



		C	omposition – Plannii	ng		
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul> <li>use ideas from reading in a narrative</li> <li>say out loud what they are going to write about</li> <li>say a sentence before writing it</li> </ul>	<ul> <li>use a shared text as a model for writing</li> <li>plan or say out loud what they are going to write about, including writing based on personal experiences</li> <li>write down ideas, and/or key words, including new vocabulary</li> <li>encapsulate what they want to say, sentence by sentence</li> </ul>	<ul> <li>discuss writing</li> <li>similar to that</li> <li>which they are</li> <li>planning to write in</li> <li>order to</li> <li>understand and</li> <li>learn from its</li> <li>structure,</li> <li>vocabulary and</li> <li>grammar</li> <li>plan or say out</li> <li>loud what they are</li> <li>going to write</li> <li>about, including</li> <li>writing based on</li> <li>personal</li> <li>experiences</li> <li>write down ideas,</li> <li>and/or key words,</li> <li>technical</li> <li>vocabulary and</li> <li>phrases</li> <li>compose and</li> <li>rehearse sentences</li> <li>orally, including</li> <li>dialogue,</li> <li>developing</li> <li>vocabulary and</li> <li>sentence structure</li> <li>choices (National</li> </ul>	<ul> <li>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discuss ideas for writing, beginning to make personal choices when planning</li> <li>write down ideas, and/or key words, technical vocabulary and phrases</li> <li>rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)</li> </ul>	<ul> <li>use other similar</li> <li>writing as models</li> <li>for their own</li> <li>in writing</li> <li>narratives, consider</li> <li>how authors have</li> <li>developed</li> <li>characters, settings</li> <li>and atmosphere in</li> <li>texts they have</li> <li>read, listened to or</li> <li>seen performed</li> <li>identify the</li> <li>audience for and</li> <li>the purpose of the</li> <li>writing</li> <li>begin to use a</li> <li>variety of</li> <li>approaches to</li> <li>support effective</li> <li>planning</li> <li>note and develop</li> <li>initial ideas,</li> <li>drawing on reading</li> <li>and research where</li> <li>necessary</li> <li>rehearse orally,</li> <li>alternative word</li> <li>choices and</li> <li>sentence</li> </ul>	<ul> <li>use other similar</li> <li>writing as models</li> <li>for their own</li> <li>in writing</li> <li>narratives, consider</li> <li>how authors have</li> <li>developed</li> <li>characters, settings</li> <li>and atmosphere in</li> <li>texts they have</li> <li>read, listened to or</li> <li>seen performed</li> <li>identify the</li> <li>audience for and</li> <li>the purpose of</li> <li>their writing and</li> <li>select the</li> <li>appropriate form</li> <li>when planning</li> <li>use a variety of</li> <li>approaches to</li> <li>support effective</li> <li>planning</li> <li>note and develop</li> <li>initial ideas,</li> <li>drawing on reading</li> <li>and research where</li> <li>necessary</li> <li>rehearse orally,</li> <li>alternative word</li> </ul>





		Curriculum English	constructions to	choices and
		Appendix 2)	best suit the	sentence
			purpose and effect	constructions to
			of a text (National	best suit the
			Curriculum English	purpose and effect
			Appendix 2)	of a text (National
				Curriculum English
				Appendix 2)

			Composition – Writ	ing		
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• sequence	• write own	• begin to develop	• write narratives,	<ul> <li>experiment with</li> </ul>	<ul> <li>use a variety of</li> </ul>
	sentences to form	narratives with a	the events in a	developing the	form in narrative	narrative structures
	short narratives	sequence of events	narrative sequence	detail across the	writing	• adapt writing to
	• use and continue	• include story	• begin to include	sequence of events	<ul> <li>adapt writing to</li> </ul>	distinguish between
	a repeating pattern	language and	language that is	• include language	distinguish	the language of
	from a model	patterns	more likely to be	that is more likely	between the	speech and written
	• include some	• re-	found in written	to be found in	language of speech	texts and choose the
	story language and	tell/imitate/adapt	texts rather than	written texts rather	and that of written	appropriate register
	patterns following	familiar stories	spoken language	than spoken	texts	(formal/informal,
	models	with events in	• include dialogue	language	• maintain an	personal/impersona
	• re-tell/imitate	sequence and	within story writing	<ul> <li>begin to develop</li> </ul>	appropriate	for example,
	familiar stories	include some	and begin to use	mood and	balance between	question tags in
	act out stories	dialogue	this to reveal detail	atmosphere,	dialogue and	informal passages; o
	and portray	explore	about character	including through	narrative	the subjunctive
	characters and	characters' feelings	• use some detail	dialogue between	<ul> <li>develop some</li> </ul>	mood for very form
	their motives	and situations in	in the description	characters	aspects of	texts: the use of
	• recount real	stories, using role	of setting and	describe	characterisation	technical language;
	events	play and oral	characters' feelings	characters both	through what	the use of the secon
	• use the language	rehearsal	or motives	physically and	characters say and	person for a less
	of texts read as				do, beginning to	formal, chatty style





