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|---|--|---|--|----|---------------|----|----|----|
| Year 1 | Grammar | | Autumn | | | | | |
| | <ol style="list-style-type: none"> I am beginning to write in simple sentences which are grammatically correct I can join words and sentences using –and- I can use these words when talking about my writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark | | 1E | 1D | 1S | 1M | | |
| | Punctuation | | Transcription/Handwriting | | Spring | | | |
| | <ol style="list-style-type: none"> I can leave spaces between words I can punctuate sentences using capital letters and full stops I am beginning to use question marks or exclamation marks I can use a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’ | | <ol style="list-style-type: none"> I can form all lower case letters correctly I can form all capital letters I can form digits 0-9 correctly | | 1E | 1D | 1S | 1M |
| Composition | | Vocabulary | Spelling | | Summer | | | |
| <ol style="list-style-type: none"> I can say out loud what I am going to write about I can compose a sentence orally I can sequence sentences in my writing and use a simple opening or closing phrase (often formulaic) may be used (<i>One day; On Saturday; it flew away; the end</i>) Some ideas/events linked by connecting vocabulary, e.g. through repetition of a connective, subject or pronoun relating to the main idea (<i>I made a tree shape. Then I cut it out. Then I stuck a star on then I put the glitter on; my dragon is purple and it has green spots and it has sharp claws and it has a long tail and it breathes fire</i>). I can reread what I have written I can write sentences with adjectives | | <ol style="list-style-type: none"> I can use simple vocabulary | <ol style="list-style-type: none"> I can spell common exception words see year 1 spelling appendix (1) I can make phonically plausible attempts at words with digraphs, trigraphs and double letters | | 1E | 1D | 1S | 1M |

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|---|---|-------------------------------------|--|---|----|----|---------------|----|----|----|----|
| Year 2 | Grammar | | | Autumn | | | | | | | |
| | 1. I consistently use the correct tense in my writing 2. I can use these words when talking about my writing: <i>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma</i> 3. I can write a sentence; a statement, a question, an exclamation and a command 4. I can use an expanded noun phrase to describe and specify e.g the beautiful blue butterfly 5. I can use subordinating conjunctions (when, if, that, because) 6. I can use coordinating conjunctions (or, and, but) 7. I can use adverbs in my writing (linked to spelling appendix) | | | 2E | 2D | 2S | 2M | | | | |
| | Punctuation | | | Spring | | | | | | | |
| | 1. I can use full stops, capital letters, exclamation marks and question marks 2. I can use commas for lists 3. I can use apostrophes for contractions 4. I can use apostrophes for singular possession | | | 1. I can use diagonal & horizontal strokes to join handwriting. | | | | 2E | 2D | 2S | 2M |
| | Composition | | Vocabulary | Spelling | | | Summer | | | | |
| 1. I can write narratives about personal experiences and those of others (real and fictional) 2. I am beginning to include a beginning and/or ending when appropriate in my writing eg A simple opening or ending (<i>Once upon a time...Yesterday we made cakes...Dear Santa...At the end we went home...</i>) 3. I am beginning to sequence my work correctly using sentences linked by pronouns or simple time connectives (<i>Then they climbed...She picked the flower...Next you stir it...</i>) 4. I am beginning to group similar ideas together eg Some attempt to sequence ideas or events, e.g. by use of time related words; numbered points; headings, line breaks; use of pictures. 5. I can write for different reasons and use different text types 6. I can plan/say aloud what I intend to write about 7. I can reread my work for sense and punctuation | | 1. I can use some adventurous words | 1. I can spell by segmenting words into phonemes 2. I can learn to spell some common exception words 3. I can spell some words with contracted forms 4. I can distinguish between homophones and near homophones (see appendix 1) 5. I can add suffixes to longer words eg -ment, -ness, -ful, -less 6. I can apply spelling rules and guidelines in Appendix 1 | | | 2E | 2D | 2S | 2M | | |

