

Year Group	Reception		
Phonics & Writing	<ul style="list-style-type: none"> • Sometimes gives meaning to marks they draw and paint. • Gives meaning to marks they make as they write and draw. • Letter shapes used but no grapheme/phoneme correspondence. • Hears and says the initial sound in words. • Some initial letter shapes used to represent words. 	<ul style="list-style-type: none"> • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Can segment the sounds in simple words and blend them together to write VC, CVC, CCVC and CVCC words. • Writes own name and other things such as labels and captions • An awareness of finger spaces. • Attempts to write short sentences in meaningful contexts. 	<ul style="list-style-type: none"> • Uses their phonic knowledge to write words in ways which match their spoken sounds. • Writes some irregular common words from Phase 3/4 phonics. • Says out loud what they are going to write about. • Writes simple sentences and phrases which can be <u>read by themselves and others</u>. <ul style="list-style-type: none"> - Some words are spelled correctly and others are phonetically plausible. • Begins to use finger spaces within a sentence.
Handwriting	<ul style="list-style-type: none"> • Begins to use anticlockwise movement and retrace vertical lines • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb 	<ul style="list-style-type: none"> • Shows a preference for a dominant hand. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Begins to form recognisable letters. 	<ul style="list-style-type: none"> • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Year Group	Year 1		
Transcription			<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught. • Spell common exception words. • Spell the days of the week. • Name the letters of the alphabet in order. • Use letter names to distinguish between alternative spellings of the same sound. • Add prefixes and suffixes. • Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. • Use the prefix un– • Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Handwriting	<ul style="list-style-type: none"> • Orientate writing correctly (top to bottom, left to right) • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Begin to form capital letters. • Begin to form digits 0-9. 	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. 	<ul style="list-style-type: none"> • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. • Form letters and numbers with correct orientation.
Composition	<ul style="list-style-type: none"> • Say out loud what they are going to write about. • Recognise letters and simple words and phrases are used to convey meaning. • <i>Writing may need to be mediated to be understood.</i> • Sequence several pictures and describe orally in sentences. • Read/retell writing with an adult. 	<ul style="list-style-type: none"> • Compose a sentence orally before writing it. • Begin to write in different forms; e.g. <i>lists, captions, simple stories.</i> • Begin to use story language, such as one day, a long time ago, far, far away, early one morning. • Sequence several given sentences. • Re-read their own work and, with support, recognise if it makes sense. • Discuss what they have written with the teacher or other pupils. 	<ul style="list-style-type: none"> • Read aloud their writing clearly enough to be heard by their peers and the teacher. • <i>Writing can generally be read without mediation.</i> • Sequence sentences to form short narratives. • Sequence ideas appropriately eg stories have a beginning, middle or end or instructions are in the correct order. • Begin to link some simple appropriate vocabulary to the context e.g. once upon a time, happily ever after. • Include some interesting descriptive language used, e.g. <i>for appearance, feelings, characters and settings.</i> • Re-read what they have written to check that it makes sense. • Use alliteration for effect
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Use capital letters for own name and personal pronoun 'I' • Join words with and e.g. fish AND chips • Show some awareness of how full stops are used in writing e.g. <i>end of a line.</i> • Write simple sentences and phrases 	<ul style="list-style-type: none"> • Leave spaces between words. • Use capital letters for days of the week and months. • Begin to join ideas with 'and'. • Begin to show an awareness of how full stops are used e.g. <i>the end of a sentence.</i> • Begin to use capital letters and full stops to demarcate sentences. 	<ul style="list-style-type: none"> • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • Join words and join clauses using 'and'. • Begin to punctuate sentences using a capital letter and full stop, question mark or exclamation mark. • Write simple sentences that makes sense. • Sometimes attempt to match sentence structures to purpose. •