models for their	describe	• write in a variety	through their	integrate this	<ul> <li>blend elements of</li> </ul>
own writing	characters and	of genres and	actions and speech	within a text	dialogue, action and
sequence	setting	forms, including	• include setting	• begin to weave in	description
sentences to form	• write about real	writing for real	descriptions across	setting descriptions	appropriately,
simple non-fiction	events	purposes and	a text	with	ensuring a balance
text types	write for	audiences,	• write in a variety	characterisation	between dialogue
assemble	different purposes	begin to select	of genres and	and action	and narrator
information on a	• establish the	and use forms and	forms, using the	• write in a range	<ul> <li>include aspects of</li> </ul>
subject from their	basic purpose of a	vocabulary	appropriate form /	of genres and	characterisation,
own experience	text, using some	appropriate to the	features of the	forms taking	including what
begin to convey	relevant features	purpose / reader	genre for audience	account of	characters say and
information and	assemble	• assemble	and purpose	different audiences	do, integrating this
ideas in simple	information on a	information on a	organise or	and purposes	within a text
non-narrative	subject	subject and turn	categorise	• organise	• weave in setting
forms	• convey	notes into	information based	information gained	descriptions with
<ul> <li>listen to and</li> </ul>	information and	sentences	on notes from	from notes made	characterisation /
discuss a wide	ideas in simple	• include the use of	several sources	from reading into	action
range of rhymes	non-narrative	devices to organise	• in non-narrative	own writing	• write in a range o
and poems,	forms	writing	material, use	• begin to précis	genres and forms
learning to recite	<ul> <li>listen to and</li> </ul>	• prepare a range	simple	longer paragraphs	taking account of
some by heart	discuss a wide	of different forms	organisational	from reading	different audiences
• use words that	range of	of poetry to read	devices	• use a range of	and purposes and
sequence events	contemporary and	aloud and perform	• prepare a range	organisational and	using features
(see vocabulary /	classic poetry,	• write poetry	of different forms	presentational	confidently
grammar section	learning and	using the features	of poetry to read	devices to	• organise
for detail of year	reciting some	of poetic forms	aloud and perform	structure text and	information gained
group	• write poetry	studied	• write poetry	guide the reade	from notes made
expectations)	• use complete	• include a	using the features	• prepare poems to	from reading into
make some	sentences grouped	structured	of poetic forms	read aloud and	own writing
choices of	together to tell the	sequence of events	studied	perform	• précis longer
appropriate	different parts of	using a range of	• sequence events	• learn a wider	paragraphs from
vocabulary	the story, linking	conjunctions and	clearly and show	range of poetry by	reading
	these with	adverbs (see	how one event	heart	





		loods to speth cr		
conjunctions (see	vocabulary /	leads to another,	<ul> <li>experiment with</li> </ul>	• build on previous
vocabulary /	grammar section	using appropriate	writing poetry	year groups' use of
grammar section	for detail of year	conjunctions and	using different	organisational and
for detail of year	group	adverbials (see	forms	presentational
group	expectations)	vocabulary /	<ul> <li>organise ideas so</li> </ul>	devices to structure
expectations)	<ul> <li>begin to use</li> </ul>	grammar section	that they are	text and guide the
• choose	figurative language	for detail of year	sequenced logically	reader
appropriate words	<ul> <li>select words for</li> </ul>	group	according to the	prepare poems to
and phrases to	effect from a range	expectations)	genre or form,	read aloud and
describe	provided (see	• include	using a range of	perform
begin to select	vocabulary /	descriptive detail	adverbials and	• learn a wider range
words for effect	grammar section	and figurative	conjunctions (see	of poetry by heart
from a range	for detail of year	language to make	vocabulary /	• write poetry using
provided (see	group	writing more vivid	grammar section	different forms
vocabulary /	expectations)	choose words	for detail of year	• make
grammar section	• begin to use a	and phrases for	group	organisational
for detail of year	variety of sentence	effect (see	expectations)	choices for effect,
group	structures (see	vocabulary /	• use expressive	according to the
expectations)	vocabulary /	grammar section	and figurative	genre or form, using
begin to vary	grammar section	for detail of year	language to create	a range of adverbial
sentence openings	for detail of year	group	mood and	phrases and
(see vocabulary /	group	expectations)	atmosphere	conjunctions (see
grammar section	expectations)	<ul> <li>begin to explore</li> </ul>	begin to make	vocab grammar
for detail of year	ensure relevant	the effect of	choices about	section for detail of
group	details are included	different sentence	vocabulary, word	year group
expectations)	in both narrative	structures in their	order, and	expectations)
include some	and non-fiction	writing, for	punctuation for	• use expressive and
details in both	writing	example by	effect (see	figurative language
narrative and non-	begin to use	considering the	vocabulary /	to create mood and
fiction writing	paragraphs to	effect of changing	grammar section	atmosphere
	group related	the order of the	for detail of year	select suitable
	materials	information on the	group	punctuation and
	materials	reader: (see	- ·	precise vocabulary
		reauer. (see	expectations)	precise vocabulary





