

	Composition		Transcription	
	Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
Year 1	<ul style="list-style-type: none"> ▪ Say, and hold in memory whilst writing, simple sentences which make sense. ▪ Write simple sentences that can be read by themselves and others. ▪ Separate words with finger spaces. ▪ Punctuate simple sentences with capital letters and full stops. 	<ul style="list-style-type: none"> ▪ Orally compose every sentence before writing. ▪ Re-read every sentence to check it makes sense. ▪ Orally plan and rehearse ideas. ▪ Sequence ideas/events in order. <p>Read aloud their writing to adults and peers.</p>	<ul style="list-style-type: none"> ▪ Name the letters of the alphabet in order. ▪ Use letter names to distinguish between alternative spellings of the same sound. ▪ Spell words containing each of the phonemes already taught. ▪ Be able to encode the sounds they hear in words. ▪ Be able to read back words they have spelt. ▪ Use their phonic knowledge when spelling unfamiliar words (<i>i.e. produce phonically plausible spellings</i>). ▪ Spell common exception words. 	<ul style="list-style-type: none"> ▪ Hold a pencil with an effective grip. ▪ Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>.
Year 2	<ul style="list-style-type: none"> ▪ Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. ▪ Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i> Other time connectives: <i>while, as, before, after</i>. ▪ Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> Other reason connectives: <i>so, if, then, for, unless</i>. 	<ul style="list-style-type: none"> ▪ Evaluate their writing with adults and peers. ▪ Proofread to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> ▪ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. ▪ Learn to spell common exception words. 	<ul style="list-style-type: none"> ▪ Form lower-case letters of the correct size relative to one another. ▪ Use upper case letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>.

<p>Year 3</p>	<ul style="list-style-type: none"> ▪ Explore and identify main and subordinate clauses in complex sentences. ▪ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case.</i> 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> ▪ Discussing and recording ideas for planning. ▪ Grouping related material into paragraphs. ▪ Using headings and sub headings to organise information. <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> ▪ Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. 	<ul style="list-style-type: none"> ▪ Use the first two letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> ▪ Form and use the four basic handwriting joins. ▪ Write legibly.
<p>Year 4</p>	<ul style="list-style-type: none"> ▪ Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> ▪ Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> ▪ Use commas to mark clauses in complex sentences. ▪ Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> ▪ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> ▪ Discussing and recording ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ▪ Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. 	<ul style="list-style-type: none"> ▪ Use the first three letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> ▪ Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i>

<p>Year 5</p>	<ul style="list-style-type: none"> ▪ Create complex sentences by using relative clauses with pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.</i> ▪ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently.</i> ▪ Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i> 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> ▪ Using organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes.</i> ▪ Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> ▪ Use dictionaries to check the spelling and meaning of words. ▪ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. ▪ Use a thesaurus. 	<ul style="list-style-type: none"> ▪ Choose when it is appropriate to print or join writing e.g. <i>printing for labelling a scientific diagram.</i>
<p>Year 6</p>	<ul style="list-style-type: none"> ▪ Manipulate sentences to create particular effects. ▪ Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i> ▪ Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i> 	<p>Draft and write by:</p> <p>Selecting <i>appropriate</i> vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <ul style="list-style-type: none"> ▪ Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences. 	<ul style="list-style-type: none"> ▪ Develop self-checking and proof-checking strategies. 	