

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Composition – Planning	<ul style="list-style-type: none"> Contribute ideas in discussion about what to write in shared text 	<ul style="list-style-type: none"> Use ideas from reading in a narrative 	<ul style="list-style-type: none"> Use a shared text as a model for writing 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> Use other similar writing as models for their own In writing narratives, consider how authors have developed characters, settings and atmosphere in text they have read, listened to or seen performed Identify the audience for and the purpose of the writing 	<ul style="list-style-type: none"> Use other similar writing as models for their own In writing narratives, consider how authors have developed characters, settings and atmosphere in text they have read, listened to or seen performed Identify the audience for and the purpose of their writing and select the appropriate form when planning
	<ul style="list-style-type: none"> Repeat a short shared sentence to write 	<ul style="list-style-type: none"> Say out loud what they are going to write about 	<ul style="list-style-type: none"> Plan or say out loud what they are going to write about, including writing based on personal experiences 	<ul style="list-style-type: none"> Plan or say out loud what they are going to write about, including writing based on personal experiences 	<ul style="list-style-type: none"> Discuss ideas for writing, beginning to make personal choices when planning 	<ul style="list-style-type: none"> Begin to use a variety of approaches to support effective planning 	<ul style="list-style-type: none"> Use a variety of approaches to support effective planning
	Orally make use of recently-introduced vocabulary		<ul style="list-style-type: none"> Write down ideas, and/or key words, including new vocabulary 	<ul style="list-style-type: none"> Write down ideas and/or key words, technical vocabulary and phrases 	<ul style="list-style-type: none"> Write down ideas and/or key words, technical vocabulary and phrases 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary
	<ul style="list-style-type: none"> Repeat a short shared sentence, counting the words before writing it 	<ul style="list-style-type: none"> Say a sentence before writing it 	<ul style="list-style-type: none"> Encapsulate what they want to say, sentence by sentence 	<ul style="list-style-type: none"> Compose and rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (see NC English Appendix 2) 	<ul style="list-style-type: none"> Rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (see NC English Appendix 2) 	<ul style="list-style-type: none"> Rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (NC English Appendix 2) 	<ul style="list-style-type: none"> Rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (NC English Appendix 2)
	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Composition – Writing	<ul style="list-style-type: none"> Write several sentences about the same topic 	<ul style="list-style-type: none"> Sequences sentences to form a short narrative 	<ul style="list-style-type: none"> Write own narratives with a sequence of events 	<ul style="list-style-type: none"> Begin to develop the events in a narrative sequence 	<ul style="list-style-type: none"> Write narratives, developing the detail 	<ul style="list-style-type: none"> Experiment with form in narrative writing 	<ul style="list-style-type: none"> Use a variety of narrative structures

