

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition and Effect	<ul style="list-style-type: none"> To use their own simple story ideas or retell a familiar story using short, simplistic sentences (0-2) To use adjectives to describe (sometimes ambitious beyond the year group). (0-3) To use simple and compound sentence structures. (0-2) To use the joining word (conjunction) 'and' to link ideas and sentences. (0-1) To use finger spaces (0-1) To use full stops to end sentences (0-1) The use of ascenders and descenders and upper and lower case letters is usually correct. (0-2) To use capital letters for names, places, the days of the week and the personal pronoun 'I'. (0-2) To use question marks and exclamation marks accurately (0-1) To spell most words containing previously taught phonemes and GPCs accurately. (0-2) To spell some Y1 common exception words* accurately (from English Appendix 1). (0-1) To use -s and -es to form regular plurals correctly. (0-1) 	<ul style="list-style-type: none"> Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional) (0-2) Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher: (0-2) Adjectives are included to make the writing more interesting, drawn from their reading experiences (0-2) To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters (0-2) To make simple additions, revisions and proof-reading corrections to their own writing (0-1) To use present and past tense mostly correctly and consistently (0-1) To segment spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others (0-2) To use spacing between words that reflects the size of the letters (0-1) 	<ul style="list-style-type: none"> To make more ambitious word choices (often reflecting those modelled by a teacher). (0-2) To demonstrate an increasing understanding of purpose and audience. (0-2) To begin to create settings, characters and plot in narratives. (0-2) To begin to organise their writing into paragraphs around a theme. (0-2) To maintain the correct tense throughout (0-1) To use a neat, joined handwriting style with increasing accuracy. (0-1) To use subordinate clauses (sometimes in varied positions). (0-1) To use a range of conjunctions, adverbs and prepositions to show time, place and cause. (0-2) Pronouns are used to avoid awkward repetition (0-1) 	<ul style="list-style-type: none"> To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). (0-1) To write narratives with a clear beginning, middle and end with a coherent plot. (0-1) To proofread and amend their own writing with growing confidence (0-1) To create more detailed settings, characters and plot in narratives to engage the reader (0-1) To consistently organise their writing into paragraphs around a theme. (0-2) To maintain accurate tense throughout a piece of writing. (0-1) To use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'. (0-1) Sentences start in a variety of ways to add interest and impact (0-1) To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. (0-1) To use nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. (0-1) To use fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas. (0-1) To use a neat, joined handwriting style consistently. (0-1) 	<ul style="list-style-type: none"> To select appropriate grammar and vocabulary to match the purpose and audience of their writing. (0-2) To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. (0-3) To use dialogue to convey a character and advance the action. (0-1) To create paragraphs that are usually suitably linked (0-1) To proofread their work and make necessary corrections. (0-1) To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly. (0-1) Begin to use literary features to create effect, such as alliteration, onomatopoeia, figurative language, dialect, metaphor, and simile. (0-2) To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. (0-1) To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. (0-1) The writer varies sentence length and word order confidently to sustain interest. (0-1) To write legibly, fluently and with increasing speed. (0-2) 	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (0-1) To describe settings, characters and atmosphere using a variety of ambitious and imaginative vocabulary. (0-2) Use literary features to create effect, such as alliteration, onomatopoeia, figurative language, dialect, metaphor, and simile. (0-2) To vary sentence length and word order confidently to sustain interest. (0-1) To integrate dialogue in narratives to convey character and advance the action (0-2) To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) (0-2) To use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs (0-1) To use verb tenses consistently and correctly throughout their writing (0-1) To maintain legibility in joined handwriting when writing at speed (0-1) To distinguish between the language of speech and writing and choose the appropriate register (0-1) Complex sentences, including coordination and subordination are used to add detail, contrast and cause (0-2)

Grammar, Punctuation and Spelling	<ul style="list-style-type: none"> To use the prefix ‘un’ and add the suffixes –ing, -ed, -er and –est to root words (with no change to the root word). (0-1) To write lower case and capital letters in the correct direction, starting and finishing in the right place. (0-2) The child can produce a paragraph or more of developed ideas independently that can be read without help from the child (it may be more like spoken than written language, but cannot be a retell of something they have been told). (0-2) The child can say what their writing says and means. (0-1) 	<ul style="list-style-type: none"> To use co-ordination (or / and / but) throughout (0-1) To use subordination (when / if / that / because) (0-1) To use question marks, exclamation marks, commas and full stops accurately (0-3) To spell many common exception words correctly* (0-2) Handwriting is mostly accurately formed, consistent in size and spacing and includes diagonal and horizontal strokes needed to join some letters (0-2) To use commas to separate items in a list (0-1) To use apostrophes to mark singular possession in nouns and contractions (0-2) 	<ul style="list-style-type: none"> To use the full range of punctuation from previous year groups (e.g. full stops, capital letters, question marks, exclamation marks, commas in lists) (0-3) To spell many of the Year 3 and 4 statutory spelling words correctly. (0-2) To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. (0-1) To spell most words with suffixes correctly, e.g. usually, poisonous, adoration. (0-1) To use punctuate direct speech accurately, including the use of inverted commas. (0-1) To use ‘a’ or ‘an’ correctly throughout a piece of writing. (0-1) To begin to spell homophones correctly, e.g. which and witch. (0-1) apostrophes to show possession and to form contractions. (0-1) 	<ul style="list-style-type: none"> To use the full range of punctuation from previous year groups including full stops, capital letters, question marks, exclamation marks, commas in lists (0-3) To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession. (0-2) To use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas. (0-2) To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. (0-1) To spell most words with suffixes correctly, e.g. usually, poisonous, adoration. (0-1) To spell homophones correctly, e.g. which and witch. (0-1) To spell many of the Year 3 and 4 statutory spelling words correctly. (0-2) 	<ul style="list-style-type: none"> To use the full range of punctuation from previous year groups including full stops, capital letters, question marks, exclamation marks, (0-2) To use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas. (0-1) To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. (0-1) To use brackets, dashes or commas to begin to indicate parenthesis. (0-1) To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. (0-1) To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc. (0-1) To spell many words correctly from the Y5/6 statutory spelling list. (0-2) 	<ul style="list-style-type: none"> The writing is spelt accurately in all, but the most complex of words (0-2) To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. (0-1) To use brackets, dashes or commas to begin to indicate parenthesis. (0-1) To use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas. (0-1) To exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this(0-1) To use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. (0-3)
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