



COMPOSITION: PURPOSE & AUDIENCE

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage). Compose sentences orally and in writing. Sequence sentences to form a short narrative or piece of information writing. Use basic descriptive language. Re-read and check writing makes sense.</p>	<p>Write sentences that are sequenced to form a short narrative (real or fictional) <i>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</i> <i>Write about real events, recording these simply and clearly</i> <i>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i> <i>Make simple additions, revisions and proof-reading corrections to their own writing.</i></p>	<p>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing by using structures and language that shows awareness of the reader. To write effectively for a range of purposes and audiences. Continue to orally rehearse and draft writing Write using a rich and varied vocabulary. In narratives create simple plot structures describing settings and characters. Begin to use direct speech within narratives. Use paragraphs as a way of grouping related material. Evaluate the effectiveness of writing and suggest improvements. Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below). Chooses nouns or pronouns accurately for clarity and cohesion and to avoid repetition. <i>Create effective settings, characters and plots in coherent narratives.</i></p>	<p>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. Write using a rich and varied vocabulary appropriate to purpose and form. Write narratives with a clear plot and describe settings and characters. Make appropriate choices about the balance of using direct speech within narratives. Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative. Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition. Evaluate the effectiveness of writing and suggest improvements. Proofread for spelling and punctuation errors and propose changes to grammar and vocabulary to improve consistency. <i>In narratives, start to develop atmosphere by using techniques such as</i></p>	<p>Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text). (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). In narratives, describe settings, characters and begin to develop atmosphere ('show not tell'). Use dialogue in narratives to convey character or advance the action. In non-fiction, maintain an appropriate style and vocabulary to maintain the reader's interest throughout, e.g. to use sub headings for text organisation, bullet points to list information. Use a range of devices to build cohesion within and across paragraphs: - secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; - link ideas using adverbials of time, place and number; - link ideas using tense choices (e.g. he had seen her before instead of he saw her before). - where appropriate use sub headings for text organization</p>	<p>Write for a range of purposes. In narratives, describe settings and characters. Use paragraphs to organise ideas. In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points). Make choices in drafting and revising writing, showing understanding of how these enhance meaning. Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use). <i>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).</i> <i>In narratives, describe settings, characters and atmosphere. Integrate dialogue in narratives to convey character and advance the action.</i> <i>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place,</i></p>

		Describe characters effectively beginning to describe emotions and feelings. Beginning to use figurative language within writing (similes/metaphors). Begin to vary sentence openers (for effect?). GDS: In non-fiction writing begin to use subject-specific language effectively and organise structures appropriately.	short sentences to speed up action. Describe characters effectively describing emotions and feelings. Use direct speech in narratives to show character. Use figurative language to create images for the reader. In non-fiction writing use subject-specific language effectively and organise structures appropriately.	Make choices in drafting and revising writing, showing understanding of how these enhance meaning. Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use). When appropriate, close text with reference to its opening. Experiment with sentence order for impact on the reader. Begin to experiment, when writing independently, by making choices such as using hybrid. Texts. Select and vary vocabulary and grammatical structures that reflect the level of formality.	pronouns, synonyms) within and across paragraphs. 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 (e.g. literary language, characterisation, structure).
Combine words to form grammatically accurate sentences. Join words and clauses using 'and'.	Use present and past tense mostly correctly and consistently [From Y2 PoS: including use of the progressive form of verbs.] Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses From PoS: Add description and specification through the use of expanded noun phrase. From PoS: Write different types of sentences – statements,	Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). Use conjunctions to begin to create more complex sentences with a subordinate clause. Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2). Use present and past tense correctly, including use of the present perfect instead of the simple past. Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally)	Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). Vary sentence structures and openings. Use of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun). (e.g. 'the teacher' expanded to 'the strict maths teacher with the curly hair') Make accurate use of present and past tense including simple,	Use a range of verb forms, particularly the perfect, to mark relationships of time and cause. Use the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. To use active and passive verbs according to context. Use varied vocabulary and begin to create figurative language devices to have an impact on meaning and create effect. Use modals and adverbs to indicate possibility. Experiment with using different prepositions and their effect on meaning. Convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.	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). Use verb tenses consistently and correctly throughout their writing. Distinguish between the language of speech and writing and choose the appropriate register. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

