

English - Writing								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	Use comfortable grip with good control when holding pens and pencils. Show preference for a dominant hand. Write some letters accurately. Choose the resources to write with.	Hold pencil effectively (using a tripod grip in almost all cases) in preparation for fluent writing. Develop the foundations of a handwriting style which is fast, accurate and efficient. Write recognisable letters, most of which are correctly formed.	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Use finger spaces.	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. To begin to use the diagonal and horizontal strokes needed to join letters.	To use a neat, joined handwriting style with increasing accuracy and speed. To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To increase the legibility, consistency and quality of their handwriting [e.g. 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]. To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task. To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).
Spelling	Write some or all of first name. Use letter and print knowledge in early writing, for example, M for Mummy	Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Spell some taught common exception/ high frequency and familiar words.	Know all letters of the alphabet and the sounds which they most commonly represent. Recognise consonant and vowel digraphs which have been taught and the sounds which they represent. Accurately spell most words containing the 40+ previously taught phonemes and GPCs. Spell some words in a phonetically plausible way, even if sometimes incorrect. Apply Year 1 spelling rules and guidance and spell all Year 1 common exception words correctly. Spell days of the week correctly. Spell some common compound words.	Segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others. Learn to spell some common homophones. Apply Year 2 spelling rules and guidance and spell most Year 1 and 2 common exception words correctly. Add suffixes to spell most words correctly in writing. Spell words with contracted forms. Learn to use the possessive singular apostrophe.	Spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). Spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). Spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). Spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). Spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).	Spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). Spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). Spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). Spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or	Spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). Spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). Spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). Spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through,	Spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). Spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). Spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). Spell words with endings which sound like /shuhl/ after a

			Use -s and -es to form regular plurals correctly. Use some basic prefixes and suffixes.	Write, from memory, simple sentences dictated by an adult. Segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multisyllabic words.	Spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). Spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). Spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure). Spell many of the Y3 and Y4 statutory spelling words correctly. Spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). Spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules. Spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). Spell words with added suffixes beginning with a vowel (-er/-ed/- en/- ing) to words with more than one syllable	'cs', e.g. musician, electrician, magician, politician, mathematician). Spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)). Spell all of the Y3 and Y4 statutory spelling words correctly. Correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). Form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). Spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous). Spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).	thorough, borough, plough, bough). Spell many of the Y5 and Y6 statutory spelling words correctly. Convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). Convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). Convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). Convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). Spell complex homophones and near- homophones, including who's/whose and stationary/stationery. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	vowel letter using 'cial' (e.g. official, special, artificial). Spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential). Spell all of the Y5 and Y6 statutory spelling words correctly. Use knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). Use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). Spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference). Spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise). Spell words that contain hyphens (e.g.
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					(stressed last syllable, e.g. forgotten beginning. Spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. Use the first two or three letters of a word to check its spelling in a dictionary.	Use their spelling knowledge to use a dictionary more efficiently.		co-ordinate, re-enter, co- operate, co-own). Use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.
Awareness of Audience, Purpose and Structure	Write or make marks for a variety of purposes, for example, letters, shopping lists, maps etc.	Write short narratives about personal experiences. Write about real events Write for different purposes.	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe.	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	To 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 (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (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).
Planning and Drafting	Tell an adult what is about to be written.	Think of and say what is going to be written. Write simple phrases and sentences that can be read by others.	Read words that they have spelt. To say out loud what they are going to write about. To compose a sentence orally before writing it.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry.	To begin to use ideas from their own reading and modelled examples to plan their writing. To begin to organise their writing into paragraphs around a theme.	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to

			To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To use adjectives to describe.	To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. To encapsulate what they want to say, sentence by sentence.	To compose and rehearse sentences orally (including dialogue).	To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.	To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To consistently link ideas across paragraphs.	guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
Editing and Redrafting	Tell an adult what has been written.	Re-read what is written to check that it makes sense. Think and say words that will make a piece of writing better. Make changes where necessary.	Self-correct misspellings of words that pupils have been taught to spell. To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher.	To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.	To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Grammar, Punctuation and Vocabulary	Know that people's names begin with a capital letter.	Start to use capital letters and full stops. Use newly introduced vocabulary in writing. Extend sentences using conjunctions to offer extra information. Start to use simple describing words Understand terminology such as letter, capital letter, word, sentence, full stop.	Use simple sentence structures. Use the joining word (conjunction) 'and' to link ideas and sentences and begin to form compound sentences. Use capital letters for names, places, the days of the week and the personal pronoun 'I'. Use full stops to end sentences.	Use the present tense and the past tense mostly correctly and consistently. Form sentences with different forms: statement, question, exclamation, command. Use some features of written Standard English. Using co-ordinating (or/and/but) and some subordinating conjunctions	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing. Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions,	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing. To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice.

			Begin to use question marks and exclamation marks. Understand and use terminology such as singular, plural, punctuation, question mark and exclamation mark.	(when/if/that/because). Use expanded noun phrases to describe and specify (e.g. the blue butterfly). Use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions. Understand use terminology such as: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause. To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas. To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession. To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	(e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scribble, who was a famous inventor, had made a new discovery. To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis. To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To use question tags in informal writing. To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
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