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| Year 3 | Grammar | | | Autumn | | | | | |
| | <ol style="list-style-type: none"> 1. I am beginning to extend my sentences with more than one clause by using a wider range of conjunctions eg when, if, because, although 2. I can use a and an correctly 3. I am beginning to choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition 4. I can use conjunctions, adverbs and prepositions to express time and cause 5. I can use these words when talking about my writing: <i>Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)</i> | | | 3E | 3D | 3S | 3M | | |
| | Punctuation | | | Transcription/Handwriting | | Spring | | | |
| | <ol style="list-style-type: none"> 1. I can use full stops, capital letters, exclamation marks and question marks 2. I can use commas for lists and to mark the clause. 3. I can begin to use inverted commas (speech marks) to punctuate direct speech | | | 1. My writing is legible and joined. | | 3E | 3D | 3S | 3M |
| | Composition | | Vocabulary | Spelling | | Summer | | | |
| <ol style="list-style-type: none"> 1. I can plan my writing, with some support, using structure, grammar and vocabulary from a given model 2. I am beginning to use a varied range of sentence structures 3. I can organise paragraphs around a theme; Some attempt to sequence ideas logically. 4. I can sequence my work without omitting ideas/events eg with simple adverbials / pronouns may link sentences, sections or paragraphs (<i>when we got there, after that</i>). 5. I can create characters, settings and plots 6. I can use simple organisational devices in non-fiction texts such as headings and subheadings 7. I am beginning to vary my tense forms appropriately (<i>he has gone out to play/he went out to play/he will go out to play</i>) 8. I can proof read for sense, spelling and punctuation errors 9. I am beginning to make improvements in my writing | | <ol style="list-style-type: none"> 1. I can use a rich vocabulary 2. I can use some words for effect 3. I can experiment with adjectives to create impact | <ol style="list-style-type: none"> 1. I can use my knowledge of prefixes and suffixes to help my spelling. 2. I can learn to spell all common exception words. 3. I can select the correct homophone 4. I can spell words that are commonly misspelt 5. (See appendix 1) | | 3E | 3D | 3S | 3M | |

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| Year 4 | Grammar | | | Autumn | | | | | |
| | <ol style="list-style-type: none"> 1. I can extend my sentences with more than one clause by using the conjunctions (when, so, before, after, while, because). 2. I can choose nouns or pronouns appropriately for clarity and cohesion (children do not switch person within their writing) 3. I can choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition 4. I can use expand noun phrases for effect 5. I can use fronted adverbials 6. I can use Standard English forms of verb inflections eg 'we were' not 'we was' 7. I can use the correct determiner in my writing 8. I can use these words when talking about my writing: <i>determiner (article, demonstratives, quantifiers, possessives), pronoun, possessive pronoun, adverbial)</i> | | | 4E | 4D | 4S | 4M | | |
| | Punctuation | | | Transcription/Handwriting | | Spring | | | |
| | <ol style="list-style-type: none"> 1. I can consistently use full stops, capital letters, exclamation marks and question marks 2. I can punctuate direct speech using inverted commas, capital letters to start and punctuation to end 3. I can use commas to mark clauses 4. I can use commas after fronted adverbials 5. I can indicate possession by using the possessive apostrophe with singular and plural nouns | | | 1. My writing is joined and legible | | 4E | 4D | 4S | 4M |
| Composition | | | Vocabulary | Spelling | | Summer | | | |
| <ol style="list-style-type: none"> 1. I can plan my writing using structure, grammar and vocabulary from a given model 2. I can use a range of sentence structures, using different openers. 3. I can create developed characters, settings and plots 4. I use dialogue to move my writing forwards 5. My writing is organised through through sequencing or logical transition, e.g. simple chronological stages; ideas grouped by related points; subheadings 6. I can use a range of paragraph openers e.g. interesting connectives or phrases 7. I can create connections within and between paragraphs generally maintained through use of ongoing references, e.g. pronouns, adverbials, connectives (<i>Eventually we...</i>). 8. I can make links established between paragraphs, although transitions may be awkward or abrupt. 9. My paragraphs may be extended and developed, usually around a topic, main point, event or idea, e.g. with explanation, contrast, additional detail. 10. I can begin to include a viewpoint in my writing 11. I can proof read for sense, spelling and punctuation errors including identifying omitted words 12. I can identify areas for improvement in my writing | | | 1. I can use a range of rich vocabulary | <ol style="list-style-type: none"> 1. I can use my knowledge of prefixes and suffixes to help my spelling consistently within my writing 2. I can consistently select the correct homophone to use within my writing 3. I can spell words that are commonly misspelt (See appendix 1) | | 4E | 4D | 4S | 4M |