	<p>commands, questions and exclamatory sentences.</p>	<p>To use prepositions, including prepositional phrases (during the night, before breakfast, because of the rain). GDS: Use fronted adverbials for effect with accurate punctuation.</p>	<p>progressive and perfect forms (secure from Year 2 and 3). Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done). Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred).</p>	<p>Use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4). Use the rules for direct speech and understand the difference between direct and reported speech and securing the appropriate layout. Begin to use different verb forms to create different effects in writing.</p>	
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GRAMMAR

<p>Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks). Use capital letters for names and the personal pronoun 'I'.</p>	<p>Demarcate some sentences with capital letters and full stops Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required Use the punctuation taught at key stage 1 mostly correctly.</p>	<p>Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2). Use inverted commas to punctuate direct speech. Begin to use apostrophes for contraction and singular possession correctly (secure from Year 2). GDS: Use commas mostly correctly to mark grammatical boundaries. GDS: Use the possessive apostrophe accurately.</p>	<p>Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2). Use commas after fronted adverbials Begin to use commas to mark clauses in complex sentence structures Use inverted commas and other punctuation to indicate direct speech accurately. Use the rules for direct speech, punctuating mostly accurately and laying out appropriately. Begin to vary reported clauses. Mostly use apostrophes correctly (contraction, singular and plural possession). (eg. girls' girl's)</p>	<p>Demarcate a range of sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4). Indicate parenthesis using brackets, commas or dashes. Use punctuation to ensure meaning is clear, particularly commas for clarity. Begin to use punctuation for different effects in writing. Some correct use of semi colons, dashes, colons and hyphens.</p>	<p>Use ... mostly correctly capital letters. full stops. question marks. commas for lists. apostrophes for contraction.</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech). Inverted commas (Y3) and other punctuation to indicate direct speech (Y4), e.g. a comma after the reporting clause; end punctuation within inverted commas – The conductor shouted, "Sit down!" Apostrophes to mark singular and plural possessions: the girl's name; the girls' names (Y4)</p>
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			Use commas and/ or ellipsis to create greater effect in writing. Use commas to mark clauses in complex sentence structures.		Commas after fronted adverbials (Y4) Brackets, dashes or commas to indicate parenthesis (Y5) Commas to clarify meaning or avoid ambiguity (Y5) The semi-colon, colon and dash to mark the boundary between independent clauses, e.g. It's raining; I'm fed up. (Y6) Colon to introduce a list (Y6) Semi-colons within lists (Y6) Bullet points to list information (Y5)
					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.

TRANSCRIPTION

Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others. Spell many Year 1 common exception words. Spell many words with simple suffixes	Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-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	Spell most words correctly that have been previously taught, including... - common exception words from KS1; - previously taught homophones; - those with known prefixes and suffixes. Use and spell correctly many words from the Year 3 / Year 4 spelling list taught that year. Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly. Spell unknown words using phonic knowledge, knowledge of prefixes and suffixes and	Spell correctly words that have been previously taught, including... - common exception words from KS1; - previously taught homophones; - those with known prefixes and suffixes. Use and spell correctly most words from the Year 3/4 spelling list and words of similar difficulty. Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words. Spell many unknown words using phonic knowledge	Spell correctly words that have been previously taught, including... - common exception words from KS1; - Year 3/4 statutory words; - previously taught homophones. Use and spell correctly many words from the year 5/6 spelling list according to list taught that year and other words of similar difficulty. Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary and spell common homophones correctly. Write fluently and legibly with increasing speed.	Spell correctly most words from the year 3/4 spelling list, and some words from the year 5/6 spelling list. Write legibly. Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Hyphens to avoid ambiguity, e.g. man eating shark v. man-eating shark, or recover v. re-cover (Y6) Maintain legibility in joined handwriting when writing at speed.
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<p>and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est').</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and digits 0-9.</p> <p>Separate words with spaces.</p>	<p>another in some of their writing</p> <p>EXS: Form capital letters.</p> <p>Use spacing between words.</p> <p>Segment spoken words into phonemes and represent plausible attempts at others.</p> <p>Spell many common exception words.</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Spell most common exception words</p> <p>Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</p> <p>Use the diagonal and horizontal strokes needed to join some letters.</p>	<p>etymology (Word list gives examples) e.g. un, dis, in, im, re, sub, inter, super, anti, auto, aion, ly, ous</p> <p>some many most</p> <p>Use joined up writing consistently and independently.</p> <p>To begin to join some letters when writing using horizontal and diagonal strokes.</p>	<p>and knowledge of suffixes and prefixes (Word list gives examples) e.g. un, dis, in, im, re, sub, inter, super, anti, auto, tion, sion, cian, ture, ly,</p> <p>Use joined up writing consistently, independently and fluently.</p>		
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