		vocabulary /	<ul> <li>begin to</li> </ul>	when writing (see
		grammar section	consciously control	vocabulary /
		for detail of year	sentence	grammar section for
		group	structures in their	detail of year group
		expectations)	writing, sometimes	expectations)
		• begin to consider	making choices	consciously control
		the reader when	about, sentence	sentence structures
		adding detail in	length, sentence	in writing, making
		both narrative and	complexity and	deliberate choices
		non-fiction writing,	punctuation for	about, sentence
		for example by	effect (see	length, sentence
		addressing the	vocabulary /	complexity and
		reader directly	grammar section	punctuation for
		<ul> <li>use paragraphs</li> </ul>	for detail of year	effect (see
		to organise ideas	group	vocabulary /
		around a theme in	expectations)	grammar section for
		non-fiction forms	<ul> <li>engage reader</li> </ul>	detail of year group
		<ul> <li>use adverbials to</li> </ul>	and sustain	expectations)
		connect one	interest, in both	maintain interest
		paragraph to	narrative and non-	for the reader in a
		another	fiction writing,	variety of ways in
		<ul> <li>begin to use</li> </ul>	building on	both narrative and
		paragraphs to	examples provided	non-fiction writing
		indicate changes in	in year 4 such as	develop points of
		setting, character	asking questions /	view and authorial
		and time in a	addressing the	voice
		narrative	reader directly	structure main
			<ul> <li>or through</li> </ul>	ideas across the text
			sharing interesting	by using paragraphs
			pieces of	purposefully e.g.
			information for the	make some links
			reader, or directly	using cohesive
			with the reader, in	devices within





		ponfiction writing	paragraphs and
		nonfiction writing	paragraphs and
		such as reports or	across paragraphs,
		biographies.	repetition of a word
		begin to develop	or phrase
		points of view and	use paragraphing
		authorial voice	to deliberately pace
		begin to	the writing
		structure main	
		ideas across the	
		text by using	
		paragraphs	
		purposefully	
		• use devices to	
		build cohesion	
		within a paragraph	
		Iink ideas across	
		paragraphs using	
		adverbials of time,	
		place, number or	
		tense choice	
		begin to use	
		paragraphing to	
		deliberately pace	
		the writing	