Year Group	Year 2		
Transcription			<ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. • Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learn to spell common exception words. • Learn to spell more words with contracted forms. • Learn the possessive apostrophe (singular) [e.g. the girl's book] • Distinguish between homophones and near homophones. • Add suffixes to spell longer words, incl: -ment, -ness, -ful, -less, -ly • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> • Leave spaces between words that reflect the size of the letters. 	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. 	<ul style="list-style-type: none"> • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not-joined.
Composition	<ul style="list-style-type: none"> • Plan or say out loud what they are going to write about. • Write down ideas and/or key words, including new vocabulary. • Begin to show characteristics of chosen written form based on the structure of known texts. • Write narratives about personal experiences and those of others (real and fictional/poetry) • Write about real events. 	<ul style="list-style-type: none"> • Group related ideas together. Write for different purposes. For example in non-fiction <ul style="list-style-type: none"> • some basic sequencing of ideas or material, e.g. time-related words or phrases, line breaks, headings, numbers. • Evidence of most of the genre specific for chosen text type. (see progression in text type features). • Use appropriate vocabulary, making choices between alternatives supplied, e.g. word banks. • openings and/or closings sometimes signalled 	<ul style="list-style-type: none"> • Use simple, appropriate text features. • Show an awareness of paragraphs. • Use dialogue or actions to show character and viewpoint. • Consider and select from alternative word choices related to the subject matter. • Choose words for effect. • Use detail to engage the reader. • Make simple additions, revisions and corrections to writing. • Evaluate their writing with the teacher and other pupils. • Knows and uses similies accurately to engage the reader.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Use full stops and capital letters more consistently. • Begin to use commas in lists. • Show some evidence of the use of other punctuation such as exclamation, speech marks and question marks. • Use simple sentences and compound sentences joined by 'and'. • Begin to use subordination to show time and reason e.g. when, because. • Begin to use the past and present tense correctly. • Expand noun phrases to describe and specify (for example, the blue butterfly) • Clause structure mostly grammatically correct • Use some features of written Standard English I was/they were he was/you were/Itwas/we were. 	<ul style="list-style-type: none"> • Use full stops, capital letters and question marks more consistently. • Begins to experiment with exclamation marks. • Begins to experiment with apostrophise for contraction/possession. • Use a range of connectives to make a compound sentence e.g. and, but, because, so. • Use conjunctions or & that. • Use pronouns to avoid repetition. • Start some sentences in different ways e.g. subjects; pronoun. • Use past and present tense. 	<ul style="list-style-type: none"> • Use full stops, capital letters, exclamation marks, question marks. • Use commas for lists and apostrophes for contracted forms and the possessive (singular) • Use sentences with different forms: statement, question, exclamation, command. • Use or, and, but appropriately. • Use 'when, if, that, or because' to subordinate clauses. • Use the present and past tenses correctly and consistently including the progressive form.

Year Group	Year 3		
Transcription			<ul style="list-style-type: none"> • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting			<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not-joined.
Composition	<ul style="list-style-type: none"> • Plan their writing by discussing and recording ideas. • Show some attempts to organise and group related ideas together. • Draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings. • Make adventurous word and language choices appropriate to the style and purpose of the text • Sustain form in narrative, including use of person and time. • Structure narrative and non-fiction writing but this may not be balanced e.g. long beginnings and sudden endings. • Evaluate the effectiveness of their own and others' writing and suggest improvements. 	<ul style="list-style-type: none"> • Organise ideas in sections or paragraphs, to distinguish between information, events or processes (links between paragraphs may be unclear) • Use adverbs to add detail to actions. • Begin to use technical language appropriate to text type. • Include a beginning middle and end in narratives, with events sequenced logically and the main conflict resolved. • Proof-read for spelling and basic punctuation errors. 	<ul style="list-style-type: none"> • Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure. • Sequence ideas within paragraphs logically. • Select nouns to be specific e.g. Ferrari instead of car. • Express viewpoint (opinion, attitude, position) but this may not be maintained. • Attempt to engage the reader through detail or word choices. • Show balance and an attempt to create pace in narrative writing. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • Evaluate and edit by including the accurate use of pronouns in sentences. • Uses metaphors for effect.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Start sentences in a variety of ways e.g prepositions • Add details through use of noun phrases e.g. golden coins, and adverbs e.g. glistening brightly. • Use conjunctions at the beginning and within sentences e.g. when, if. • Use exclamation marks more effectively. • Use commas in lists. • Indicate the spoken word with speech marks. • Use determiners a/an correctly. 	<ul style="list-style-type: none"> • Choose nouns or pronouns appropriately for clarity and cohesion. • Compose writing of mainly simple and compound sentences which are grammatically correct. • Use first and third person consistently. • Choose tense appropriate for the text – type. • Use commas when listing more detailed ideas. • Use 'who' and 'that' appropriately. • Some evidence of complex sentences with a variety of different connectives, such as because, however, as etc. 	<ul style="list-style-type: none"> • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Use conjunctions, adverbs and prepositions to express time and cause e.g. after a while, eventually, because, the reason that, so. • Indicate possession by using the possessive apostrophe with plural nouns. • Use and punctuate direct speech.

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Year Group	Year 4		
Transcription			<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1) • Spell further homophones. • Spell words that are often misspelt (English Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting			<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Composition	<ul style="list-style-type: none"> • Make some links between paragraphs. • Use a range of technical and descriptive and figurative language. • Vary the use of words and phrases to achieve impact. • Create settings, characters and plot. • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. • Viewpoint established and maintained eg. When writing in role. 	<ul style="list-style-type: none"> • Use paragraphs to organise narrative and non-fiction writing. • Choose vocabulary to add interest or clarity or to introduce opinion or persuasion. • Write well-paced events in narratives. • Carefully select and include detail to support purpose and engage reader's interest. • Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency. <p>Beginning to experiment with a range of sentences</p>	<ul style="list-style-type: none"> • Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Organise paragraphs around a theme. • Write narrative with a build-up and problem/climax towards a defined ending. • Include features of appropriate text types with increasing confidence. • Proof-read for most spelling and most punctuation errors. • Beginning to experiment with paragraph links / signposts to guide the reader. • Some ideas and materials developed in detail, eg. Descriptions elaborated by adverbial and expanded noun phrases.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Full stops, capital letters, question marks, exclamation marks, speech marks, apostrophes, commas to mark clauses must be accurate. • Use the present perfect form of verbs in contrast to the past tense. • Use complex sentences with adverbial starters e.g. <i>slowly, carefully, sometime later</i> or relative clauses e.g. <i>The boy, who was caught stealing apples, was chased by the angry man</i> 	<ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Use fronted adverbials. • Use commas after fronted adverbials. 	<ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Year Group	Year 5		
Transcription)			<ul style="list-style-type: none"> • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Handwriting			
Composition	<ul style="list-style-type: none"> • Identify the purpose of writing. • Make notes for initial ideas. • Use some appropriate layout features to enhance organisation. • Begin to create their own layouts to present information on paper or screen. • Describe real and narrative settings and characters in some detail. • Create characters with some interaction to reveal feelings. • Begin to experiment with different sentence lengths. 	<ul style="list-style-type: none"> • Identify the audience for and purpose of the writing. • Make notes for initial ideas from across a range of texts. • Use further organisational and presentational devices to structure text and to guide the reading (for example, headings, bullet points, underlining) • Sustain ideas within and between paragraphs and sections • Select appropriate grammar and vocabulary. • Comment upon the characters' thoughts and feelings as a writer. • In narrative attempts are made to vary the pace. • Use causal and logical connectives in addition to those that signal time e.g. However, therefore. • Ensure the consistent and correct use of tense throughout a piece of writing. 	<ul style="list-style-type: none"> • Use examples of similar writing as models for their own. • Develop initial ideas drawing on reading and research where necessary. • Start sentences in a variety of ways. • Extend and develop paragraphs usually around a topic, main point, event or idea • Use paragraphs to signal a change of time, scene, action, mood or person. • Use a range of connecting words and phrases appropriate to text type. • Experiment with language including the use of imagery, similes and metaphors • Ensure correct subject and verb agreement when using singular and plural, • Assess the effectiveness of their own writing considering purpose and audience • Consistent use of sentence lengths for impact with some features used to build up shades of meaning eg change in word order.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Begin to use commas to mark embedded clauses e.g. The pirate, with his cutlass clenched in his teeth, swung onto the ship. 	<ul style="list-style-type: none"> • Use a colon to introduce a list. • Show general accuracy of punctuation within dialogue and sentences, throughout a piece of writing. 	<ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis. • Use the perfect form of verbs to mark relationships of time and cause. • Understand the grammar for Year 5 in English Appendix 2

Year Group	Year 6		
Transcription			<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
Handwriting			<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed. • Choose which shape of a letter to use and whether or not to join specific letters. • Choose the writing implement that is best suited for a task.
Composition	<ul style="list-style-type: none"> • Adapt given texts for different audiences • Transcribe notes from different texts including ICT • Manage the development of ideas across the text e.g. closing refers back to opening. • Sustain and develop ideas within and between paragraphs or sections. • Use paragraphs of varying length to achieve pace and emphasis and to structure the plot. • Use e.g: pronouns, adverbials, connectives and subject specific vocabulary to develop cohesion between and within paragraphs. • Use the passive and active voice to enhance meaning. • Create atmosphere in narrative. • Précis short passages focusing on key facts. • Assess the effectiveness of own and others' writing, (considering sentence and vocabulary variation) 	<ul style="list-style-type: none"> • Select the appropriate form using other similar writing as models for their own. • Recognise sources of information in a bibliography. • Use a range of devices to support cohesion throughout a text e.g .secure use of pronouns and connectives. • Develop the topic sentence of a paragraph across a range of writing. • Begin to experiment with the order of sections. • Select vocabulary to reflect shades of meaning. • Integrate dialogue into writing to convey character and advance action. • Balance the use of dialogue, actions and description in narrative to engage the reader. • Précis short passages focusing on key messages e.g. what is being inferred • Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> • Adapt writing for different audiences and purposes. • Use a wider range of devices to build cohesion within and across paragraphs. • Maintain chronology /sequencing throughout a text. • Use a variety of sentence lengths for effect e.g. long and short sentences for description or suspense • Make language choices to change and enhance meaning. • Précis longer passages. • Propose and implement changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Distinguish between the language of speech and writing and choose the appropriate register – edit writing for inconsistencies. • Create IT presentations that are clear, effective and have impact.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Use modal verbs or adverbs to indicate degrees of possibility. • Punctuate bullet points consistently. 	<ul style="list-style-type: none"> • Use passive verbs to affect the presentation of information in a sentence • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. 	<ul style="list-style-type: none"> • Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Use expanded noun phrases to convey complicated information concisely. • Use commas to clarify meaning or avoid ambiguity in writing. • Use hyphens to avoid ambiguity. • Use semi-colons, colons or dashes to mark boundaries between independent clauses • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing