

	Composition – Planning									
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
 Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Say what they are writing 	 use ideas from reading in a narrative say out loud what they are going to write about say a sentence before writing it 	 use a shared text as a model for writing plan or say out loud what they are going to write about, including writing based on personal experiences write down ideas, and/or key words, including new vocabulary encapsulate what they want to say, sentence 	 discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar plan or say out loud what they are going to write about, including writing based on personal experiences write down ideas, and/or key words, technical vocabulary and phrases compose and rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices 	 discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discuss ideas for writing, beginning to make personal choices when planning write down ideas, and/or key words, technical vocabulary and phrases rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2) 	 use other similar writing as models for their own in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed identify the audience for and the purpose of the writing begin to use a variety of approaches to support effective planning note and develop initial ideas, drawing on reading and research where necessary rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2) 	 use other similar writing as models for their own in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed identify the audience for and the purpose of their writing and select the appropriate form when planning use a variety of approaches to support effective planning note and develop initial ideas, drawing on reading and research where necessary rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2) 				



	Composition – Writing									
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
• Enjoy	sequence	• write own	• begin to develop	• write narratives,	• experiment with form in	• use a variety of narrative				
drawing	sentences to form	narratives	the events in a	developing the detail	narrative writing	structures				
freely.	short narratives	with a	narrative	across the sequence	 adapt writing to 	 adapt writing to 				
• Add	• use and	sequence of	sequence	of events	distinguish between the	distinguish between the				
some	continue a	events	• begin to include	• include language	language of speech and	language of speech and				
marks to	repeating pattern	• include story	language that is	that is more likely to	that of written texts	written texts and choose				
their	from a model	language and	more likely to be	be found in written	• maintain an appropriate	the appropriate register				
drawings,	• include some	patterns	found in written	texts rather than	balance between dialogue	(formal/informal,				
which they	story language	• re-tell /	texts rather than	spoken language	and narrative	personal/impersonal) for				
give	and patterns	imitate /adapt	spoken language	begin to develop	• develop some aspects of	example, question tags in				
meaning	following models	familiar	• include dialogue	mood and	characterisation through	informal passages; or the				
to. For	• re-tell/imitate	stories with	within story	atmosphere,	what characters say and	subjunctive mood for very				
example:	familiar stories	events in	writing and begin	including through	do, beginning to integrate	formal texts: the use of				
"That says	• act out stories	sequence and	to use this to	dialogue between	this within a text	technical language; the use				
mummy."	and portray	include some	reveal detail	characters	• begin to weave in setting	of the second person for a				
• Make	characters and	dialogue	about character	• describe characters	descriptions with	less formal, chatty style				
marks on	their motives	• explore	• use some detail	both physically and	characterisation and action	blend elements of				
their	 recount real 	characters'	in the description	through their actions	• write in a range of genres	dialogue, action and				
picture to	events	feelings and	of setting and	and speech	and forms taking account	description appropriately,				
stand for	• use the	situations in	characters'	 include setting 	of different audiences and	ensuring a balance				
their	language of texts	stories, using	feelings or	descriptions across a	purposes	between dialogue and				
name.	read as models	role play and	motives	text	organise information	narrator				
• Write a	for their own	oral rehearsal	• write in a variety	• write in a variety of	gained from notes made	• include aspects of				
sentence	writing	• describe	of genres and	genres and forms,	from reading into own	characterisation, including				
	• sequence	characters and	forms, including	using the	writing	what characters say and				
	sentences to form	setting	writing for real	appropriate form /						



simple non-fiction	• write about	purposes and	features of the genre	begin to précis longer	do, integrating this within a
text types	real events	audiences,	for audience and	paragraphs from reading	text
assemble	• write for	 begin to select 	purpose	• use a range of	weave in setting
information on a	different	and use forms and	 organise or 	organisational and	descriptions with
subject from their	purposes •	vocabulary	categorise	presentational devices to	characterisation / action
own experience	establish the	appropriate to the	information based on	structure text and guide	• write in a range of genre
 begin to convey 	basic purpose	purpose / reader	notes from several	the reade	and forms taking account
information and	of a text, using	 assemble 	sources	• prepare poems to read	of different audiences and
ideas in simple	some relevant	information on a	• in non-narrative	aloud and perform	purposes and using
non-narrative	features	subject and turn	material, use simple	• learn a wider range of	features confidently
forms	assemble	notes into	organisational	poetry by heart	organise information
 listen to and 	information	sentences	devices	• experiment with writing	gained from notes made
discuss a wide	on a subject	 include the use 	• prepare a range of	poetry using different	from reading into own
range of rhymes	convey	of devices to	different forms of	forms	writing
and poems,	information	organise writing	poetry to read aloud	• organise ideas so that	• précis longer paragraph
learning to recite	and ideas in	• prepare a range	and perform • write	they are sequenced	from reading
some by heart	simple	of different forms	poetry using the	logically according to the	• build on previous year
• use words that	non-narrative	of poetry to read	features of poetic	genre or form, using a	groups' use of
sequence events	forms	aloud and	forms studied	range of adverbials and	organisational and
(see vocabulary /	 listen to and 	perform • write	sequence events	conjunctions (see	presentational devices to
grammar section	discuss a wide	poetry using the	clearly and show	vocabulary / grammar	structure text and guide
for detail of year	range of	features of poetic	how one event leads	section for detail of year	the reader
group	contemporary	forms studied	to another, using	group expectations)	• prepare poems to read
expectations)	and classic	 include a 	appropriate	 use expressive and 	aloud and perform
make some	poetry,	structured	conjunctions and	figurative language to	• learn a wider range of
choices of	learning and	sequence of	adverbials (see	create mood and	poetry by heart
appropriate	reciting some	events using a	vocabulary /	atmosphere	write poetry using
vocabulary	• write poetry	range of	grammar section for	begin to make choices	different forms
	• use	conjunctions and	detail of year group	about vocabulary, word	make organisational
	complete	adverbs (see	expectations)	order, and punctuation for	choices for effect,
	sentences	vocabulary /	• include descriptive	effect (see vocabulary /	according to the genre or
	grouped	grammar section	detail and figurative	grammar section for detail	form, using a range of
	together to	for detail of year		of year group expectations)	adverbial phrases and



	tell the	group	language to make	 begin to consciously 	conjunctions (see vocab
	different parts	expectations)	writing more vivid	control sentence structures	grammar section for detail
	of the story,	 begin to use 	 choose words and 	in their writing, sometimes	of year group expectations)
	linking these	figurative	phrases for effect	making choices about,	 use expressive and
	with	language	(see vocabulary /	sentence length, sentence	figurative language to
	conjunctions	 select words for 	grammar section for	complexity and	create mood and
	(see	effect from a	detail of year group	punctuation for effect (see	atmosphere
	vocabulary /	range provided	expectations)	vocabulary / grammar	 select suitable
	grammar	(see vocabulary /	 begin to explore 	section for detail of year	punctuation and precise
	section for	grammar section	the effect of different	group expectations)	vocabulary when writing
	detail of year	for detail of year	sentence structures	 engage reader and 	(see vocabulary / grammar
	group	group	in their writing, for	sustain interest, in both	section for detail of year
	expectations)	expectations)	example by	narrative and non-fiction	group expectations)
	choose	 begin to use a 	considering the	writing, building on	consciously control
	appropriate	variety of	effect of changing	examples provided in year	sentence structures in
	words and	sentence	the order of the	4 such as asking questions /	writing, making deliberate
	phrases to	structures (see	information on the	addressing the reader	choices about, sentence
	describe	vocabulary /	reader: (see	directly or through sharing	length, sentence
	 begin to 	grammar section	vocabulary /	interesting pieces of	complexity and
	select words	for detail of year	grammar section for	information directly with	punctuation for effect (see
	for effect from	group	detail of year group	the reader, in nonfiction	vocabulary / grammar
	a range	expectations)	expectations)	writing such as reports or	section for detail of year
	provided	• ensure relevant	begin to consider	biographies.	group expectations)
	 begin to vary 	details are	the reader when	• begin to develop points	maintain interest for the
	sentence	included in both	adding detail in both	of view and authorial voice	reader in a variety of ways
	openings (see	narrative and	narrative and	• begin to structure main	in both narrative and
	vocabulary /	non-fiction writing	non-fiction writing,	ideas across the text by	non-fiction writing
	grammar	• begin to use	for example by	using paragraphs	• develop points of view
	section for	paragraphs to	addressing the	purposefully	and authorial voice
	detail of year	group related	reader directly	• use devices to build	• structure main ideas
	, group	materials	• use paragraphs to	cohesion within a	across the text by using
	expectations)		organise ideas	paragraph • link ideas	paragraphs purposefully
				across paragraphs using	e.g. make some links using