Evaluate and edit							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	





+re-read what the have written to bek for some check for some discuss what the have written with have written written writing clearly eroad alou ther writing clearly have have have written written writing writhe writing writhe writing writhe have have have written written writing writhe have have have written written writing writhe writing writhe have have have written writing writhe have have written writing writhe writh grithe have have written have have written writh grithe have have written have have written writh grithe have have written have have have written have have have written have have have have have have have have							
check for sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher or outher pupilsand punctuation errors ercread to check that their writing makes sense, and that tenses are consistent and that econsistent and that teacher and other pupils • read aloud what they have written writing gither hey have written with appropriate intonation to make sense to the audienceand punctuation errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors errors err	<ul> <li>re-read what they</li> </ul>	<ul> <li>proof read for</li> </ul>	<ul> <li>proof read for</li> </ul>	<ul> <li>proof read for</li> </ul>	<ul> <li>proof read for</li> </ul>	<ul> <li>proof read for</li> </ul>	ł
<ul> <li>• discuss what they have written with the verifies or or other pupils</li> <li>• ce-rad to check that their writing makes sense, that their writing makes sense, that their writing makes sense, that theres are consistent</li> <li>• evalaute their writing with the teacher</li> <li>• evalaute their writing writing with the teacher and other pupils</li> <li>• evalaute their writing writing with the teacher and other pupils</li> <li>• evalaute their writing writ</li></ul>	have written to	errors in spelling,	spelling, grammar	spelling, grammar	spelling, grammar	spelling, grammar	ł
have written with the teacher or other pupils• re-read to check that their writing makes sense, and that their writing makes sense, that tenses are consistent enough to be heard by their peers and the teacher• re-read to check that their writing makes sense, that tenses are consistent and that consistent and that eacurately accurately accurately accurately accurately accurately accurately accurately accurately accurately accurately accurately accurately accurately accurately accurately accurately accurately, and that there is the effectiveness of their own and others' writing and suggest improvements begin to propose changes to vocabulary, punctuation, spelling and spelling and sperior the whole class, using the appropriate intonation and controlling the tore and volume so that• re-read to check that their writing makes sense, that tenses are consistent cornect subject and verb agreement verb agreement	check for sense	grammar and	and punctuation	and punctuation	and punctuation	and punctuation	l
the teacher or other pupilsthat their writing makes sense, that that teness are consistent enough to be heard by their peers and the teacherthat their writing makes sense, that tenses are consistent and that evaluate their writing with the teacher and other pupilsthat their writing makes sense, that tenses are consistent and that consistent and that tenses are accurately and edit the effectiveness of other writing their peers and the teacherthat their writing makes sense, that tenses are consistent and that tenses are consistent and that tenses are accurately and edit the effectiveness of other writing their own and suggest suggest improvementsthat their writing makes sense, that tenses are consistent and that tenses are the information to make meaning clear to the audiencethat their writing makes sense, that tenses are tense are <br< th=""><th><ul> <li>discuss what they</li> </ul></th><th>punctuation</th><th>errors</th><th>errors</th><th>errors</th><th>errors</th><th>l</th></br<>	<ul> <li>discuss what they</li> </ul>	punctuation	errors	errors	errors	errors	l
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the teacherteacher and other pupils• begin to evaluate and edit the effectiveness of their own and others' writing and suggest• evaluate and edit the effectiveness of their own and others' writing and suggestthat there is correct subject and verb agreement when using singular and plural• read aloud what they have written with appropriate intonation to make meaning clear to the audience• begin to propose the gin to propose the audience• evaluate and edit their own and others' writing and suggest• evaluate and edit, assessing the effectiveness of to vocabulary, spelling and spelling and eread aloud their own writing, to a group or the whole agroup or the whole agroup or the whole agroup or the whole agroup or the whole appropriate changton and others' using the own compositions, spelling and spelling and eread aloud their own writing, to a group or the whole appropriate class, using the appropriate class, using the appropriate class, using the appropriate controlling the tore• evaluate and edit, their own and others' writing others' writing others' writing others' writing own compositions, using appropriate intonation and and ovlume so that intonation and and ovlume so that intonation, volume,• evaluate and edit, their own and their own and their own and others' writing others' writing others' writing others' writing own compositions, using appropriate intonation, volume,	enough to be heard	<ul> <li>evaluate their</li> </ul>	pronouns are used	pronouns are used	pronouns are used	pronouns are used	l
pupilsand edit the effectiveness of they have written with appropriate intonation to make meaning clear to the audiencethe effectiveness of their own and others' writing and suggest improvements others' writing and suggestcorrect subject and verb agreement when using singular and plural and plural and plural and plural evaluate and edit, evaluate and edit,<		writing with the	accurately	accurately	accurately, and	accurately, and	l
<ul> <li>• read aloud what they have written with appropriate intonation to make meaning clear to the audience</li> <li>• begin to propose changes to vocabulary, punctuation, spelling and</li> <li>• read aloud their own writing, to a grammar</li> <li>• read aloud their own writing, to a group or the whole class, using the intonation and own writing, to a group or the whole class, using the intonation and own compositions, intonation and class, using the intonation and class to the meaning is</li> <li>• read aloud their own compositions, using appropriate intonation and class to the meaning is</li> <li>• read aloud their own compositions, using appropriate intonation and class to the meaning is</li> <li>• read aloud their own compositions, using appropriate intonation and class to the meaning is</li> </ul>	the teacher	teacher and other	<ul> <li>begin to evaluate</li> </ul>	<ul> <li>evaluate and edit</li> </ul>	that there is	that there is	l
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intonation to make meaning clear to the audiencesuggest improvementsimprovements. • propose changes to vocabulary, effectiveness of effectiveness of effectiveness of their own and their own		they have written	their own and	others' writing and	when using singular	when using singular	l
meaning clear to the audienceimprovements • begin to propose changes to vocabulary,• propose changes effectiveness of punctuation, spelling and • propose changesassessing the effectiveness of effectiveness of their own and their own and their own and others' writingunctuation, punctuation, punctuation, grammar• propose changes • propose changes to vocabulary, grammar• propose changes • propose changes to vocabulary, grammar• propose changes • propose changes to vocabulary, grammar and grammar and eread aloud their grammar• propose changes to vocabulary, grammar and grammar and grammar and grammar and grammar and eread aloud their own writing, to a group or the whole group or the whole group or the whole appropriate class, using the appropriate intonation and and volume so that using appropriate using appropriate using appropriate using appropriate using appropriate using appropriate intonation, volume,own compositions, using appropriate using appropriate intonation, volume,		with appropriate	others' writing and	suggest			ł
