

EYFS YR					
<p>40-60 Months</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sounds in words. • Segments the sounds in simple words and blends them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels and captions. • Attempts to write short sentences in meaningful contexts. <p>ELG (Expected)</p> <ul style="list-style-type: none"> • Children use their phonic knowledge to write simple words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. <p>ELG (Exceeded)</p> <ul style="list-style-type: none"> • Spells phonically regular words of more than one syllable as well as many irregular but high frequency words. • Uses key features of narrative in their own writing. 					
Year 1 Term 1	Year 1 Term 2	Year 1 Term 3	Year 1 Term 4	Year 1 Term 5	Year 1 Term 6
<ol style="list-style-type: none"> 1. Sits correctly at a table, holding a pencil comfortably and correctly. 2. Forms the digits 0-9 correctly. 3. Spells unknown words using phonemes. 4. Can say a sentence out loud before writing it down. 5. Uses the personal pronoun 'I'. 6. Leaves spaces between words. 7. Uses a capital letter for the start of a sentence. 		<ol style="list-style-type: none"> 1. Forms lowercase letters in the correct direction, starting and finishing in the right place. 2. Uses the suffixes –ing, -ed, -er, and –est where there is no change needed in the spelling of the root word. 3. Writes from memory simple dictated sentences including words taught so far. 4. Plans writing by saying what they are going to write about. 5. Reads own writing aloud so it can be heard by others and check for sense. 6. Uses 'and' to join ideas within a sentence. 7. Begins to use other punctuation such as exclamation and question marks. 8. Use a full stop accurately. 		<ol style="list-style-type: none"> 1. Names the letters of the alphabet in order. 2. Forms capital letters. 3. Uses letter names to show alternative spellings of the same phonemes. 4. Spells words that use suffixes for plurals or 3rd person. 5. Sequences sentences to form short narratives. 6. Uses sequence sentences in chronological order to recount an event or experience. 7. Attempts to use other conjunctions. 8. Makes sure that word choices are relevant to the context and use word banks to support this. 9. Begins to use adjectives to add detail to sentences. 	
Year 2 Term 1	Year 2 Term 2	Year 2 Term 3	Year 2 Term 4	Year 2 Term 5	Year 2 Term 6
<ol style="list-style-type: none"> 1. Uses some of the diagonal and horizontal strokes need to join letters. 2. Understands which letters, when adjacent to one another, are best left unjoined. 3. Writes capital letters (and digits) of the correct size/ orientation to one another. 		<ol style="list-style-type: none"> 1. Uses spacing between words that reflects the size of the letters. 2. Spells longer words using suffixes such as ment, ness, ful, less, ly. 3. Spells common exception words. 4. Plans and discusses the content of their writing. 		<ol style="list-style-type: none"> 1. Forms lower case letters of the correct size relative to one another. 2. Uses apostrophes for the most common contracted words. 3. Spells words with different spellings. 4. Identifies and applies knowledge of homophones/ near homophones. 	

<p>4. Segments spoken words into phonemes and records these as graphemes.</p> <p>5. Develops stamina for writing by writing for different purposes.</p>		<p>5. Evaluates their writing independently, with peers and with teachers, making simple additions and corrections.</p> <p>6. Writes from memory, simple dictated sentences.</p>		<p>5. Proof reads to check for errors in spelling, grammar and punctuation.</p> <p>6. Makes changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of writing.</p>	
<p>Year 3 Term 1</p>		<p>Year 3 Term 2</p>		<p>Year 3 Term 3</p>	
<p>Year 3 Term 1</p> <p>1) Use a greater variety of adjectives enough famous favourite peculiar</p> <p>2) Give appropriate titles to independent writing</p> <p>Begin to express time, place or cause using:</p> <p>3) conjunctions when before after while so because</p> <p>4) adverbs then slowly next soon therefore</p> <p>5) Use the indefinite articles a and an correctly a rock an open box</p> <p>Consistent independent use of: 6) question marks 7) exclamation marks</p> <p>8) Begin to show some consistency in sizes of lower- and upper-case letters</p> <p>9) All letters formed correctly and the right way around 10) Embed spelling rules from Years 1 and 2, paying special attention to the rules for adding suffixes</p>		<p>Year 3 Term 2</p> <p>1) Describe a character's appearance using expanded noun phrases with appropriate punctuation his long, grey beard</p> <p>2) Make some improvements to Y3 grammar and punctuation after discussing it with a partner</p> <p>3) Separate sections of nonfiction using subheadings with adult guidance 4) Begin to use fronted adverbials of time, not necessarily with a comma When I arrived 5) Begin to express time, place or cause using prepositions before after during in because of</p> <p>6) Know how words related in meaning can form word families solve solution solver dissolve insoluble</p> <p>7) Some use of inverted commas to punctuate direct speech, not necessarily with other punctuation to separate reporting clauses, nor with new paragraphs for new speakers at this stage "Let me out" she screamed. 8) Many correct uses of: apostrophes for contracted form I'm I'll we'll</p> <p>9) Use a range of prefixes in writing anti- anti-clockwise auto- autograph im- impossible re- reappear sub- subheading super- supermarket</p> <p>10) Use the suffix -ly to form adverbs completely finally sadly usually</p> <p>11) Begin to use a selection of spelling rules and words from the Year 3 and 4 spelling rules and spelling list (see National Curriculum, pp59-65)</p>		<p>Year 3 Term 3</p> <p>1) Use a range of adjectives and adverbs to describe a character's personality The furious witch shouted angrily</p> <p>2) Use expanded noun phrases to describe a setting A deep, cold forest</p> <p>3) Independently make some improvements to own writing based on grammar and punctuation rules in Y3</p> <p>4) With guidance, use new paragraphs to signal changes of time, place, topic or speaker Begin to use fronted adverbials of</p> <p>5) place Near the door</p> <p>6) manner In a hurry (not necessarily with a comma)</p> <p>7) Begin to use pronouns to avoid repetition she he they we us</p> <p>8) Use the present perfect instead of the simple past He has gone out to play rather than He went out to play</p> <p>9) Recognise subordinate clauses Although she was hungry , Cherry went without lunch.</p> <p>10) Many correct uses of apostrophes for the possessive (singular) the girl's bag</p> <p>11) Confidently explain why contracted forms are used and give examples isn't you're she'd we'll mustn't it'd 12) Consistent use of inverted commas</p> <p>13) When using -ly and -ally suffixes: change y to i happy à happily change -le to -ly gentle à gently add - ally to - ically endings basic à basically</p> <p>14) Know when to (and when not to) double consonants before adding prefixes forge tt ing forgo tt en begi nn er prefe rr ed garde n ing limited 15) Spell half of the words from the Year 3 and 4 spelling word list (see National Curriculum, pp64)</p> <p>16) Begin to join some letters</p>	
<p>Year 4 Term 1</p>		<p>Year 4 Term 2</p>		<p>Year 4 Term 3</p>	
<p>Year 4 Term 1</p>		<p>Year 4 Term 2</p>		<p>Year 4 Term 3</p>	
<p>Year 4 Term 1</p>		<p>Year 4 Term 2</p>		<p>Year 4 Term 3</p>	

<p>1) Choose suitable headings and subheadings in the appropriate text types from a list of suggestions 2) Mostly correct use of pronouns to avoid repetition she he they we us 3) Use subordinating conjunctions with support when if as because although Consistently correct use of: 4) apostrophes for contracted form I'm I'll we'll 5) apostrophes for the possessive (singular) the girl's bag 6) Independent spelling of a range of Year 3 and 4 spelling words, possibly with some errors (see National Curriculum, pp59-65) 7) Check spellings in a dictionary with support from an adult or child.</p>		<p>1) Begin to use expanded noun phrases The scruffy old man with a grey beard 2) Choose suitable headings and subheadings in the appropriate text types 3) Begin to independently use new paragraphs to signal changes of time, place, topic or speaker 4) Use adverbs to express time and cause You must pay before you leave. Now that the contract is signed, the job must be done. 5) Use has or have to write in the present perfect I have (or I've) been to London. She has (or she's) finished her work. 6) Begin to use a wider range of subordinating conjunctions when if as because although 7) Standard English form for verb inflections instead of local spoken forms we were instead of we was; I did instead of I done Some correct use of the following Year 4 punctuation when writing dictated sentences: 8) plural possessive apostrophes girls' boys' children's 9) commas after fronted adverbials of time, place and manner When I arrived, Near the door, In a hurry, 10) Some correct use of speech punctuation including inverted commas and punctuation such as commas to separate reporting clauses from speech The monster exclaimed, "Get out!" 11) Correct independent spelling of words from the Year 3 and 4 spelling rules and spelling list with few errors (see National Curriculum, pp59-65) 12) Sometimes show which letters are best left unjoined 13) Independently use the first three letters of a word to check its spelling in a dictionary</p>		<p>1) Confident and independent use of expanded noun phrases The scruffy old man with a grey beard 2) Consistently use a range of pronouns including possessive hers ours theirs 3) Use prepositions to express time and cause We'll meet up on Tuesday. Lessons start at 9am. 4) Begin to use commas to separate clauses in complex sentences when the subordinate clause comes first Because it was raining, I took my umbrella. Mostly correct use of the following Year 4 punctuation when writing dictated sentences: 5) plural possessive apostrophes girls' boys' children's 6) commas after fronted adverbials of time, place and manner When I arrived, Near the door, In a hurry, 7) Consistently correct independent spelling of words from the Year 3 and 4 spelling rules and spelling list (see National Curriculum, pp59-65) 8) Ensure that upstrokes and downstrokes are always parallel.</p>	
Year 5 Term 1	Year 5 Term 2	Year 5 Term 3	Year 5 Term 4	Year 5 Term 5	Year 5 Term 6
<p>1) Independently use a thesaurus to choose suitable vocabulary and edit own writing 2) Consistently use new paragraphs to signal changes of time, place, topic or speaker 3) Consistently write complex sentences, using commas when appropriate Because it was raining, I took my umbrella. 4) Work with a partner to assess the effectiveness of their own and others' writing, making improvements as a consequence</p>		<p>1) Describe settings through the experiences of characters The sound of the rushing water interrupted her train of thought 2) Accurately reproduce the main conventions of the text type as presented through modelled writing 3) Link paragraphs using fronted adverbials of time When they arrived, After managing to drag myself out of bed, 4) Use tense mostly consistently throughout pieces of writing 5) Use the perfect form of verbs The referee had blown his whistle before the ball crossed the line. 6)</p>		<p>1) Précis longer passages, making appropriate decisions about what to include and what to omit 2) Use the subjunctive form in formal writing She demanded that he leave the building. If I were in charge, there would be major changes. 3) Begin to use modal verbs to indicate degrees of possibility must must not will ought to could might 4) Begin to use modal adverbs for degrees of possibility perhaps certainly 5) Independently recognise and use relative clauses who which where when whose that (or with an implied</p>	

<p>5) Consistently correct use of speech punctuation including inverted commas and punctuation such as commas to separate reporting clauses from speech The monster exclaimed, "Get out!"</p> <p>6) Independently use a dictionary to check spellings</p>	<p>Recognise and use verb phrases Lydia is coming with us I can help you with your work</p> <p>7) Begin to recognise and use relative clauses who which where when whose that (or with an implied pronoun – I didn't like the presents [that] I got for my birthday)</p> <p>8) Edit and make improvements to spelling and punctuation in own writing without support</p> <p>9) Colons to introduce a list 10) Bullet points punctuated consistently Consistently correct use of the following Year 4 punctuation when writing dictated sentences:</p> <p>11) plural possessive apostrophes girls' boys' children's</p> <p>12) commas after fronted adverbials of time, place and manner When I arrived, Near the door, In a hurry,</p> <p>13) Many correct independent spellings of words from the Year 3 and 4 spelling rules and spelling list (see National Curriculum, pp59-65)</p> <p>14) Beginning to use Year 5 and 6 spelling words in writing with support (see National Curriculum, pp66-72)</p> <p>15) Independently join most letters correctly, with occasional omissions permitted</p>	<p>pronoun – I didn't like the presents [that] I got for my birthday)</p> <p>6) Use hyphens to avoid ambiguity in writing man eating shark versus man-eating shark</p> <p>7) Begin to use brackets for parenthesis Ivy (my best friend) came to my house</p> <p>8) Some correct spellings of words from the Year 5 and 6 spelling rules and spelling list without support (see National Curriculum, pp66-72)</p> <p>9) Use suffixes to convert nouns or adjectives into verbs -ate -ise -ify pollen à pollinate apology à apologise solid à solidify</p> <p>10) Use verb prefixes dis- de- mis- re- re-enter misbehave</p>			
<p>Year 6 Term 1</p>	<p>Year 6 Term 2</p>	<p>Year 6 Term 3</p>	<p>Year 6 Term 4</p>	<p>Year 6 Term 5</p>	<p>Year 6 Term 6</p>

<p>1) Some description of setting and character Simple use of adjectives / adverbs 2) Use of tension Alone in her room. Alone at night. Alone in the dark. 3) Write for a range of purposes Persuade / Inform / Entertain / Discuss 4) Devices to structure the writing & support the reader e.g. headings, subheadings, bullet points 5) Use paragraphs to organise ideas 6) Use different verb forms mostly accurately Show tense in irregular verbs, e.g. ran, sat, was, were 7) Use some coordinating conjunctions and but or so 8) Use some subordinating conjunctions because when as although if despite 9) Mostly accurate punctuation: capital letters full stops question & exclamation marks commas for lists apostrophes for contracted form 10) Use of ellipsis to end paragraphs as appropriate 11) Mostly correct spelling of words from the Year 3 and 4 spelling rules and spelling list (see National Curriculum, pp59-65) 12) Independent spelling of a small range of Year 5 and 6 spelling words, possibly with some errors (see National Curriculum, pp66-72)</p>	<p>1) Create atmosphere Detailed description of setting, character and/or events inc. exp. noun phrases 2) Consistent use of expanded noun phrases The scruffy old man with a grey beard 3) Dialogue tells us more about characters "Obey me!" bellowed the wizard, threateningly. 4) Action advanced by dialogue "Open the door!" she pleaded. 5) Use appropriate vocabulary for the formality of the text type 6) Use appropriate grammatical structures for the formality of the text type 7) Write effectively for a range of purposes First person (diary) Direct address (instructions / persuasive writing) Contracted form (to convey formality) 8) Use adverbials of time, place and manner within paragraphs and to link paragraphs For example, ... The next morning, ... Outside the window, ... Jumping to his feet, ... 9) Use pronouns and synonyms to avoid repetition they / theirs robot / machine / device 10) Use conjunctions to create cohesion within sentences She grabbed her bag before darting through the door. 11) Use passive verbs appropriately They were thrown into the dungeon 12) Use modal verbs for degrees of possibility must could ought to 13) Use modal adverbs to indicate degrees of possibility perhaps surely certainly 14) Consistent use of tense 15) Use a wide range of clause structures Main clause à subordinate clause Subordinate clause à main clause 'Embedded' clause s 16) Adverbs within sentences carefully well more lazily hungrily 17) Preposition phrases under the ocean through the door 18) Consistently correct speech punctuation including commas, full stops, question & exclamation marks 19) Commas for clarity of meaning I like cooking, dogs and children. 20) Parenthesis brackets pairs of dashes Some use in writing of:</p>	<p>1) Distinguish between the language of speech and writing Colloquialisms Contracted forms 2) Independently select forms for particular writing purposes, based on what they have read characterisation / structure 3) Occasional short sentences for effect 4) Multiple tenses used correctly within one text 5) Variety of modal verbs used to show a point of view should can would 6) Mostly correct use of colons to mark independent clauses 7) Mostly correct use of semi-colons to mark independent clauses 8) Consistently correct use of dashes and hyphens 9) Consistently correct independent spelling of words from the Year 5 and 6 spelling rules and spelling list (see National Curriculum, pp66-72) 10) Write with improved legibility, fluency and speed 11) Choose whether or not to join appropriate letters</p>
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	<p>21) semi-colons ; 22) dashes - 23) colons : 24) hyphens - 25) Independently spelling most words from the Year 5 and 6 spelling rules and spelling list (see National Curriculum, pp66-72) 26) Produce legible, largely joined handwriting.</p>	
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