

		Y1	Y2	Y3	Y4	Y5	Y6
Composition	WTS	<ul style="list-style-type: none"> <li>Write short narrative pieces.</li> <li>Write to convey information.</li> <li>Compose a sentence orally before writing it.</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences that are sequenced to form short narratives.</li> <li>Write simple, coherent narratives about personal experiences and those of others (real or fictional).</li> <li>Write about real events, recording these simply and clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Write <b>coherent</b> fiction and non-fiction texts for a range of <b>purposes</b>.</li> <li>Write for a range of purposes and audiences, including writing to entertain, inform, argue and explain.</li> <li>Describe settings and characters in narratives e.g. <i>describing characters' appearance, feelings.</i></li> </ul>	<ul style="list-style-type: none"> <li>Write <b>coherent</b> fiction and non-fiction texts for a <b>range</b> of purposes and audiences.</li> <li>Write for a range of purposes and audiences (including writing to entertain, inform, argue and explain) across the curriculum.</li> <li>Develop settings and characters in narrative e.g. <i>through using show-not-tell, describing reactions to other characters, reactions to the setting.</i></li> <li>Use dialogue in narrative to show the relationship between characters and move the action on.</li> </ul>	<ul style="list-style-type: none"> <li>Write for a range of purposes (including writing to entertain, inform, argue and explain) across the curriculum.</li> <li>Write effectively for a range of purposes and audiences, selecting language and formality that shows awareness of the reader.</li> <li>Develop settings and characters in narrative e.g. <i>through using show-not-tell, describing reactions to other characters, reactions to the setting.</i></li> <li>Use dialogue in narrative to show the relationship between characters and move the action on.</li> </ul>	<ul style="list-style-type: none"> <li>Write for a range of purposes.</li> <li>In narratives, describe settings and characters.</li> <li>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</li> <li>In narratives, describe settings, characters and atmosphere.</li> <li>Integrate dialogue in narratives to convey character and advance the action.</li> </ul>
	EXS	<ul style="list-style-type: none"> <li>Manipulate the language and grammar taught within Year 1 in a range of independent writing, drawing on shared reading.</li> <li>Consistently use vocabulary from across the curriculum in their writing.</li> <li>Maintain the quality and accuracy of their writing when writing at greater length.</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the quality and accuracy of their writing when writing at greater length.</li> <li>Manipulate the language and grammar taught within Year 3 in a range of independent writing, drawing on shared and independent reading.</li> <li>Consistently use vocabulary from across the curriculum in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the quality and accuracy of their writing when writing at greater length.</li> <li>Manipulate the language and grammar taught within Year 4 in a range of independent writing, drawing on shared and independent reading.</li> <li>Consistently use vocabulary from across the curriculum in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the quality and accuracy of their writing when writing at greater length.</li> <li>Manipulate the language and grammar taught within Year 5 in a range of independent writing, drawing on shared and independent reading.</li> <li>Consistently use vocabulary from across the curriculum in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Distinguish between the language of speech and writing and choose the appropriate register.</li> <li>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</li> </ul>
	GDS	<ul style="list-style-type: none"> <li>Manipulate the language and grammar taught within Year 1 in a range of independent writing, drawing on shared reading.</li> <li>Consistently use vocabulary from across the curriculum in their writing.</li> <li>Maintain the quality and accuracy of their writing when writing at greater length.</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the quality and accuracy of their writing when writing at greater length.</li> <li>Manipulate the language and grammar taught within Year 3 in a range of independent writing, drawing on shared and independent reading.</li> <li>Consistently use vocabulary from across the curriculum in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the quality and accuracy of their writing when writing at greater length.</li> <li>Manipulate the language and grammar taught within Year 4 in a range of independent writing, drawing on shared and independent reading.</li> <li>Consistently use vocabulary from across the curriculum in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the quality and accuracy of their writing when writing at greater length.</li> <li>Manipulate the language and grammar taught within Year 5 in a range of independent writing, drawing on shared and independent reading.</li> <li>Consistently use vocabulary from across the curriculum in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Distinguish between the language of speech and writing and choose the appropriate register.</li> <li>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</li> </ul>



	Y1	Y2	Y3	Y4	Y5	Y6
Sentence Structure	WTS		<ul style="list-style-type: none"> <li>Use co-ordinating and subordinating conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of co-ordinating and subordinating conjunctions consistently.</li> <li>Use adverbs, prepositions and conjunctions to express time, place and cause.</li> </ul>	<ul style="list-style-type: none"> <li>Use complex sentences to add detail or explanation.</li> <li>Use fronted adverbials to support cohesion.</li> </ul>	
	EXS	<ul style="list-style-type: none"> <li>Write linked sentences after discussion with teacher.</li> <li>Use <b>and</b> to join words e.g. <i>The dragon was huge and angry and scary.</i></li> <li>Use <b>and</b> to join clauses e.g. <i>The dragon was huge and it breathed fire</i></li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions, prepositions and adverbs for <b>time</b> e.g. <i>when, before, next, then, later</i>; <b>cause</b> e.g. <i>because, since, as, so</i> and <b>place</b> e.g. <i>where, in, above, under, next to.</i></li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions e.g. <i>yet, as, while, before, after, until, while.</i></li> <li>Use noun phrases expanded with adjectives and adverbs e.g. <i>extremely hot flames; a brave and dangerous mission; the most terrifying dragon in the whole world.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use fronted adverbials for <b>manner</b> e.g. <i>shaking uncontrollably, with fear in her eyes</i>; <b>place</b> e.g. <i>inside the castle, all over its back</i> and <b>time</b> e.g. <i>many years ago, after a while.</i></li> <li>Use a range of subordinating conjunctions to form complex sentences e.g. <i>as, while, before, after, until, while although, since, even though, though.</i></li> <li>Show some variety in complex sentence structure, positioning the subordinate clause at the <b>start</b> (e.g. <i>Although it was dangerous, Alex was determined to face the dragon</i>) and at the <b>end</b> (e.g. <i>Alex was determined to face the dragon, although it was dangerous</i>) of sentences</li> <li>Use noun phrases expanded by prepositional phrases e.g. <i>the dragon with a fire-breathing mouth; razor-sharp talons at the end of its arms.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use relative pronouns (<i>that, which, who, whom, whose</i>) to write relative clauses.</li> <li>Use <b>modal verbs</b> e.g. <i>can, could, couldn't, should, will, won't, would, may</i> to indicate degrees of possibility</li> <li>Use <b>adverbs</b> e.g. <i>possibly, certainly, definitely, perhaps, surely</i> to indicate degrees of possibility.</li> <li>Write complex sentences with the subordinate clause at the <b>start</b>, (e.g. <i>Although it was dangerous, Alex was determined to face the dragon</i>); <b>middle</b> (e.g. <i>Alex was determined, although it was dangerous, to face the dragon</i>) and <b>end</b> (e.g. <i>Alex was determined to face the dragon, although it was dangerous</i>) of the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</li> </ul>
GDS					<ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely e.g. <i>several species of dragon inhabit the forests of China. The dragon with golden scales is the most dangerous of all.</i></li> </ul>	

	Y1	Y2	Y3	Y4	Y5	Y6
Tense & Verb Forms	WTS	<ul style="list-style-type: none"> <li>Use present and past tense with <b>some</b> accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Use present and past tense <b>correctly and consistently</b></li> <li>Use the progressive form of the verb to show actions in progress e.g. <i>The dragon was flying in the air. The flames are burning the village.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use present and past tense correctly and consistently throughout a piece of writing.</li> <li>Use the present perfect form of verbs e.g. <i>The villagers have been terrified. The dragon has been defeated.</i></li> <li>Accurately manage tense changes where needed e.g. <i>a story written in the past tense with present tense for speech.</i></li> </ul>	<ul style="list-style-type: none"> <li>Maintain consistency in tense throughout pieces of writing.</li> <li>Use tense consistently and correctly throughout their writing, including accurate use of simple, progressive and perfect verb forms where used.</li> <li>Use the perfect form of verbs to mark relationships of time and cause e.g. <i>It has been reported that dragon eggs have been found on the South coast. Scientists had believed the eggs were from a bird of prey but, after the first egg hatched yesterday, they have now confirmed the eggs are baby dragons.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use verb tenses consistently and correctly throughout their writing.</li> </ul>
	EXS	<ul style="list-style-type: none"> <li>Use present and past tense <b>mostly</b> correctly and consistently.</li> </ul>				
Cohesion	WTS			<ul style="list-style-type: none"> <li>Start to use paragraphs to group related information.</li> </ul>	<ul style="list-style-type: none"> <li>Organise content into relevant paragraphs across the text.</li> </ul>	<ul style="list-style-type: none"> <li>Use paragraphs to organise ideas.</li> <li>In non-narrative writing, use simple devices to structure the writing and support the reader.</li> </ul>
	EXS		<ul style="list-style-type: none"> <li>Start to use paragraphs to group related information.</li> <li>Use simple organisational devices e.g. <i>headings, sub-headings, captions.</i></li> </ul>	<ul style="list-style-type: none"> <li>Organise content into relevant paragraphs across the text.</li> <li>Use headings and sub-headings appropriately in non-fiction writing.</li> <li>Maintain cohesion across a piece of writing, including through the use of a variety of nouns and pronouns e.g. <i>the dragon, the monster, the beast, it; Alex, she, the girl.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a range of devices to build cohesion <b>within and across</b> paragraphs e.g. <i>consistent tense and person; pronoun chains; range of conjunctions; adverbs and adverbial phrases; repetition for effect.</i></li> <li>Use further organisational and presentational devices to structure text and to guide the reader e.g. <i>bullet points, diagrams, pictures, font size and type.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a range of devices to build cohesion (e.g. <i>conjunctions, adverbials of time and place, pronouns, synonyms</i>) within and across paragraphs.</li> </ul>



	Y1	Y2	Y3	Y4	Y5	Y6
Punctuation	WTS	<ul style="list-style-type: none"> <li>Demarcate some sentences with capital letters and full stops.</li> </ul>	<ul style="list-style-type: none"> <li>Demarcate sentences <b>accurately</b> with capitals letters, full stops and question marks and consistently use capital letters for proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Use commas in lists, apostrophes for contractions and singular possession.</li> <li>Punctuate speech using inverted commas <b>mostly</b> accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Demarcate sentences and use internal punctuation e.g. <i>commas in lists and to mark fronted adverbials, speech marks, apostrophes mostly correctly.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction <b>mostly</b> correctly.</li> </ul>
	EXS	<ul style="list-style-type: none"> <li>Use <b>many</b> capital letters used accurately at the start of sentences.</li> <li>Use <b>many</b> full stops used accurately at the end of sentences.</li> <li>Consistently use capital letter for 'I' and their own name.</li> <li><b>Some</b> use of capital letters for proper nouns.</li> <li>Begin to punctuate sentences using question marks.</li> <li>Begin to punctuate sentences using exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>Demarcate <b>most</b> sentences in their writing with capital letters and full stops and use question marks correctly when required.</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas and other punctuation accurately to indicate direct speech e.g. "Help me," Alex screamed. "This dragon's going to burn me to a crisp!"</li> <li>Use commas to mark fronted adverbials e.g. <i>Later that morning, From deep within the cave,</i></li> </ul>	<ul style="list-style-type: none"> <li>Use commas to mark subordinate and relative clauses e.g. <i>Alex, who was incredibly brave, charged up to the fierce creature. Alex charged up to the dragon, which was an incredibly brave thing to do.</i></li> <li>Begin to use brackets, dashes and commas to mark parenthesis e.g. <i>The creature, a terrifying dragon, was waiting for her. Eastern dragons (from China) are thought to bring good fortune. Alex had decided – come what may – to defeat the beast.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use the range of punctuation taught at KS2 <b>mostly</b> correctly.</li> </ul>
	GDS	<ul style="list-style-type: none"> <li>Use the punctuation taught at KS1 <b>mostly</b> correctly (<i>including commas in lists, apostrophes for contractions and singular possession</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to separate subordinate clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to clarify meaning or avoid ambiguity e.g. <i>The dragon, who had golden scales, flew across the sky. The dragon who had golden scales, flew across the sky.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use the range of punctuation taught at KS2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>	