the audience• begin to propose changes to vocabulary, punctuation, spelling and others' writingeffectiveness of their own and others' writing others' writing• punctuation, punctuation, spelling and grammar• propose changes • propose changes • propose changes • propose changes • propose changes • propose changes • ovocabulary, grammar • read aloud their own writing, to a group or the whole group or the whole class, using the appropriate intonation and appropriate intonation and and volume so that using appropriate intonation, volume,effectiveness of their own and their own and their own and others' writing • propose changes • propose cha		intonation to make	suggest	improvements.	<ul> <li>evaluate and edit,</li> </ul>	<ul> <li>evaluate and edit,</li> </ul>	l
Changes to punctuation, vocabulary, punctuation,their own and their own and others' writing others' writingpunctuation, punctuation, spelling and grammar• propose changes • propose changes• propose changes • propose changesspelling and grammar• read aloud their own writing, to a grammar and e read aloud theirto vocabulary, grammar and punctuation to punctuation togrammar and punctuation to punctuation to punctuation to own writing, to a group or the whole group or the whole group or the whole enhance effect and clarify meaning elarify meaning elarify meaning intonation and appropriate intonation and and volume so that using appropriate intonation, volume,own compositions, using appropriate intonation, volume,		meaning clear to	improvements	<ul> <li>propose changes</li> </ul>	assessing the	assessing the	l
vocabulary, punctuation, spelling and punctuation, spelling andothers' writing propose changesothers' writing propose changesvocabulary, grammar• read aloud their own writing, to a oread aloud their• read aloud their grammar and• read aloud their grammar andgrammar and punctuation to punctuation to• read aloud their own writing, to a group or the whole own writing, to a group or the whole class, using the appropriate intonation andenhance effect and enhance effect and enhance effect andenhance effect and enhance effect and entanting• read aloud their own writing, to a group or the whole class, using the appropriate intonation and and volume so that intonation, volume,• others' writing • propose changes to vocabulary, grammar and punctuation to punctuation to punctuation to punctuation to punctuation to own compositions, using appropriate intonation and and volume so that intonation, volume, intonation, volume,others' writing • propose changes • propose changes • propose changes • propose changes • punctuation to punctuation to punctuation to punctuation to punctuation to • perform their • perform their • perform their		the audience	<ul> <li>begin to propose</li> </ul>	to vocabulary,	effectiveness of	effectiveness of	l
punctuation, spelling and grammar• propose changes • read aloud their own writing, to a grammar and grammar and grammar and grammar and grammar and grammar and grammar and group or the whole group or the whole group or the whole appropriate class, using the appropriate intonation and and volume so that to vocabulary, to vocabulary, grammar and punctuation to ounctuation to ounctuation to ounctuation to enhance effect and enhance effe			changes to	punctuation,	their own and	their own and	l
spelling and grammar• read aloud their own writing, to a grammar and grammar and e read aloud their own writing, to a group or the whole group or the whole appropriate• read aloud their own writing, to a class, using the appropriate• read aloud their class, using the and volume so that using appropriate• read aloud their using appropriate• read aloud their using appropriate• read aloud their own writing, to a group or the whole class, using the appropriate• read aloud their class, using the and volume so that the meaning is• not occabulary, intonation, volume, intonation, volume,			vocabulary,	spelling and	others' writing	others' writing	l
grammarown writing, to a group or the whole own writing, to a group or the whole own writing, to a group or the whole group or the whole appropriategrammar and punctuation to enhance effect and clarify meaning • perform theirgrammar and punctuation to enhance effect and clarify meaning • perform their66666666676666666666667666666666666666666666666666666666666666666666666666666666666666666666666666666666666666666666666666666666666666666666666666666666666666666 <th></th> <th></th> <th>punctuation,</th> <th>grammar</th> <th><ul> <li>propose changes</li> </ul></th> <th><ul> <li>propose changes</li> </ul></th> <th>l</th>			punctuation,	grammar	<ul> <li>propose changes</li> </ul>	<ul> <li>propose changes</li> </ul>	l
<ul> <li>read aloud their own writing, to a group or the whole group or the whole class, using the appropriate class, using the appropriate intonation and appropriate controlling the tone controlling the tone</li> <li>wing appropriate intonation, volume,</li> </ul>			spelling and	<ul> <li>read aloud their</li> </ul>	to vocabulary,	to vocabulary,	l
own writing, to a group or the whole class, using the appropriateenhance effect and clarify meaningenhance effect and clarify meaningown writing, to a group or the whole class, using the appropriateappropriate intonation andenhance effect and clarify meaningown writing, to a group or the whole class, using the appropriateappropriate controlling the toneenhance effect and clarify meaningown writing, to a group or the whole class, using the appropriateown compositions, using appropriateenhance effect and clarify meaningown writing, to a using appropriateown compositions, using appropriateown compositions, using appropriateown writing, to a using appropriateown compositions, using appropriateown compositions, using appropriateown writing, to a using appropriateown writing, to a using appropriateown compositions, using appropriateown writing, to a using appropriateown compositions, using appropriateown compositions, using appropriateown writing, to a using appropriateown writing, to a using appropriateown compositions, using appropriateown writing, to a using appropriateown writing, to a 			<b>~</b>		grammar and	grammar and	l
group or the whole class, using the appropriateappropriate intonation and appropriateclarify meaning • perform theirclarify meaning • perform theirappropriate intonation and controlling the tonecontrolling the tone and volume so that the meaning isown compositions, using appropriate intonation, volume,own compositions, using appropriate			<ul> <li>read aloud their</li> </ul>	group or the whole	punctuation to	punctuation to	l
class, using the appropriateintonation and controlling the tone and volume so that• perform their own compositions, using appropriate using appropriate intonation, volume,			own writing, to a	class, using the	enhance effect and	enhance effect and	l
appropriatecontrolling the toneown compositions,own compositions,intonation andand volume so thatusing appropriateusing appropriatecontrolling the tonethe meaning isintonation, volume,intonation, volume,			group or the whole	appropriate	clarify meaning	clarify meaning	ł
intonation and and volume so that using appropriate using appropriate intonation, volume, intonation, volume,			class, using the	intonation and	<ul> <li>perform their</li> </ul>	<ul> <li>perform their</li> </ul>	ł
controlling the tone the meaning is intonation, volume, intonation, volume,							
			intonation and	and volume so that	using appropriate	using appropriate	
and volume so that clear and movement so and movement so			<b>~</b>	the meaning is	intonation, volume,	intonation, volume,	l
			and volume so that	clear	and movement so	and movement so	ł





