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| Year group |
| EYFS | 40-60 Months | ELG |
| Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. |
| Y1 | Transcription  | VGPS | Composition |
| Application of phonicsLetter/number formation SecureOrientation on the page secure (e.g. spacing, sizing etc) | Leaving spaces between wordsJoining words and joining clauses using andBeginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation markUsing a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ | Saying out loud what they are going to write aboutComposing a sentence orally before writing itSequencing sentences to form short narrativesRe-reading what they have written to check that it makes senseDiscussing what they have written with the teacher or other pupilsReading aloud their writing clearly enough to be heard by their peers and the teacher |
| Y2 | 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 | demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when requireduse present and past tense mostly correctly and consistently use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clausessegment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at othersspell many common exception words | Saying out loud what they are going to write aboutComposing a sentence orally before writing itSequencing sentences to form short narrativesRe-reading what they have written to check that it makes senseDiscussing what they have written with the teacher or other pupilsReading aloud their writing clearly enough to be heard by their peers and the teacher |
| Y3 | Fluent handwriting with evidence of learning to joinSpelling using phonics confidently (e.g. selection of appropriate alternative GPC)Spelling high-frequency words securelyCheck spelling using a dictionaryIdentify and correct basic transcriptional errors | Select the appropriate spelling of homophones (e.g. there, where, one, two) Subordination to join clauses (e.g. after, while, because)Basic knowledge of present/past tenseBasic knowledge of 1st/3rd personInverted commas to mark dialogueDetail added through expanded noun phrases and adverbs | Write dictated sentences containing spellings and punctuation taught so farWrite well-organised ParagraphsPlan, draft and edit simple whole texts that follow a tight structureCreate simple narrative settings and characters |
| Y4 | Joined fluent handwriting o Spelling using phonics, etymology, morphology etc Secure use of a range of affixes Check and correct spelling using a dictionaryIdentify and correct transcriptional errors with a high degree of accuracy | Spell common homophones (e.g. here, weather, who’s)Varied sentence structureSustained tense/perspectiveInverted commas and other associated punctuationDetail added through a range of devices, including fronted adverbialsApostrophes for plural possession | Write dictated sentences containing spellings and punctuation taught so far Write well-structured paragraphs around a theme Plan, draft and edit simple whole texts that follow a tight structure Create simple narrative settings, characters and plots |
| Y5 | Joined fluent handwriting, sustained at paceApplication of spelling knowledge Secure use of a wider range of affixes Use dictionaries to check the spelling and meaning of words Use a thesaurus to enhance vocabulary choices | Spell a wider range of homophones Varied sentence structureSustained tense/perspectiveRange of devices to build cohesion Modal verbs Parenthesis including relative clausesCommas to separate clauses Integration of accurately punctuated dialogue to convey character | Draw on reading to inform writing (e.g. characters, settings, language) Focus on effectiveness of writing as well as accuracy Conscious control of syntax for impact Awareness of context, audience and purpose Selection of appropriate register Plan, draft and edit more advanced compositions, still within a clear structure |
| Y6 | spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed | 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 throughout their writing use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) | Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the 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. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) |