

	Transcription		Composition	Grammar and Punctuation		
	Spelling	Handwriting		Punctuation	Sentence structure	Text structure
EYFS	To hear and write all of the sounds in a CVC word.	To write recognisable letters, most of which are correctly formed.	To rehearse what I want to write verbally.	To use a capital letter when I write my name.		
Year 1	To write short captions and sentences made of CVC words To identify known phonemes in unfamiliar words. To use syllables to divide words when spelling. To use what I know about alternative phonemes to narrow To use the spelling rule for adding 's' or 'es' for verbs in the To name all the letters of the alphabet in order. To use letter names to show alternative spellings of the	To sit correctly at a table, holding a pencil comfortable and To form lower case letters in the correct direction, starting To form capital letters and digits 0-9.	To write simple sentences which can be read by To compose a sentence orally before writing it. To sequence sentences in chronological order to recount To re-read what I have written to check that it makes I leave spaces between words. I know how the prefix 'un' can be added to words to To use the suffixes 's', 'es', 'ed', and 'ing' within my writing.	To use a full stop at the end of my sentences. To separate words using finger spaces. To use capital letters to start a sentence. To use a full stop to end a sentence. To use a question mark. To use an exclamation mark. To use capital letters for names. To use 'I'.	To combine words to make a sentence. To join two sentences using 'and'.	To sequence sentences to form a narrative.
Year 2	To segment spoken words into phonemes and record these as graphemes. To spell words with alternatives spellings, including a few common homophones. To spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. To use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.	To form lower-case letters of the correct size relative to one another. To begin to use some of the diagonal and horizontal strokes needed to join letters. I show that I know which letters are best left unjoined. I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	To write narratives about personal experiences and those of others, both real and fictional. To write for different purposes, including real events. To plan and discuss the content of writing and record my ideas. I am able to orally rehearse structured sentences or sequences of sentences.	use capital letters for names of people, places, day of the week and the personal pronoun 'I'. I correctly use question marks and exclamation marks, To use commas to separate items in a list. To use apostrophes to show where letters are missing and to mark singular possession in nouns	To use subordination and co-ordination. To use expanded noun phrases. To say how the grammatical patterns in a sentence indicate its function.	consistently use the present tense and past tense correctly. To use the progressive forms of verbs in the present and past tense.
Year 3	To spell words with additional prefixes and suffixes and understand how to add them to root words. I recognise and spell homophones. To use the first two or three letters of a word to check its spelling in a dictionary.	I use the diagonal and horizontal strokes that are needed to join letters. I understand which letters should be left un-joined.	To discuss models of writing, noting its structure, grammatical features and use of vocabulary. To compose sentences using a wider range of structures. To write a narrative with a clear structure, setting, characters and plot.	To use inverted commas to punctuate direct speech.	To express time, place and cause by using conjunctions, adverbials	I am starting to use paragraphs. To use headings and sub headings. To use the present perfect form of verbs instead of the simple past.
Year 4	To spell words with prefixes and suffixes and can add them to root words. To recognise and spell homophones. To use the first two or three letters of a word to check a spelling in a dictionary.	To use the diagonal and horizontal strokes that are needed to join letters. I understand which letters should be left un-joined. My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	To compose sentences using a range of sentence structures. To orally rehearse a sentence or a sequence of sentences. To write a narrative with a clear structure, setting and plot.	To use inverted commas and other punctuation to indicate direct speech. To use apostrophes to mark plural possession. I use commas after fronted adverbials.	To use noun phrases which are expanded by adding modifiers To use fronted adverbials.	To write in paragraphs. I make an appropriate choice of pronoun and noun within and across sentences.
Year 5	To form verbs with prefixes. can convert nouns or adjectives into verbs by adding a suffix.	To choose the style of handwriting to use when given a choice. To choose the handwriting that is best suited for a specific task.	To discuss the audience and purpose of the writing. can start sentences in different ways.	To use brackets, dashes and commas to indicate parenthesis. To use commas to clarify meaning or avoid ambiguity.	To use relative clauses. To use adverbs or modal verbs to indicate a degree of possibility	To build cohesion between paragraphs. To use adverbials to link paragraphs.
Year 6	To convert verbs into nouns by adding a suffix. To distinguish between homophones and other words which are often confused. To spell the commonly mis-spelt words from the Y5/6 word list.	To choose the style of handwriting to use when given a choice. To choose the handwriting that is best suited for a specific task.	To identify the audience for and purpose of the writing. can choose the appropriate form and register for the audience and purpose of the writing. I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.	can use the semi-colon, colon and dash. To use the colon to introduce a list and semi-colon within lists. To use a hyphen to avoid ambiguity.	To use the passive voice. I vary sentence structure depending whether formal or informal	can use a variety of organisational and presentational devices correct to the text type. I write in paragraphs which can clearly signal a change in subject, time, place or event