			the meaning is clear		that meaning is clear	that meaning is clear
		Vocabula	rry, grammar and pu	nctuation		
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	write single	• use single clause	• use single clause	• use single clause	<ul> <li>use a variety of</li> </ul>	• use a variety of
	clause sentences	sentences and	sentences and	sentences and	sentences	sentence
	<ul> <li>use 'and' to link</li> </ul>	multi-clause	multi-clause	multi-clause	structures, such as:	structures, such as
	words within	sentences using	sentences using	sentences using	single clause	single clause
	sentences	coordinating	coordinating	coordinating	sentences and	sentences and
	leave spaces	conjunctions	conjunctions	conjunctions and	multi-clause	multi-clause
	between words	• use some multi-	• use some multi-	multi-clause	sentences using	sentences using
	<ul> <li>begin to</li> </ul>	clause sentences	clause sentences	sentences using	coordinating	coordinating
	punctuate	using subordinating	using subordinating	subordinating	conjunctions and	conjunctions and
	sentences using a	conjunctions	conjunctions	conjunctions	multi-clause	multi-clause
	capital letter and a	• use sentences	• use the full range	• use the full range	sentences using	sentences using
	full stop, question	with different	of punctuation	of punctuation	subordinating	subordinating
	mark or	forms: statement,	taught across KS1	taught across KS1	conjunctions	conjunctions
	exclamation mark	question	to demarcate	to demarcate	• use the full range	<ul> <li>use the full rang</li> </ul>
	• join two clauses	exclamation	sentences,	sentences,	of punctuation	of punctuation
	in a sentence using	command	including commas	including commas	taught across KS1	taught across KS1
	the co-ordinating	<ul> <li>punctuate</li> </ul>	in lists and	in lists and	and LKS2 to	and KS2 to
	conjunction 'and'	sentences using full	apostrophes for	apostrophes for	demarcate	demarcate
	• use 'because' to	stops, capital	singular possession	singular possession	sentences,	sentences,
	provide reasoning	letters, exclamation	use inverted	use inverted	including	including
	• use a capital	marks, question	commas to	commas and other	apostrophe use	apostrophe use
	letter for names of	marks	punctuate direct	punctuation to	and speech	and speech
	people, places, the	use apostrophes	speech	indicate direct	punctuation	punctuation
	days of the week,	for contracted	• use commas in	speech i.e. a	<ul> <li>use brackets,</li> </ul>	• use hyphens to
	and the personal	forms	lists and begin to	comma after the	dashes or commas	avoid ambiguity
	pronoun 'l'			reporting clause;	for parenthesis e.g.	





<ul> <li>learn the</li> </ul>	• use commas in	use them to	end punctuation	asides, additional	<ul> <li>understand the</li> </ul>
grammar for Y1	lists	demarcate clauses	within inverted	information	use of semi-colons,
from English	expand sentences	<ul> <li>express time,</li> </ul>	commas	<ul> <li>place commas,</li> </ul>	colons and dashes
Appendix 2	using the co-	place and cause	• use a new line for	mostly accurately,	to mark the
orally practise	ordinating	using conjunctions	a new speaker	to clarify meaning	boundary between
using present and	conjunctions or,	e.g. when, before,	when writing direct	or avoid ambiguity	independent
past tenses	and, but and	after, while, so,	speech	<ul> <li>use a range of</li> </ul>	clauses
correctly	subordination using	because; adverbs	• use apostrophes	conjunctions,	• use a colon to
• use the	when if, that,	e.g. then, next,	to mark plural	prepositions and	introduce a list
terminology for Y1	because	soon, therefore;	possession	adverbials, e.g.	• punctuate bullet
found in English	• use appropriate	prepositions e.g.	• use commas to	therefore, despite,	points consistently
Appendix 2	adjectives and	before, after,	demarcate items in	even though, later	• place commas to
	adverbs to give	during, in, because	a list, clauses and	that day, beneath	demarcate items in
	essential	of	phrases	the low moon,	a list, between
	information	<ul> <li>begin to expand</li> </ul>	• express time,	slowly and carefully	clauses and to
	• use expanded	noun phrases in	place and cause	use relative	clarify meaning or
	noun phrases to	different ways, for	using conjunctions	clauses beginning	avoid ambiguity
	describe and	example by adding	e.g. when, before,	with who, which,	• use a range of
	specify	prepositional	after, while, so,	where, when,	conjunctions,
	use some features	phrases	because; adverbs	whose, that or an	prepositions and
	of standard English	• use some	e.g. then, next,	omitted relative	adverbials e.g.
	learn the	features of	soon, therefore;	pronoun	therefore, despite,
	grammar for Y2	standard English	prepositions e.g.	<ul> <li>begin to make</li> </ul>	even though, later
	from English	learn the	before, after,	precise and	that day, beneath
	Appendix 2	grammar for Y3	during, in, because	effective use of	the low moon,
	• use the present	from English	of	expanded noun	slowly and carefully
	and past tenses	Appendix 2	use fronted	phrases, conveying	use relative
	correctly and	• use the present	adverbials	complicated	clauses beginning
	consistently	and past tenses	• use commas after	information	with who, which,
	• use the present	correctly and	fronted adverbials	concisely	where, when,
	progressive and	consistently	• use a variety of	• use Standard	whose, that or an
	past progressive	• use the present	expanded noun	English forms for	omitted relative
	forms	perfect form of	phrases, for	verb inflections	pronoun





• use and	verbs instead of the	example, by the	instead of local	• make precise and
understand the	simple past	addition of	spoken forms	effective use of
grammatical	• use and	modifying	learn the	expanded noun
terminology found	understand the	adjectives, and	grammar for Y5	phrases, conveying
in English Appendix	grammatical	prepositional	from English	complicated
2 in discussing their	terminology found	phrases	Appendix 2	information
writing		• use Standard	maintain tense	concisely
writing	in English Appendix			• use Standard
	2 in discussing their	English forms for	consistently and	
	writing and reading	verb inflections	begin to manage	English forms for
		instead of local	shifts in tense	verb inflections
		spoken forms	• use the perfect	instead of local
		learn the	form of verbs to	spoken forms
		grammar for Y4	mark relationships	learn the
		from English	of time and cause	grammar for Y6
		Appendix 2	indicate degrees	from English
		• maintain the use	of possibility using	Appendix 2
		of the present and	adverbs or modal	maintain tense
		past tenses	verbs	and person
		correctly and	ensure correct	consistently
		consistently	subject and verb	including shifts
		• use the present	agreement when	between tenses
		perfect form of	using singular and	• use the perfect
		verbs in contrast to	plural	form of verbs to
		the past tense	• begin to use	mark relationships
		• select	pronouns and a	of time and cause
		appropriate	variety of nouns	• use modal verbs
		pronoun or noun	appropriately to aid	or adverbs to
		within and across	cohesion and avoid	indicate degrees o
		sentences to aid	repetition	possibility and
		cohesion and avoid	• use and	when deducing,
		repetition	understand the	speculating, and
		• use and	grammatical	making
		understand the	terminology found	suppositions





