

	EYFS	KS1		LKS2		UKS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plan		<p>Pupils discuss what they are going to write about. This helps them to structure their writing, usually on a sentence by sentence basis.</p> <p>Pupils can say their sentences aloud but do not need to count their words beforehand. Pupils may say their sentences aloud while writing them simultaneously.</p>	<p>There is evidence of children producing a range of completed pieces of writing (narratives, reports, and poetry).</p> <p>There is evidence of children adopting an appropriate style for the text type and purpose</p>	<p>Pupils can identify most key organisational features of a text. E.g. heading, subheading, paragraphs, And some language features e.g. conjunctions</p> <p>Pupils can work independently, with a partner or small group to plan writing and contribute own ideas. They are able to record them in note or picture form in detail.</p>	<p>Identify the purpose of the task – e.g. to inform, persuade, re-tell etc.</p> <p>They can identify the text type by naming it and with prompt can describe a scenario for using it.</p> <p>They can identify the key organisational and language features e.g. heading, subheading, paragraphs, conjunctions, fronted adverbials.</p> <p>Pupils can independently select the most relevant information to include in plans for writing e.g. key vocabulary, suitable ideas. They can use their plan to support their writing mostly effectively</p>	<p>Pupils can sometimes identify the intended audience and purpose for writing and choose a suitable writing model to support their own. E.g. an information leaflet for fellow pupils offering guidance and advice on a new sport</p> <p>Pupils can discuss their initial ideas and record them using appropriate organisational models.</p> <p>They can use their knowledge of texts to support their writing.</p> <p>Pupils can draw on what they have learned about how authors develop character and</p>	<p>Pupils can write for a range of purposes and audiences (including writing a short story)</p> <p>Pupils can discuss and record their ideas; if appropriate they draw on independent reading and research. Pupils choose ideas for impact and to enhance the effectiveness of what they write.</p> <p>Pupils can draw imaginatively on what they have learned about how authors develop characters and settings to help them create their own. E.g. drawing on known characters and</p>

						settings to help them create their own.	adapting them, taking elements from different settings and combining them in new ways.
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Draft and Write		<p>Pupils can write a short narrative using simple and compound sentences that link together and follow a logical order. Mostly simple points made, not always elaborated upon.</p>	<p>Pupils can produce basic plans before writing, including pictures and key words and phrases. If asked, children can talk about what they want to write.</p> <p>Pupils refer to these plans when writing</p>	<p>When composing and rehearsing sentences orally, pupils use a varied and increasingly rich vocabulary. There is variation in sentence structure (simple and compound sentences).</p> <p>Pupils demonstrate some use of paragraphs in non-fiction texts through use of subheadings and writing a series of linked sentences.</p> <p>In narrative writing pupils can organise material into logical chunks, and can write a coherent series of linked sentences but these are not always demarcated with paragraphs</p> <p>Pupils can create an appropriate setting, two or three characters and a coherent plot which</p>	<p>When composing and rehearsing sentences orally, pupils can use modifying adjectives, nouns and preposition phrases to expand their sentences. Pupils use fronted adverbials to indicate time, place or manner. Variation in sentence structure includes simple, compound and complex sentences.</p> <p>Text is organised into paragraphs to distinguish between different information, events or processes.</p> <p>Adverbs and conjunctions are used to establish cohesion within paragraphs in some writing.</p> <p>Pupils can use settings and characterisation to</p>	<p>Pupils can sometimes select appropriate grammar and vocabulary for a particular text type. They have an understanding of how this choice can enhance their writing.</p> <p>Pupils can describe settings and characters. They are beginning to create mood and character through vocabulary choices and they are beginning to integrate dialogue appropriately in order to add and interest and advance the action.</p> <p>Use summarising strategies to précis longer passages retaining key information. They can re-write passages sometimes using their own words.</p>	<p>Pupils can select appropriate grammar and vocabulary that reflects the level of formality required mostly correctly.</p> <p>Pupils can create atmosphere, and integrate dialogue to convey character and advance the action.</p> <p>Pupils can use summarising strategies to précis longer passages ensuring they have included key information. They can re-write passages in their own words.</p> <p>Pupils can use a range of cohesive devices – including adverbials, within and across sentences and paragraphs</p> <p>Pupils can usually use further</p>

				<p>draws on, but adapts elements of the modelled story</p> <p>With support, pupils can organise their material into logical chunks and can suggest headings and subheadings</p>	<p>engage readers' interest. They draw on experiences in their reading. Descriptions contain some detail. Pupils use beginning, middle and end in narratives, where events are sequenced logically and the main conflict is resolved. Vocabulary is chosen to add interest or clarity. Adverbs are used to add detail to action.</p> <p>Pupils can use some organisational devices to structure their non-narrative writing e.g. engaging main heading and appropriate sub-heading for each paragraph.</p> <p>When composing and rehearsing sentences orally, pupils can use modifying adjectives, nouns and preposition</p>	<p>Ideas are sustained and some are developed within and between paragraphs pupils are developing their use of paragraphs in a range of texts</p> <p>Pupils can use an increasing range of organisational devices when writing non-narrative texts to guide the reader e.g. headings, sub-headings may be questions, bullet points to organise materials, they may incorporate tables and diagrams</p>	<p>organisational and presentational devices to structure text and to guide the reader.</p>
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					<p>phrases to expand their sentences. Pupils use fronted adverbials to indicate time, place or manner. Variation in sentence structure includes simple, compound and complex sentences.</p>		
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Evaluate and Edit		<p>Pupils hear mistakes/words left out when re-reading aloud. They can sometimes make revisions and corrections</p> <p>Pupils can discuss, plan, and evaluate writing in simple terms with teacher or peers (e.g. I'm going to write about...I used 'amazing' because...)</p>	<p>Pupils have re-read their work and make simple corrections. For example: added missing words, changed words and phrases, checked for consistent tense, and have used verbs mostly correctly and consistently.</p> <p>Pupils can proof read their work and correct spelling (HFW) and punctuation correctly (capital letters, full stops,) in most of their writing</p> <p>Pupils can say which their favourite sentence is and why. They can suggest how to improve sentences with their writing and their peers.</p>	<p>Pupils can read back their own writing; They can identify aspects linked to the learning goal/success criteria for improvement. They can read others work and suggest improvements</p> <p>Pupils can identify possible improvements in grammar and vocabulary to their own and others writing. (e.g., I need to change this to 'He' because I have used 'Jason' a lot)</p> <p>Pupils can spot some of their own and others spelling and punctuation errors, but does not always notice errors in the most recently taught items/patterns.</p>	<p>Pupils can discuss in pairs or groups whether the writing goals have been achieved in a piece of writing. They can suggest and make appropriate improvements.</p> <p>Pupils can identify (With a peer) where vocabulary is repetitive or does not provide the required effect and where the text can be improved through the use of pronouns (to avoid repetition).</p> <p>Pupils can spot most of their own and others' spelling and punctuation errors and is able to correct them, including errors with recently taught spelling patterns. Pupils punctuate direct speech, commas after adverbials, using possessive apostrophe with</p>	<p>Pupils can locate and identify aspects of their own and their partner's writing which meet the writing goals/success criteria – both those which have gone well and those aspects which need improvement. With support, they can provide feedback to peers.</p> <p>Pupils can adapt sentence construction or use alternative vocabulary to more effectively achieve their goal. Changes in word choice supports purpose more effectively.</p> <p>Pupils use the correct tense in their writing with increasing accuracy.</p> <p>Pupils have an understanding of correct subject/</p>	<p>Pupils can usually work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feedback appropriately with helpful details.</p> <p>Pupils can propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others writing, making specific suggestions to a writing partner or incorporating such changes in their own writing.</p> <p>Pupil can write using tense</p>
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					plural nouns	<p>verb agreement, apparent in their writing. They sometimes use standard English when appropriate</p> <p>Pupils can identify many of their own and their partner's punctuation and spelling errors and attempt to correct them.</p>	<p>consistently and correctly throughout most of their writing and write using deliberate changes of tense for effect in narrative.</p> <p>Pupils are able to select vocabulary and grammatical structures that reflect the level of formality and use these mostly correctly.</p> <p>Pupils can identify their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items.</p>
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Performance		Pupils mostly read their work aloud with expression and volume.	Pupils can read their work to others with appropriate intonation for the purpose.	Pupils can read loudly and clearly enough to be heard by all, although this may not be sustained for the whole piece. There is some expression and pausing at the end of sentences.	Pupils can read loudly and clearly enough to be heard by all. They take account of punctuation by using pauses and intonation.	With increasing confidence, pupils can perform their own composition, using appropriate intonation, volume and movement so that meaning is	Pupil can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear: e.g. monitor, maintain or regain audience engagement, speaking loudly enough to be heard.
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Vocabulary, Grammar and Punctuation

<p>Pupils can mostly leave spaces between words.</p> <p>Simple sentences with 'and' are used to connect most clauses with some full stops and capital letters.</p> <p>Use some capital letters and full stops. Attempts question marks and exclamation marks, but use is not always accurate.</p> <p>Pupils are able to use capital letters appropriately – for place names, the days of the week and for the personal pronoun 'I'</p>	<p>Pupils are able to discuss their writing using the appropriate terminology</p> <p>In a range of pupil's writing, full stops, capital letters are used mostly accurately. Some use of question marks, and exclamation marks, Spelling some words using the apostrophe for the contracted form. Using commas for lists</p> <p>Pupils use sentences with different forms – statement, question, exclamation or command (E.g., STOP! What's your name? What big teeth you have Grandma!)</p> <p>Pupils use some expanded noun phrases to describe and specify .E.g.</p>	<p>Uses an increasing number of sentences with more than 1 clause across a range of independent writing using a wider range of conjunctions.</p> <p>Can use the present perfect form of verbs instead of the simple past tense in some of their writing [for example, He has gone out to play contrasted with He went out to play]</p> <p>A range of work shows pupils choose appropriate nouns and pronouns for cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause in some of their writing. Punctuating direct speech in some of</p>	<p>Pupils can extend their sentences by using a wider range of conjunctions in most of their writing appropriate to year 4 grammar objectives</p> <p>Explain the concept of verb tense. Some writing shows use of tense is consistent. Uses the present perfect form e.g., I have read all of those books.</p> <p>Pupils can choose nouns or pronouns appropriately to achieve clarity and cohesion in most of their writing and to avoid repetition.</p> <p>Pupils can use a wide range of conjunctions, adverbs & prepositions to express time and cause in most of their writing. Pupils can punctuate direct</p>	<p>Pupils can use expanded noun phrases to convey complicated information concisely and to add interest to their writing.</p> <p>Pupils are developing independence when using modal verbs. Pupils can use relative clauses independently though the range of sentences needs further development Pupils can use commas to clarify meaning or avoid ambiguity with a high degree of accuracy Pupils can select an appropriate way of indicating parenthesis (comma, brackets, dashes)</p>	<p>Using a wide range of clause structures, sometimes varying their position within the sentence</p> <p>Using passive and modal verbs mostly appropriately</p> <p>Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</p> <p>Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly. Making some correct use of semi-colons, dashes, colons and hyphens. Spelling most words correctly (years 5 and 6)</p>
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			<p>(The ancient temple, The old, grey dog...)</p> <p>Pupils use the present and past tense mostly correctly and consistently. Appropriate use of progressive form e.g. Helen was doing her homework. Helen is doing her homework.</p> <p>Pupils are using co-ordination in their sentences where appropriate. E.g. : or, and, but There is evidence of some subordination.eg: when, if, that or because</p>	<p>their writing not always accurately</p>	<p>speech in most of their writing.</p> <p>Pupils use fronted adverbials in some of their writing</p>		
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spellings and Phonics</p>		<p>Pupils should be able to spell words containing each of the phonemes already taught, and the Phase 5 common exception words and the days of the week.</p> <p>Pupils should start to add prefixes and suffixes. (un-, -s, -es, -ing, -ed, -er, -est)</p>	<p>Segmenting spoken words in to phonemes and representing these by graphemes, spelling many correctly</p> <p>Spelling many common exception words</p> <p>Spelling some words with contracted forms</p> <p>Adding suffixes to spell some words correctly e.g. -ment –ness -ful –less –ly</p>	<p>Spell further homophones. Use a dictionary to edit spellings. Place the possessive apostrophes.</p> <p>Use further prefixes and suffixes.</p>	<p>Spell further homophones. Use a dictionary to edit spellings. Place the possessive apostrophes.</p> <p>Use further prefixes and suffixes.</p>	<p>♣ use further prefixes and suffixes and understand the guidance for adding them ♣ spell some words with ‘silent’ letters [for example, knight, psalm, solemn] ♣ continue to distinguish between homophones and other words which are often confused</p>	<p>♣ use further prefixes and suffixes and understand the guidance for adding them ♣ spell some words with ‘silent’ letters [for example, knight, psalm, solemn] ♣ continue to distinguish between homophones and other words which are often confused</p>
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Handwriting		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ sit correctly at a table, holding a pencil comfortably and correctly ♣ begin to form lower-case letters in the correct direction, starting and finishing in the right place ♣ form capital letters ♣ form digits 0-9 ♣ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<p>Using diagonal and horizontal strokes needed to join letter in some of their writing</p> <p>Writing capital letter and digits of the correct size orientation and relationship to one and other and to lower case letters</p> <p>Using spacing between words that reflects the size of the letters</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 ♣ increase the legibility, consistency and quality of their handwriting [for example, 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] 			<p>To be awarded working at expected standard pupils do not need to demonstrate joined up handwriting. (2016)</p> <p>Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p>
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