



Year 1			
<p>Composition</p> <ul style="list-style-type: none"> Says out loud what they are going to write about Composes a sentence orally before writing it Sequences sentences to form short narratives Re-reads what they have written to check it makes sense Discusses what they have written with adult or peers Reads aloud their writing clearly enough to be heard by adult or peers 	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Leaves space between words Joins words and clauses with 'and' Begins to punctuate sentences using a capital letter and full stop, question mark or exclamation mark Uses a capital letter for names of people, places, days of the week and the personal pronoun 'I' Uses the grammatical terminology when discussing their writing 	<p>Spelling</p> <ul style="list-style-type: none"> Spells words containing the 40+ phonemes already taught Spells common exception words Spells the days of the week Uses the rule for adding _s or _es as the plural marker for vowels and the 3rd person singular for verbs. Uses the prefix un_ Uses _ing, _ed, _er, _est where no change is needed to the root word Spells words with ff, zz, ss, ck, nk, tch, _ve, _y, ph Divides words into syllables Uses vowel digraphs and trigraphs Forms compound words 	<p>Handwriting</p> <ul style="list-style-type: none"> Sits correctly at a table, holding pencil comfortably and correctly Begins to form lower-case letters in the correct direction, starting and finishing in the right place Forms digits 0-9 Understands which letters belong to which handwriting 'families' (formed the same way)
A few statements met – Y1 Low / Over half of the statements met – Y1 Mid / Most (all the key) statements met – Y1 High			

Year 2			
<p>Composition</p> <ul style="list-style-type: none"> Has a positive attitude and stamina for writing <p>Considers what they will write before beginning:</p> <ul style="list-style-type: none"> Plans or says out loud what they are going to write about Writes down ideas and/or key words, including new vocabulary Encapsulates what they want to say, sentence by sentence <p>Makes simple additions, revisions & corrections to their own writing:</p> <ul style="list-style-type: none"> Evaluates their writing with the teacher and other pupils Re-reads to check for sense and that verbs to indicate time are used correctly Proof-reads for spelling, grammar and punctuation (e.g. ends of sentences) Reads their writing aloud with appropriate intonation to make meaning clear 	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Uses familiar and new punctuation correctly (full-stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contracted forms and possessive singular) Uses sentences with different forms (statement, question, command, etc.) Uses expanded noun phrases for description and specification Uses past and present tenses correctly and consistently Uses progressive forms of verbs in the present and past tense to mark actions in progress (she is drumming, he was shouting) Uses subordination (using 'when', 'if', 'that' or 'because') and coordination ('or', 'and', 'but') Uses and understands the grammatical terminology when discussing their writing 	<p>Spelling</p> <ul style="list-style-type: none"> Segments spoken words into phonemes and represents these by grapheme, spelling many correctly Knows new ways of spelling known phonemes, and learn some words for each spelling, including a few common homophones. Spells common exception words Spells more words with contracted forms Uses the possessive apostrophe (singular) Distinguishes between homophones and near-homophones Adds suffixes to spell longer words (_ment, _ness, _ful, _less, _ly) Spells words with _dge, _ge, kn, gn, wr, _le, _el, _al, _il, _y, _ey, _tion Adds _es to nouns and verbs ending in y Adds _ing, _ed, _er and est to root words ending in e or a single consonant after a vowel 	<p>Handwriting</p> <ul style="list-style-type: none"> Forms lower-case letters of the correct size relative to one another Begins to join handwriting using diagonal or horizontal strokes and understand which letters are best left unjoined Writes capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters Uses spacing between words that reflects the size of the letters
A few statements met – Y2 Low / Over half of the statements met – Y2 Mid / Most (all the key) statements met – Y2 High			



Year 3			
<p>Composition</p> <p>Plans writing:</p> <ul style="list-style-type: none"> • Begins to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Begins to discuss and recording ideas <p>Drafts and writes:</p> <ul style="list-style-type: none"> • Begins to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Begins to organise paragraphs around a theme • In narratives, begins to create settings, characters and plot • In non-narrative material, uses simple organisational devices (for example, headings and sub-headings) <p>Evaluates and edits:</p> <ul style="list-style-type: none"> • Begins to assess the effectiveness of their own and others' writing and suggests improvements • Begins to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Begins to proof-read for spelling and punctuation errors • Begins to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • Begins to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Uses the present perfect form of verbs in contrast to the past tense • Begins to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Uses conjunctions, adverbs and prepositions to express time and cause • Begins to use fronted adverbials • Begins to use commas after fronted adverbials • Begins to indicate possession by using the possessive apostrophe with plural nouns • Begins to use and punctuate direct speech • Uses a or an according to whether the next word begins with a consonant or a vowel • Uses and understands the grammatical terminology when discussing their writing 	<p>Spelling</p> <ul style="list-style-type: none"> • Begins to add suffixes beginning with vowel letters to words of more than one syllable • Begins to use the suffix _ation to form nouns and the suffixes _ly, _ally to form adverbs • Begins to use the suffix _ous • Begins to use the prefixes un_, dis_, mis_, re_, sub_, inter_, super_, anti_, auto • Begins to use the prefixes in_, il_, im_, ir • Understands word families based on common words (solve, solution, solver, dissolve) • Spells further homophones • Spells words that are often misspelt • Begins to place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's) • Begins to use the first two or three letters of a word to check its spelling in a dictionary • Begins to spell words with _sion, _ssion, _cian, 	<p>Handwriting</p> <ul style="list-style-type: none"> • Begins to use the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined • Begins to increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)
A few statements met – Y3 Low / Over half of the statements met – Y3 Mid / Most (all the key) statements met – Y3 High			



