

## **Year 1**

Read own writing aloud clearly for others to hear and discuss

Orally rehearse sentences and then sequence them to form a short narrative

Join words and clauses with conjunctions (and, because)

Use past, present and future accurately in speech and begin to incorporate these in their writing

Demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark

Spell some year 1 common exception words and the days of the week

Segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically plausible way

Form many letters and digits correctly, with some difference between upper and lower case letters

Use spaces between words

## **Year 2**

Write simple narratives about personal experiences and those of others (real or fictional)

Write about real events, recording these simply and clearly

Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

Use present and past tense mostly correctly and consistently

Use coordination (e.g. and, but, or) and some subordination (e.g. because, when, if, that) to join clauses

Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

Spell most common exception words

Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Use spacing between words that reflects the size of the letters

## **Year 3**

Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. a letter; report writing)

Create settings, characters and plot in narrative

Use speech punctuation correctly when following modelled writing

Use some conjunctions (e.g. and, because when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next to, underneath, with) for cohesion and to add detail

Use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)

Use the range of punctuation taught up to and including year 3 mostly correctly (e.g. apostrophes for possession, commas in lists)

Spell correctly words from previous year groups, and some words from the year 3/4 spelling list, using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible)

Spell most common exception words

Increase the legibility, consistency and quality of handwriting, joining where appropriate

Proof read for spelling and punctuation errors and assess the effectiveness of their own and others' writing and suggest improvements

## **Year 4**

Write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)

Create settings, characters and plot in narrative

Use speech punctuation correctly most of the time

Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)

Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)

Use past and present tenses correctly and include a wider range of verb forms (e.g. we were going; they have been)

Use the range of punctuation taught up to and including year 4 mostly correctly (e.g. commas after adverbials; use of apostrophe)

Spell correctly words from learning in previous year groups, and most words from the year 3 and 4 spelling list, and use phonics and morphology to spell words, beginning to use a dictionary to check spellings

Write legibly and with increased fluency, paying attention to size and spacing, maintaining joined script

Proof read for spelling and punctuation errors and assess the effectiveness of their own and others' writing and suggest improvements

## **Year 5**

Write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)

In narratives, describe settings, characters and begin to create atmosphere drawing on models from reading

Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description

Select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms, relative clauses)

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) in much of their writing

Use verb tenses consistently and correctly through most of their writing

Use the range of punctuation taught up to and including year 5 mostly correctly (e.g. commas, punctuation for parenthesis)

Spell correctly words from learning in previous year groups, and some words from the year 5/year 6 spelling list, using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary

Write legibly, fluently and with increasing speed

Proof reading for spelling and punctuation errors, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

## **Year 6**

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing)

In narratives, describe settings, characters and atmosphere

Integrate dialogue in narratives to convey character and advance the action

Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. contracted forms in dialogue; passive verbs to affect how information is presented; using modal verbs for possibility, use a wide range of clause structures)

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

Use verb tenses consistently and correctly in their writing

Use the range of punctuation taught at key stage 2 mostly correctly (e.g. commas, inverted commas, dashes, semi colons)

Spell correctly most words from the year 5/6 spelling list and use a dictionary to check the spelling of more ambitious vocabulary. Spelling strategies and rules/patterns taught across KS2 are applied accurately

Legible, fluent handwriting is maintained with a personal style evident

Proof reading for spelling and punctuation errors, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning