



EYFS
Handwriting
<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed.
Spelling
<ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Composition
<ul style="list-style-type: none"> • To compose a sentence orally. • Write simple phrases and sentences that can be read by others.

Year One
Handwriting
<ul style="list-style-type: none"> • I form lower case letters in the correct direction, starting and finishing in the right place.
Spelling
<ul style="list-style-type: none"> • I write from memory simple dictated sentences including the words taught so far. • To write Read, Write, Inc phonics sentences mostly accurately, using the phonemes taught.
Composition
<ul style="list-style-type: none"> • I can plan my writing by saying what I am going to write about. • I sequence sentences to create a narrative. • To leave spaces between words.
Grammar
<ul style="list-style-type: none"> • I use 'and' to join ideas within a sentence. • I begin to use adjectives to add detail to my sentences. • I use ed/ing/s/es endings mostly correctly
Punctuation
<ul style="list-style-type: none"> • I use a full stop accurately. • I use capital letters for the start of a sentence and names of people, places, and days of the week. • I know when question marks and exclamation marks are used and begin to use some within my writing.



Year Two	
Handwriting	<ul style="list-style-type: none"> Use spacing between words that reflects the size of the letters. Begin to use diagonal and horizontal strokes.
Spelling	<ul style="list-style-type: none"> Spell many common exception words. Spell words with alternative spellings, including some homophones.
Composition	<ul style="list-style-type: none"> Write simple, coherent narratives about personal experiences and those of others (real or fictional).
Grammar	<ul style="list-style-type: none"> Use co-ordination (e.g., or / and / but). Use some subordination (e.g., when / if / that / because) to join clauses. Spell words with ment/ness/ly/less/ful mostly correctly
Punctuation	<ul style="list-style-type: none"> Demarcate most sentences in their writing with capital letters and full stops. Use question marks and exclamation marks mostly correctly when required and for affect. To use apostrophes to show omission and singular possession in nouns.

Year Three	
Handwriting	<ul style="list-style-type: none"> I understand which letters to join, and which should be left un-joined.
Spelling	<ul style="list-style-type: none"> I spell many identified commonly misspelt words from the Year 3- and 4-word list. Recognise and spell homophones. To identify the root in longer words.
Composition	<ul style="list-style-type: none"> I compose a variety of simple and compound sentences and understand their impact on the reader. I can organise paragraphs around a theme. Discuss models of writing, noting its structure, grammatical features and use of vocabulary.
Grammar	<ul style="list-style-type: none"> Detail is added by the expansion of noun phrases. I make adventurous word choices to engage my reader. To use the present perfect form of verbs instead of simple past.
Punctuation	<ul style="list-style-type: none"> Most of my sentences are correctly demarcated. (CL,FS, !, ? and “ ”).



Year Four	
Handwriting	<ul style="list-style-type: none"> I can write legibly and consistent in every piece of writing. Lines of writing are spaced sufficiently so that ascenders and descenders do not touch.
Spelling	<ul style="list-style-type: none"> Spells most of the Y3/4 common exception words.
Composition	<ul style="list-style-type: none"> I can create and develop detailed plot lines which move my narrative on. I can plan and write pieces using organisational devices which support the genre. To improve my writing by changing grammar and vocabulary to improve consistency. To use a range of sentences with more than one clause.
Grammar	<ul style="list-style-type: none"> I can use standard English most of the time. I can use a subordinate clause to make a complex sentence, which adds additional information. Use apostrophes to mark plural possession.
Punctuation	<ul style="list-style-type: none"> Most of my sentences are correctly demarcated. (. ! ? CL and commas in a list, comma after a fronted adverbial, comma in a subordinate clause and a comma for a reported clause).

Year Five	
Handwriting	<ul style="list-style-type: none"> To produce legible joined handwriting when producing my final piece. To use a style of handwriting that is best suited for a specific task.
Spelling	<ul style="list-style-type: none"> I can use word families/root words to support my spellings. I can spell some commonly misspelt words from Year 5 and 6 word list. To understand the rules for adding prefixes and suffixes. To use a thesaurus.
Composition	<ul style="list-style-type: none"> I can use deliberate choose vocabulary and sentence types to develop atmosphere in my writing. I can manage shifts in place and time effectively using adverbs, conjunctions and prepositions. I can discuss the audience and purpose of writing. I can develop characters through action and dialogue. Organise writing into paragraphs to show different information or events.
Grammar	



<ul style="list-style-type: none"> • I can use relative clauses and relative pronouns. • I can identify and edit cohesion and standard English errors independently through proofreading of my writing.
Punctuation
<ul style="list-style-type: none"> • I can use all taught punctuation correctly in my sentences. To use brackets, dashes, commas to indicate parenthesis. • To use relative clauses

Year Six
Handwriting
<ul style="list-style-type: none"> • Maintain legibility in joined handwriting when writing at speed, choosing whether or not to join specific letters.
Spelling
<ul style="list-style-type: none"> • Spell correctly the majority of the words from the year 5 / year 6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. • To distinguish between homophones. • To understand that the spelling of some words needs to be learnt specifically.
Composition
<ul style="list-style-type: none"> • Write effectively for a wide range of purposes and audiences, selecting language that shows good awareness of the reader. • Use the most effective range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • To sustain and develop ideas logically in narrative and non-narrative writing.
Grammar
<ul style="list-style-type: none"> • Select vocabulary and grammatical structures that reflect what the writing requires, doing this 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).
Punctuation
<ul style="list-style-type: none"> • Use mostly correctly: inverted commas, commas for clarity and punctuation for parenthesis. • Make some correct use of semi-colons, dashes, colons and hyphens.