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| Year 5 | Grammar | | | Autumn | | | | | |
| | <ol style="list-style-type: none"> I can use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day). I can use modal verbs or adverbs to indicate degrees of possibility I can use relative clauses beginning with who, which, where, why or whose I can link clauses in sentences using a range of subordinating & coordinating conjunctions. I can use these words when talking about my writing: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | | | 5E | 5D | 5S | 5M | | |
| | Punctuation | | | Transcription/Handwriting | | Spring | | | |
| | <ol style="list-style-type: none"> I can consistently use full stops, capital letters, exclamation marks and question marks I can use commas to clarify meaning I can use brackets, dashes or commas to indicate parenthesis | | | 1. I can use a fluent and legible handwriting style. | | 5E | 5D | 5S | 5M |
| | Composition | | | Vocabulary | Spelling | | Summer | | |
| <ol style="list-style-type: none"> I am beginning to identify the audience and purpose for my writing I can select the appropriate form for my writing I can select appropriate grammar knowing how my choices can change/enhance meaning I can simply shape paragraphs to highlight or prioritise information, provide chronological links, build tension or interject comment or reflection. In narrative I can describe settings, characters and atmosphere I can integrate dialogue to convey character and advance the action I can use a range of devices to add cohesion to my writing within and across paragraphs. Relationships between paragraphs or sections give structure to the whole text, e.g. links make structure between topics clear; connections between opening and ending. I can propose changes to grammar and punctuation to enhance effects and clarify meaning eg by using a range of cohesive devices to develop or elaborate ideas both within and between paragraphs, e.g. pronouns; adverbials; connectives; subject specific vocabulary; phrases or chains of reference (<i>However, it should be stated...Biological changes...Despite their heroic efforts...</i>). I can ensure consistency of tense throughout my writing I can write with subject and verb agreement I am beginning to ensure that the formality of my writing is appropriate distinguishing between the language of speech and writing I can proof read for spelling and punctuation errors | | | <ol style="list-style-type: none"> I can select appropriate vocabulary, knowing how my choices can change/enhance meaning I can propose changes in vocabulary to enhance effect and clarify meaning | <ol style="list-style-type: none"> I can use prefixes and suffixes (see appendix 1) I can spell some words with silent letters eg knight, psalm and solemn I can distinguish between homophones I know that some words have to be learned specifically to spell them I can use a dictionary to check spelling and meaning of words I can use a thesaurus | 5E | 5D | 5S | 5M | |

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| Year 6 | Grammar | | Autumn | | | | | |
| | 1. I can recognise vocabulary and structures that are appropriate for formal speech and writing including the subjunctive 2. I can use subordinate clauses to write complex sentences 3. I can use the passive voice for effect 4. I can use these words when talking about my writing: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points | | 6E | 6D | 6S | 6M | | |
| | Punctuation | | Transcription/Handwriting | | Spring | | | |
| | 1. I can consistently use full stops, capital letters, exclamation marks and question marks 2. I can use hyphens 3. I can use semicolons, colons, dashes to indicate a stronger subdivision of a sentence than a comma 4. I can punctuate bullet points consistently 5. I can use ellipsis in my writing | | 1. I can write legibly, fluently and with increasing speed. | | 6E | 6D | 6S | 6M |
| Composition | | Vocabulary | Spelling | | Summer | | | |
| 1. I can identify the audience and purpose for my writing and ensure the organisation of the text is controlled to take account of the reader's possible reaction / questions / opinion, e.g. use of flashback in narrative; placing of information according to importance; balancing perspectives or points of view; sequencing of events or ideas. 2. I can independently select the appropriate form for my writing 3. I can confidently select appropriate grammar knowing how my choices can change/enhance meaning 4. In narrative I can describe detailed settings, characters and atmosphere 5. I can confidently integrate dialogue to convey character and advance the action 6. I can use punctuation for effect including those mentioned above 7. I can use further organisational devices to structure texts and guide the reader eg bullets, headings, underlining 8. I can shape and develop paragraphs to support meaning and purpose, e.g. priority subjects / events / ideas developed in greater detail and depth. 9. I can confidently propose changes to grammar and punctuation to enhance effects and clarify meaning using a range of cohesive devices contribute to the effect of the text on the reader and the placing of emphasis for impact, e.g. precise adverbials as sentence starters; a range of appropriate connectives; subject specific vocabulary; select use of pronoun 10. I write with consistent subject - verb agreement throughout all my writing 11. I ensure the formality of my writing is appropriate, distinguishing between the language of speech and writing 12. I can proof read for spelling and punctuation errors | | 1. I can use the appropriate synonyms and antonyms for effect within my writing | I can regularly: 1. spell some words with silent letters eg knight, psalm and solemn 2. distinguish between homophones and other words which are confused 3. use a dictionary to check spelling and meaning of words 4. I can use a thesaurus | | 6E | 6D | 6S | 6M |

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