		grammatical	in English Appendix	• use passive
		terminology found	2 in discussing their	constructions
		in English Appendix	writing	where appropriate
		2 in discussing their		ensure correct
		writing		subject and verb
				agreement when
				using singular and
				plural
				• use pronouns and
				a variety of nouns
				appropriately to aid
				cohesion and avoid
				repetition
				• use and
				understand the
				grammatical
				terminology found
				in English Appendix
				2 accurately and
				appropriately when
				discussing their
				reading and writing

	Handwriting							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
	• sit correctly at a table, holding a	• form lower-case letters of the correct orientation	<ul> <li>begin to use the diagonal and horizontal strokes</li> </ul>	• secure the use of the diagonal and horizontal strokes	<ul> <li>write legibly,</li> <li>fluently and with</li> <li>increasing speed</li> </ul>	<ul> <li>write legibly, fluently and with increasing speed</li> </ul>		





pencil comfortably	and size relative to	that are needed to	that are needed to	choose the	choose the
and correctly	one another	join letters and	join letters and	writing implement	writing implement
<ul> <li>begin to form</li> </ul>	<ul> <li>start writing at</li> </ul>	understand which	understand which	that is best suited	that is best suited
lower-case letters	the middle or top	letters, when	letters, when	for a task	for a task
in the correct	of the letters and	adjacent to one	adjacent to one	choose which	choose which
direction, starting	leave the end ready	another, are best	another, are best	shape of a letter to	shape of a letter to
and finishing in the	to join later	left un-joined	left un-joined	use when given	use when given
right place i.e.	write capital	<ul> <li>increase the</li> </ul>	<ul> <li>increase the</li> </ul>	choices and	choices and decide
middle or top	letters and digits of	legibility,	legibility,	deciding whether	whether or not to
<ul> <li>form capital</li> </ul>	the correct size,	consistency and	consistency and	or not to join	join specific letters
letters	orientation and	quality of	quality of	specific letters	
• form digits 0-9	relationship to one	handwriting e.g. by	handwriting e.g. by		
understand which	another and to	ensuring that the	ensuring that the		
letters belong to	lower case letters	down strokes of	down strokes of		
which handwriting	• start using some	letters are parallel	letters are parallel		
'families' (i.e.	of the diagonal and	and equidistant;	and equidistant;		
letters that are	horizontal strokes	that lines of writing	that lines of writing		
formed in similar	needed to join	are spaced	are spaced		
ways)	letters and	sufficiently so that	sufficiently so that		
make distinctions	understand which	the ascenders and	the ascenders and		
between ascenders	letters, when	descenders of	descenders of		
and descenders	adjacent to one	letters do not	letters do not		
and other 'between	another, are best	touch	touch		
the line' letters	left un-joined				
<ul> <li>distinguish</li> </ul>	• use spacing				
between similar	between words				
looking letters	that reflects the				
	size of the letters				

Transcription





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





phonemes already	<ul> <li>spell some words</li> </ul>		
taught according to	with contracted		
phonics scheme	forms		
used)	learn some		
<ul> <li>name the letters</li> </ul>	common		
of the alphabet in	homophones and		
order	near homophones		
<ul> <li>spell the days of</li> </ul>	<ul> <li>add suffixes to</li> </ul>		
the week	spell some words		
<ul> <li>use the spelling</li> </ul>	correctly in their		
rule for adding –s	writing		
or –es as the plural	spell common		
marker for nouns	exception words		
and the third			
person singular			
marker for verbs			
• use the prefix un-			
• use –ing, -ed, -er			
and –est where no			
change is needed in			
the spelling of root			
words			
• spell common			
exception words			
linked to your			
phonic programme;			
examples can be			
found in Appendix 1 of the national			
curriculum			
Curriculum			