul style="list-style-type: none"> <li>To use commas after fronted adverbials</li> <li>To correctly use apostrophes to mark plural possession (e.g. the girl's name, the girls' names).</li> </ul>		
Y5	<ul style="list-style-type: none"> <li>To identify the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing</li> <li>To describe settings, characters and atmosphere and integrates dialogue to convey character and advance the action</li> <li>To use further organisational and</li> </ul>	<ul style="list-style-type: none"> <li>To use commas to clarify meaning or avoid ambiguity</li> <li>To use a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</li> <li>To indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</li> <li>To understand how</li> </ul>	<ul style="list-style-type: none"> <li>To use further prefixes and suffixes and understands the guidelines for adding them</li> <li>To spell some words with 'silent' letters</li> <li>To continue to distinguish between homophones and other words which are often confused</li> <li>To use knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically</li> <li>To use dictionaries to check the spelling and meaning of words</li> <li>To use the first three or four letters of a word to check</li> </ul>	<ul style="list-style-type: none"> <li>To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices</li> <li>To decide, as part of their personal style, whether or not to join specific letters</li> <li>To be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version)</li> <li>To choose the writing implement that is best suited for a task (e.g. quick notes, letters).</li> </ul>



	<p>presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <ul style="list-style-type: none"> <li>• To ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• To proof-read for errors in spelling and punctuation</li> <li>• To make notes and develops initial ideas, drawing on reading and research where necessary</li> <li>• To develop characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors</li> <li>• To select</li> </ul>	<p>to convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <ul style="list-style-type: none"> <li>• To use brackets, dashes or commas to indicate parenthesis</li> <li>• To use a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</li> <li>• To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• To have knowledge of verb prefixes (e.g. dis-, de-, mis-, over- and re</li> </ul>	<p>spelling, meaning or both of these in a dictionary</p> <ul style="list-style-type: none"> <li>• To use a thesaurus</li> </ul>	
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	<p>appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect</p> <ul style="list-style-type: none"><li>• To attempt to précis longer passages</li><li>• To use a wide range of devices to build cohesion within and across paragraphs</li><li>• To assess the effectiveness of their own, and others' writing</li><li>• To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• To ensure correct subject and verb agreement when using singular and plural,</li></ul>			
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	distinguishing between the language of speech and writing, and choosing the appropriate register			
<b>Y6</b>	<ul style="list-style-type: none"> <li>To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>To use imaginative descriptions of settings, convincing characterisation and a range of stylistic devices to develop atmosphere</li> <li>To use further organisational and presentational devices to structure text and to guide the reader (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>To use the colon to introduce a list and uses semi-colons within lists</li> <li>To punctuate bullet points when listing information</li> <li>To use the layout of devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text</li> <li>To use the passive voice to affect the presentation of information in a sentence (e.g. 'I had broken the window in the greenhouse' versus 'The window in the greenhouse</li> </ul>	<ul style="list-style-type: none"> <li>To use dictionaries to check the spelling and meaning of words</li> <li>To use further prefixes and suffixes and understands the guidelines for adding them</li> <li>To spell some words with 'silent' letters</li> <li>To continue to distinguish between homophones and other words which are often confused</li> <li>To use knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt</li> <li>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>To use a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices</li> <li>To know when to join specific letters</li> <li>To be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version</li> <li>To choose the writing implement that is best suited for a task (e.g. quick notes, letters</li> </ul>



	<p>headings, bullet points, underlining).</p> <ul style="list-style-type: none"> <li>• To ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• To proof-read effectively for spelling and punctuation errors</li> <li>• To make notes and develops initial ideas, drawing on reading and research where necessary</li> <li>• To develop characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors</li> <li>• To select appropriate</li> </ul>	<p>had been broken'</p> <ul style="list-style-type: none"> <li>• To recognise and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out/discover; ask for/ request; go in/enter</li> <li>• To use the colon to introduce a list and uses semi-colons within lists</li> <li>• To show knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover'</li> <li>• To use linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase,</li> </ul>		
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	<p>grammar and vocabulary, understanding how such choices can change and enhance meaning. Uses an ambitious vocabulary, generally appropriate to purpose and audience</p> <ul style="list-style-type: none"> <li>• To integrate dialogue to convey character and advance the action</li> <li>• To shape and précis longer passages to adapt material appropriately for selected form</li> <li>• To use a wide range of devices to build cohesion within and across paragraphs.</li> <li>• To use paragraphs and cohesive devices contribute to emphasis and effect, (e.g. adverbials as</li> </ul>	<p>grammatical connections (e.g. the use of adverbials such as: 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis</p> <ul style="list-style-type: none"> <li>• To use a wide range of clause structures, varying their position within the sentence</li> <li>• To show knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little</li> </ul>		
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	<p>sentence starters).</p> <ul style="list-style-type: none"><li>• To assess the effectiveness of their own and others' writing</li><li>• To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register</li></ul>			
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