			<u> </u>
	 around a theme in non-fiction forms use adverbials to connect one paragraph to another begin to use paragraphs to indicate changes in setting, character and time in a narrative 	adverbials of time, place, number or tense choice • begin to use paragraphing to deliberately pace the writing	cohesive devices within paragraphs and across paragraphs, repetition of a word or phrase • use paragraphing to deliberately pace the writing



			Eval	uate and edit		
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Re-read	• re-read	• proof read	 proof read for 	 proof read for 	 proof read for spelling, 	 proof read for spelling,
what they	what they	for errors in	spelling, grammar and	spelling, grammar and	grammar and	grammar and punctuation
have written	have	spelling,	punctuation errors	punctuation errors	punctuation errors	errors
to check that	written to	grammar and	• re-read to check that	• re-read to check that	 re-read to check that 	 re-read to check that
it makes	check for	punctuation	their writing makes	their writing makes	their writing makes	their writing makes sense,
sense	sense	• re-read to	sense, that tenses are	sense, that tenses are	sense, that tenses are	that tenses are consistent,
	discuss	check that	consistent and that	consistent and that	consistent, pronouns are	pronouns are used
	what they	their writing	pronouns are used	pronouns are used	used accurately, and that	accurately, and that there
	have	makes sense,	accurately	accurately	there is correct subject	is correct subject and verb
	written	and that	begin to evaluate	evaluate and edit	and verb agreement	agreement when using
	with the	tenses are	and edit the	the effectiveness of	when using singular and	singular and plural
	teacher or	consistent	effectiveness of their	their own and others'	plural	• evaluate and edit,
	other pupils	evaluate	own and others'	writing and suggest	 evaluate and edit, 	assessing the effectiveness
	• read	their writing	writing and suggest	improvements.	assessing the	of their own and others'
	aloud their	with the	improvements	 propose changes to 	effectiveness of their own	writing
	writing	teacher and	begin to propose	vocabulary,	and others' writing	 propose changes to
	clearly	other pupils	changes to vocabulary,	punctuation, spelling	 propose changes to 	vocabulary, grammar and
	enough to	• read aloud	punctuation, spelling	and grammar	vocabulary, grammar and	punctuation to enhance
	be heard by	what they	and grammar	• read aloud their own	punctuation to enhance	effect and clarify meaning
	their peers	have written	• read aloud their own	writing, to a group or	effect and clarify	• perform their own
	and the	with	writing, to a group or	the whole class, using	meaning	compositions, using
	teacher	appropriate	the whole class, using	the appropriate	• perform their own	appropriate intonation,
		intonation to	the appropriate	intonation and	compositions, using	volume, and movement so
		make	intonation and	controlling the tone	appropriate intonation,	that meaning is clear
		meaning clear	controlling the tone	and volume so that	volume, and movement	
		to the	and volume so that the	the meaning is clear	so that meaning is clear	
		audience	meaning is clear			



			Vocabulary, gramı	mar and punctuation		
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write	• write single	• use single clause	• use single clause	• use single clause sentences	 use a variety of 	 use a variety of
short	clause	sentences and	sentences and	and multi-clause sentences	sentences	sentence structures,
sentenc	sentences	multi-clause	multi-clause	using coordinating	structures, such as:	such as: single clause
es	 leave spaces 	sentences using	sentences using	conjunctions and	single clause	sentences and
containi	between	coordinating	coordinating	multi-clause sentences using	sentences and	multi-clause
ng	words	conjunctions	conjunctions	subordinating conjunctions	multi-clause	sentences using
words	 begin to 	• use some	• use some	 use the full range of 	sentences using	coordinating
with	punctuate	multi-clause	multi-clause	punctuation taught across	coordinating	conjunctions and
known	sentences	sentences using	sentences using	KS1 to demarcate sentences,	conjunctions and	multi-clause
sound-l	using a capital	subordinating	subordinating	including commas in lists and	multi-clause	sentences using
etter	letter and a	conjunctions	conjunctions	apostrophes for singular	sentences using	subordinating
corresp	full stop,	• use sentences with	• use the full range of	possession • use inverted	subordinating	conjunctions
ondenc	question mark	different forms:	punctuation taught	commas and other	conjunctions	 use the full range
es using	or exclamation	statement, question	across KS1 to	punctuation to indicate direct	 use the full range 	of punctuation
a capital	mark	exclamation	demarcate sentences,	speech i.e. a comma after the	of punctuation	taught across KS1
letter	• join two	command	including commas in	reporting clause; end	taught across KS1	and KS2 to
and full	clauses in a	punctuate	lists and apostrophes	punctuation within inverted	and LKS2 to	demarcate
stop	sentence using	sentences using full	for singular	commas	demarcate	sentences, including
	the	stops, capital letters,	possession • use	 use a new line for a new 	sentences, including	apostrophe use and
	co-ordinating	exclamation marks,	inverted commas to	speaker when writing direct	apostrophe use and	speech punctuation
	conjunction	question marks	punctuate direct	speech	speech punctuation	 use hyphens to
	'and'	• use apostrophes for	speech	 use apostrophes to mark 	 use brackets, 	avoid ambiguity
	• use	contracted forms	• use commas in lists	plural possession	dashes or commas	 understand the use
	'because' to	• use commas in lists	and begin to use	 use commas to demarcate 	for parenthesis e.g.	of semi-colons,
	provide	expand sentences	them to demarcate	items in a list, clauses and	asides, additional	colons and dashes to
	reasoning	using the	clauses	phrases	information	mark the boundary
	• use a capital	co-ordinating	• express time, place	 express time, place and 	 place commas, 	between
	letter for	conjunctions or, and,	and cause using	cause using conjunctions e.g.	mostly accurately, to	independent clauses
	names of	but and	conjunctions e.g.	when, before, after, while, so,	clarify meaning or	 use a colon to
	people,	subordination using	when, before, after,	because; adverbs e.g. then,	avoid ambiguity	introduce a list



places, the	when if, that,	while, so, because;	next, soon, therefore;	• use a range of	punctuate bullet
days of the	because	adverbs e.g. then,	prepositions e.g. before,	conjunctions,	points consistently
week, and the	use appropriate	next, soon, therefore;	after, during, in, because of	prepositions and	 place commas to
personal	adjectives and	prepositions e.g.	use fronted adverbials	adverbials, e.g.	demarcate items in a
pronoun 'l'	adverbs to give	before, after, during,	use commas after fronted	therefore, despite,	list, between clauses
 learn the 	essential information	in, because of	adverbials	even though, later	and to clarify
grammar for	• use expanded noun	 begin to expand 	 use a variety of expanded 	that day	meaning or avoid
Y1 from	phrases to describe	noun phrases in	noun phrases, for example,	• use relative	ambiguity
English	and specify	different ways, for	by the addition of modifying	clauses beginning	• use a range of
Appendix 2	use some features of	example by adding	adjectives, and prepositional	with who, which,	conjunctions,
 orally 	standard English •	prepositional phrases	phrases	where, when,	prepositions and
practise using	learn the grammar	use some features	use Standard English forms	whose, that or an	adverbials
present and	for Y2 from English	of standard English	for verb inflections instead of	omitted relative	use relative clauses
past tenses	Appendix 2	learn the grammar	local spoken forms	pronoun	beginning with who,
correctly	use the present	for Y3 from English	• learn the grammar for Y4	 begin to make 	which, where, when,
	and past tenses	Appendix 2	from English Appendix 2	precise and effective	whose, that or an
	correctly and	• use the present and	maintain the use of the	use of expanded	omitted relative
	consistently	past tenses correctly	present and past tenses	noun phrases,	pronoun
	use the present	and consistently	correctly and consistently	conveying	make precise and
	progressive and past	use the present	use the present perfect	complicated	effective use of
	progressive forms	perfect form of verbs	form of verbs in contrast to	information	expanded noun
	• use and understand	instead of the simple	the past tense	concisely	phrases, conveying
	the grammatical	past	• select appropriate pronoun	use Standard	complicated
	terminology found in	• use and understand	or noun within and across	English forms for	information concisely
	English Appendix 2 in	the grammatical	sentences to aid cohesion	verb inflections	use Standard
	discussing their	terminology found in	and avoid repetition	instead of local	English forms for
	writing	English Appendix 2 in	use and understand the	spoken forms	verb inflections
		discussing their	grammatical terminology	• learn the grammar	instead of local
		writing and reading	found in English Appendix 2	for Y5 from English	spoken forms
			in discussing their writing	Appendix 2	learn the grammar
				maintain tense	for Y6 from English
				consistently and	Appendix 2



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		begin to manage	maintain tense and
		shifts in tense	person consistently
		 use the perfect 	including shifts
		form of verbs to	between tenses
		mark relationships of	 use the perfect
		time and cause	form of verbs to
		• indicate degrees of	mark relationships of
		possibility using	time and cause
		adverbs or modal	 use modal verbs or
		verbs	adverbs to indicate
		ensure correct	degrees of possibility
		subject and verb	and when deducing,
		agreement when	speculating, and
		using singular and	making suppositions
		plural	use passive
		 begin to use 	constructions where
		pronouns and a	appropriate • ensure
		variety of nouns	correct subject and
		appropriately to aid	verb agreement
		cohesion and avoid	when using singular
		repetition	and plural
		• use and	• use pronouns and a
		understand the	variety of nouns
		grammatical	appropriately to aid
		terminology found in	cohesion and avoid
		English Appendix 2	repetition
		in discussing their	 use and understand
		writing	the grammatical
			terminology found in
			English Appendix 2
			accurately and
			appropriately



Handwriting									
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Print	Print	Lead ins	Joining	• secure the use of	• write legibly,	• write legibly,			
 Write some 	begin to form	• form lower-case	• begin to use the	the diagonal and	fluently and with	fluently and with			
etters accurately.	lower-case letters	letters of the	diagonal and	horizontal strokes	increasing speed	increasing speed			
• Form lower-case	in the correct	correct orientation	horizontal strokes	that are needed to	choose which	choose which			
and capital letters	direction, starting	and size relative to	that are needed to	join letters and	shape of a letter to	shape of a letter to			
correctly.	and finishing in the	one another	join letters and	understand which	use when given	use when given			
 Hold a pencil 	right place i.e.	 start with the 	understand which	letters, when	choices and	choices and decide			
comfortably and	middle or top	lead in and leave	letters, when	adjacent to one	deciding whether	whether or not to			
correctly	 form capital 	the end ready to	adjacent to one	another, are best	or not to join	join specific letters			
	letters	join later	another, are best	left un-joined	specific letters				
	 form digits 0-9 	write capital	left un-joined	 increase the 					
	 understand which 	letters and digits of	 increase the 	legibility,					
	letters belong to	the correct size,	legibility,	consistency and					
	which handwriting	orientation and	consistency and	quality of					
	'families' (i.e.	relationship to one	quality of	handwriting e.g. by					
	letters that are	another and to	handwriting e.g. by	ensuring that the					
	formed in similar	lower case letters	ensuring that the	down strokes of					
	ways)	 use spacing 	down strokes of	letters are parallel					
	 make distinctions 	between words	letters are parallel	and equidistant;					
	between ascenders	that reflects the	and equidistant;	that lines of writing					
	and descenders and	size of the letters	that lines of writing	are spaced					
	other 'between the		are spaced	sufficiently so that					
	line' letters		sufficiently so that	the ascenders and					
	 distinguish 		the ascenders and	descenders of					
	between similar		descenders of	letters do not touch					
	looking letters		letters do not touch						



	Transcription								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Write from	write from	•write from	• write from	• write from	• use the first three	• use the first three			
memory	memory simple	memory simple	memory simple	memory simple	or four letters of a	or four letters of a			
some letters for	sentences dictated	sentences dictated	sentences, dictated	sentences, dictated	word to check	word to check			
and then their	by the teacher that	by the teacher that	by the teacher, that	by the teacher, that	spelling, meaning	spelling, meaning,			
whole name.	include words using	include words using	include words and	include words and	or both of these in	or both of these in			
•Spell words by	the GPCs and	the GPCs, common	punctuation taught	punctuation taught	a dictionary	a dictionary			
identifying the	common exception	exception words	so far	so far	• use dictionaries	• use dictionaries			
sounds and then	words taught so far	and punctuation	• use the first two	• use the first two	to check the	to check the			
writing the sound	• spell by	taught so far	or three letters of a	or three letters of a	spelling and	spelling and			
with letter/s	segmenting spoken	• segment spoken	word to check its	word to check its	meaning of words	meaning of words			
	words into	words into	spelling in a	spelling in a	• use a thesaurus	• use a thesaurus			
Write simple	phonemes	phonemes and	dictionary	dictionary	to select precise	to select precise			
letters and then	(containing each of	represent these by	• spell most words	• spell most words	and effective	and effective			
words and phrases	the 40+ phonemes	graphemes, spelling	relating to the	relating to the	vocabulary	vocabulary			
dictated by the	already taught) and	many correctly	statements from	statements from	spell most words	• spell most words			
teacher that use	representing these	• learn new ways of	previous year	previous year	relating to the	relating to the			
words using the	by graphemes,	spelling phonemes	groups correctly,	groups correctly,	statements from	statements from			
GPCs and common	including plausible	for which one or	after independent	after independent	previous year	previous year			
exception words	attempts, spelling	more spellings are	proof-reading	proof-reading	groups correctly,	groups correctly,			
taught so far	some correctly	already known	• spell some words	spell most words	after independent	after independent			
	• use letter names	spell most words	relating to the Y3	relating to the Y3/4	proof-reading	proof-reading			
	to distinguish	relating to the	curriculum	curriculum	• spell some words	• spell most words			
	between	statements from	statements and	statements and	relating to the Y5/6	relating to the Y5/6			
	alternative spellings	previous year	word list correctly,	word list correctly,	curriculum	curriculum			
	of the same sound	groups correctly	after independent	after independent	statements and	statements and			
	• spell most words	apply spelling	proof-reading	proof-reading	word list correctly,	word list correctly,			
	relating to the Y1	rules and guidance,			after independent	after independent			
	curriculum				proof-reading	proof-reading			



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statements	as listed in English		
correctly	Appendix 1		
 name the letters 	• spell some words		
of the alphabet in	with contracted		
order	forms		
• spell the days of	learn some		
the week	common		
• use the spelling	homophones and		
rule for adding –s	near homophones		
or –es as the plural	 add suffixes to 		
marker for nouns	spell some words		
and the third	correctly in their		
person singular	writing		
marker for verbs	spell common		
• use the prefix un-	exception words for		
• use –ing, -ed, -er	Year 1 and 2		
and –est where no			
change is needed in			
the spelling of root			
words			
spell common			
exception words for			
Year 1			