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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 phonics  Letter/number formation  Secure  Orientation on the page secure (e.g. spacing, sizing  etc) | Leaving spaces between words  Joining words and joining clauses using and  Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  Using 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 about  Composing a sentence orally before writing it  Sequencing sentences to form short narratives  Re-reading what they have written to check that it makes sense  Discussing what they have written with the teacher or other pupils  Reading 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  required  use 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 clauses  segment spoken words into phonemes and represent these by  graphemes, spelling many of these words correctly and  making phonically-plausible attempts at others  spell many common exception words | | | Saying out loud what they are going to write about  Composing a sentence orally before writing it  Sequencing sentences to form short narratives  Re-reading what they have written to check that it makes sense  Discussing what they have written with the teacher or other pupils  Reading aloud their writing clearly enough to be heard by their peers and the teacher |
| Y3 | Fluent handwriting with evidence of learning to join  Spelling using phonics confidently (e.g. selection of appropriate alternative GPC)  Spelling high-frequency words securely  Check spelling using a dictionary  Identify 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 tense  Basic knowledge of 1st/3rd person  Inverted commas to mark  dialogue  Detail added through expanded noun phrases and adverbs | | | Write dictated sentences containing spellings and  punctuation taught so far  Write well-organised Paragraphs  Plan, draft and edit simple whole texts that follow a tight structure  Create 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 dictionary  Identify and correct transcriptional errors with a high degree of accuracy | Spell common homophones  (e.g. here, weather, who’s)  Varied sentence structure  Sustained tense/perspective  Inverted commas and other associated punctuation  Detail added through a range of devices, including  fronted adverbials  Apostrophes 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 pace  Application 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 structure  Sustained tense/perspective  Range of devices to build  cohesion  Modal verbs  Parenthesis including relative clauses  Commas 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) |