Year 4			
<p>Composition</p> <p>Plans writing:</p> <ul style="list-style-type: none"> • Discusses writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discusses and recording ideas <p>Drafts and writes:</p> <ul style="list-style-type: none"> • Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Organises paragraphs around a theme • In narratives, creates settings, characters and plot <p>Evaluates and edits:</p> <ul style="list-style-type: none"> • Assesses the effectiveness of their own and others' writing and suggests improvements • Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-reads for spelling and punctuation errors • Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • Extends the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Chooses nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Uses noun phrases expanded by the addition of modifying adjectives • Uses fronted adverbials • Uses commas after fronted adverbials • Indicates possession by using the possessive apostrophe with plural nouns • Uses and punctuates direct speech • Uses standard English forms of verb inflections instead of local spoken forms • Uses and understands the grammatical terminology when discussing their writing 	<p>Spelling</p> <ul style="list-style-type: none"> • Adds suffixes beginning with vowel letters to words of more than one syllable • Uses the suffix _ation to form nouns and the suffixes _ly, _ally to form adverbs • Uses the suffix _ous • Uses the prefixes un_, dis_, mis_, re_, sub_, inter_, super_, anti_, auto • Uses the prefixes in_, il_, im_, ir • Spells further homophones • Spells words that are often misspelt • Places the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's) • Understands the grammatical difference between the plural and possessive s • Uses the first two or three letters of a word to check its spelling in a dictionary • Spells words with _sion, _ssion, _cian, 	<p>Handwriting</p> <ul style="list-style-type: none"> • Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined • Increases the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)
A few statements met – Y4 Low / Over half of the statements met – Y4 Mid / Most (all the key) statements met – Y4 High			



Year 5			
<p>Composition</p> <p>Plans writing:</p> <ul style="list-style-type: none"> • Begins to identify the audience for and purpose of the writing, selects the appropriate form and uses other similar writing as models for their own • Begins to note and develop initial ideas, drawing on reading and research where necessary • In writing narratives, begins to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Drafts and writes:</p> <ul style="list-style-type: none"> • Begins to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, begins to describe settings, characters and atmosphere and integrates dialogue to convey character and advance the action • Begins to précis longer passages • Begins to use a wide range of devices to build cohesion within and across paragraphs (adverbials of time, place and number, repetition or tense choices) • Begins to use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) <p>Evaluates and edits:</p> <ul style="list-style-type: none"> • Begins to assess the effectiveness of their own and others' writing • Begins to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Begins to ensure the consistent and correct use of tense throughout a piece of writing • Begins to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Begins to proof-read for spelling and punctuation errors • Begins to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • Begins to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Begins to use passive verbs to affect the presentation of information in a sentence • Begins to use the perfect form of verbs to mark relationships of time and cause • Begins to use expanded noun phrases to convey complicated information concisely • Uses modal verbs or adverbs to indicate degrees of possibility • Begins to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Uses commas to clarify meaning or avoid ambiguity in writing • Begins to use hyphens to avoid ambiguity • Uses brackets, dashes or commas to indicate parenthesis • Begins to use semi-colons, colons or dashes to mark boundaries between independent clauses • Begins to use a colon to introduce a list and semi-colons within lists • Begins to punctuate bullet points consistently • Uses and understands the grammatical terminology accurately and appropriately in discussing their writing and reading 	<p>Spelling</p> <ul style="list-style-type: none"> • Begins to add suffixes beginning with vowel letters to words ending in _fer • Begins to convert nouns or adjectives into verbs using suffixes • Begins to use a hyphen to join a prefix to a root word when needed • Begins to spell some words with silent letters whose presence cannot be predicted from the pronunciation (for example knight, psalm, solemn) • Continues to distinguish between homophones and other words which are often confused • Begins to use knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically • Uses dictionaries to check the spelling and meaning of words • Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Begins to use a thesaurus • Begins to spell words with _cious, _tious, _cial, _tial, _ough • Begins to spell words with _ant / _ance / _ancy, _ent / _ence / _ency • Begins to spell words with _able / _ably, _ible / _ibly • Begins to use the spelling rule 'i before e except after c' 	<p>Handwriting</p> <ul style="list-style-type: none"> • Begins to write legibly, fluently and with increasing speed • Begins to choose which shape of a letter to use when given choices and decides whether or not to join specific letters • Begins to choose the writing implement that is best suited for a task
A few statements met – Y5 Low / Over half of the statements met – Y5 Mid / Most (all the key) statements met – Y5 High			



Year 6

Composition

Plans writing:

- Identifies the audience for and purpose of the writing, selects the appropriate form and uses other similar writing as models for their own
- Notes and develops initial ideas, drawing on reading and research where necessary
- In writing narratives, considers how authors have developed characters and settings in what pupils have read, listened to or seen performed

Drafts and writes:

- Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action
- Précis longer passages
- Uses a wide range of devices to build cohesion within and across paragraphs (adverbials of time, place and number, repetition or tense choices)
- Uses further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)

Evaluates and edits:

- Assesses the effectiveness of their own and others' writing
- Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensures the consistent and correct use of tense throughout a piece of writing
- Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof-reads for spelling and punctuation errors
- Performs their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, grammar and punctuation

- Recognises vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Uses passive verbs to affect the presentation of information in a sentence
- Uses the perfect form of verbs to mark relationships of time and cause
- Uses expanded noun phrases to convey complicated information concisely
- Understands how words are related in meaning as synonyms and antonyms
- Uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Uses hyphens to avoid ambiguity
- Uses semi-colons, colons or dashes to mark boundaries between independent clauses
- Uses a colon to introduce a list and semi-colons within lists
- Punctuates bullet points consistently
- Uses ellipsis to link ideas across paragraphs
- Uses and understands the grammatical terminology accurately and appropriately in discussing their writing and reading

Spelling

- Adds suffixes beginning with vowel letters to words ending in _fer
- Converts nouns or adjectives into verbs using suffixes
- Uses a hyphen to join a prefix to a root word when needed
- Spells some words with silent letters whose presence cannot be predicted from the pronunciation (for example knight, psalm, solemn)
- Continues to distinguish between homophones and other words which are often confused
- Uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically
- Uses dictionaries to check the spelling and meaning of words
- Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Uses a thesaurus
- Spells words with _cious, _tious, _cial, _tial, _ough
- Spells words with _ant / _ance / _ancy, _ent / _ence / _ency
- Spells words with _able / _ably, _ible / _ibly
- Uses the spelling rule 'i before e except after c'

Handwriting

- Writes legibly, fluently and with increasing speed
- Chooses which shape of a letter to use when given choices and decides whether or not to join specific letters
- Chooses the writing implement that is best suited for a task

A few statements met – Y6 Low / Over half of the statements met – Y6 Mid / Most (all the key) statements met – Y6 High



Year 7			
<p>Composition</p> <p>Writes accurately, fluently, effectively and at length for pleasure and information:</p> <ul style="list-style-type: none">• Writing for a range of purposes and audiences demonstrates selection and use of appropriate forms and assured adaptation of typical features• In planning for narratives, characters and settings are adapted and developed from a wide range of sources• Writing for a range of purposes is manipulated and controlled to achieve the intended effect <p>Plans, drafts, edits, proofreads:</p> <ul style="list-style-type: none">• The drafting process is used to make deliberate choices of grammar and vocabulary to manipulate meaning for the intended effect• Demonstrates conscious control of paragraphs, deliberately shaped to present, withhold, expand, emphasise or develop material to achieve the intended effect• Demonstrates assured use of sentences containing more than one subordinate clause to elaborate and to specify relationships between ideas• Demonstrates conscious control of overall cohesion through the deliberate manipulation of a range of well-chosen devices for effect• Effectiveness of own and others' writing is evaluated and edited to make judicious changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none">• Continues to extend and apply the grammatical knowledge set out in the key stage 1 and 2 programmes of study to analyse more challenging texts• Demonstrates assured use of precise vocabulary and grammatical choices to affect the presentation of information in both informal and formal situations• Demonstrates conscious control of clauses, manipulated to emphasise relationships between complex ideas or to convey information succinctly• Demonstrates use of the subjunctive mood where appropriate• The full range of punctuation is used for clarity and emphasis, with only occasional errors in more ambitious constructions	<p>Spelling</p> <ul style="list-style-type: none">• Continues to pay attention to accurate spelling; applying the spelling patterns and rules set out in the key stage 1 and 2 programmes of study for English• Spells accurately, with only occasional errors in more ambitious vocabulary choices• Writes from memory complex sentences that include words and punctuation included in the KS2 programmes of study	<p>Handwriting</p> <ul style="list-style-type: none">• Legible, fluent handwriting is consistently maintained when writing at sustained, efficient speed
A few statements met – Y7 Low / Over half of the statements met – Y7 Mid / Most (all the key) statements met – Y7 High			