	Y1	Y2	Y3	Y4	Y5	Y6	
WTS		<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.</li> <li>Spell <b>some</b> common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Spell KS1 common exception words <b>mostly</b> correctly and make phonetically plausible attempts at spellings.</li> <li>Spell a variety of the Year 2 suffixes e.g. <i>ed, -ing, -er, -est, -s/-es/-ies, -ly, -ful</i> correctly, including accurate spelling of the root word.</li> </ul>	<ul style="list-style-type: none"> <li>Spell some words from the Year 3/4 word list.</li> <li>Spell words using <b>some</b> of the Year 3/4 prefixes and suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>Spell the Year 3/4 word list words <b>correctly</b>.</li> <li>Spell words using the Year 3/4 prefixes and suffixes.</li> <li>Spell <b>most</b> words taught so far accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Spell correctly <b>most</b> words from the Year 3/4 spelling list and <b>some</b> words from the Year 5/6 spelling list.</li> </ul>	
EXS	<ul style="list-style-type: none"> <li>Make phonetically plausible spelling choices in line with school's phonics progression and the phonemes taught so far.</li> <li>Spell <b>many</b> Year 1 common exception words accurately.</li> <li>Apply Year 1 spelling rules.</li> <li>Spell the days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling <b>many</b> of these words correctly and making phonically-plausible attempts at others.</li> <li>Spell <b>many</b> common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Spell <b>some</b> words from the Y3/4 spelling list correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Spell <b>most</b> words from the Y3/4 spelling list correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Spell <b>some</b> words from the Y5/6 spelling list correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Spell correctly <b>most</b> words from the Y5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li> </ul>	
GDS	<ul style="list-style-type: none"> <li>Add <b>-ing</b> and <b>-ed</b> where there is no change to the root word e.g. <i>jumped, jumping, played, playing.</i></li> <li>Spell words with the prefix <b>-un-</b>.</li> <li>Add the suffix <b>-er</b> and <b>-est</b> where no change is needed to the spelling of the root word e.g. <i>low, lowest.</i></li> <li>Add <b>-s</b> to nouns and verbs e.g. <i>flowers, plants, grows, likes.</i></li> <li>Consistently apply Year 1 spelling expectations in their writing across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Spell <b>most</b> common exception words.</li> <li>Add suffixes to spell <b>most</b> words correctly in their writing (e.g. <i>-ment, -ness, -ful, -less, -ly</i>).</li> </ul>					

Spelling



	Y1	Y2	Y3	Y4	Y5	Y6
Handwriting	WTS	<ul style="list-style-type: none"> <li>Use finger spaces <b>consistently</b>.</li> <li>Form <b>most</b> lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>Form <b>most</b> capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>Form lower-case letters of the correct size relative to one another in some of their writing.</li> <li>Use spacing between words.</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters accurately, using <b>some</b> joins.</li> </ul>	<ul style="list-style-type: none"> <li>Use a legible and consistent handwriting style with <b>some</b> joining.</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly.</li> </ul>
	EXS		<ul style="list-style-type: none"> <li>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a legible and consistent handwriting style.</li> <li>Use the diagonal and horizontal strokes that are needed to join letters.</li> </ul>	<ul style="list-style-type: none"> <li>Write in a legible, joined, consistent style, with increased quality and speed.</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> </ul>	<ul style="list-style-type: none"> <li>Write in a consistent and joined style, with increased quality and speed.</li> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul>
	GDS		<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes needed to join some letters.</li> </ul>			
Editing & Revising	EXS	<ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense edit to correct errors.</li> </ul>		<ul style="list-style-type: none"> <li>Revise and edit their writing in relation to the Year 3 grammar and spelling expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Revise and edit their writing in relation to the Year 4 grammar and spelling expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Revise and edit their writing in relation to the Year 5 grammar and spelling expectations.</li> </ul>
	GDS	<ul style="list-style-type: none"> <li><b>Some</b> use of editing strategies to improve the accuracy of spelling, punctuation and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently use editing and revising strategies to improve the quality and accuracy of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently use editing and revising strategies to improve the quality and accuracy of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently use editing and revising strategies to improve the quality and accuracy of their writing.</li> </ul>