					across the sequence of events		
<ul style="list-style-type: none"> • Include some familiar story language for beginnings and endings 	<ul style="list-style-type: none"> • Use and continue a repeating pattern from a model • Include some story language and patterns following models 	<ul style="list-style-type: none"> • Include story language and patterns 	<ul style="list-style-type: none"> • Begin to include language that is more likely to be found in written texts rather than spoken language 	<ul style="list-style-type: none"> • Include language that is more likely to be found in written texts rather than spoken language 	<ul style="list-style-type: none"> • Adapt writing to distinguish between the language of speech and that of written texts 	<ul style="list-style-type: none"> • Adapt writing to distinguish between the language of speech and written text and choose the appropriate register (formal/informal, personal/impersonal) for example question tags in informal passages; or the subjunctive mood for very formal texts; the use of technical language; the use of the second person for a less formal, chatty style 	
<ul style="list-style-type: none"> • Orally retell/imitate well-known stories 	<ul style="list-style-type: none"> • Re-tell/imitate familiar stories 	<ul style="list-style-type: none"> • Re-tell/imitate/adapt familiar stories with events in sequence and include some dialogue 	<ul style="list-style-type: none"> • Include dialogue within story writing and begin to use this to reveal details about character 	<ul style="list-style-type: none"> • Begin to develop mood and atmosphere, including through dialogue between characters 	<ul style="list-style-type: none"> • Maintain an appropriate balance between dialogue and narrative 	<ul style="list-style-type: none"> • Blend elements of dialogue, action and description appropriately, ensuring a balance between dialogue and narrator 	
<ul style="list-style-type: none"> • Act out different characters in familiar stories 	<ul style="list-style-type: none"> • Act out stories and portray characters and their motives 	<ul style="list-style-type: none"> • Explore characters' feelings and situations in stories, using role play and oral rehearsal • Describe characters and events 	<ul style="list-style-type: none"> • Use some detail in the description of setting and characters' feelings or motives 	<ul style="list-style-type: none"> • Describe characters both physically and through their actions and speech 	<ul style="list-style-type: none"> • Develop some aspects of characterisation through what characters say and do, beginning to integrate this within a text 	<ul style="list-style-type: none"> • Include aspects of characterisation, including what characters say and do, integrating this within a text 	
					<ul style="list-style-type: none"> • Include setting descriptions across a text 	<ul style="list-style-type: none"> • Weave in setting descriptions with characterisation/action and action 	
<ul style="list-style-type: none"> • Recount real events • Retell familiar stories 	<ul style="list-style-type: none"> • Recount real events • Use the language of texts read as models for their own writing 	<ul style="list-style-type: none"> • Write about real events • Write for different purposes • Establish the basic purpose of a text, using some relevant features 	<ul style="list-style-type: none"> • Write in a variety of forms, including writing for real purposes and audiences, 	<ul style="list-style-type: none"> • Write in a variety of genres and forms, using the appropriate form/features of the genre for audience and purpose 	<ul style="list-style-type: none"> • Write in a range of genres and forms taking account of different audiences and purposes 	<ul style="list-style-type: none"> • Write in a range of genres and forms taking account of different audiences and purposes and using features confidently 	

		<ul style="list-style-type: none"> Sequence sentences to form simple non-fiction text types 		<ul style="list-style-type: none"> Begin to select and use forms and vocabulary appropriate to the purpose/reader 			
<ul style="list-style-type: none"> Contribute ideas on a subject based on their own experiences 	<ul style="list-style-type: none"> Assemble information on a subject from their own experience 	<ul style="list-style-type: none"> Assemble information on a subject 	<ul style="list-style-type: none"> Assemble information on a subject and turn notes into sentences 	<ul style="list-style-type: none"> Organise or categorise information based on notes from several sources 	<ul style="list-style-type: none"> Organise information gained from notes made from reading into own writing Begin to precis longer paragraphs from reading 	<ul style="list-style-type: none"> Organize information gained from notes made from reading into own writing Precis longer paragraphs from reading 	
<ul style="list-style-type: none"> Share factual information based on experiences 	<ul style="list-style-type: none"> Begin to convey information and ideas in simple non-narrative forms 	<ul style="list-style-type: none"> Convey information and ideas in simple non-narrative forms 	<ul style="list-style-type: none"> Include the use of devices to organise writing 	<ul style="list-style-type: none"> In non-narrative material, use simple organizational devices 	<ul style="list-style-type: none"> Use a range of organizational and presentational devices to structure text and guide the readers 	<ul style="list-style-type: none"> Build on previous year groups' use of organizational and presentational devices to structure text and guide the reader 	
<ul style="list-style-type: none"> Participate in a range of nursery rhymes, songs and poems 	<ul style="list-style-type: none"> Listen to and discuss a wide range of rhymes and poems, learning to recite some by heart 	<ul style="list-style-type: none"> Listen to and discuss a wide range of contemporary and classic poetry, learning and reciting some Write poetry 	<ul style="list-style-type: none"> Prepare a range of different forms of poetry to read aloud and perform Write poetry using the features of poetic forms studied 	<ul style="list-style-type: none"> Prepare a range of different forms of poetry to read aloud and perform Write poetry using the features of poetic forms studied 	<ul style="list-style-type: none"> Prepare poems to read aloud and perform Learn a wider range of poetry by heart Experiment with writing poetry using different forms 	<ul style="list-style-type: none"> Prepare poems to read aloud and perform Learn a wider range of poetry by heart Experiment with writing poetry using different forms 	
<ul style="list-style-type: none"> Make use of conjunctions with modelling and support from the teacher 	<ul style="list-style-type: none"> Use words that sequence events (see vocabulary/grammar section for details of year group expectations) 	<ul style="list-style-type: none"> Use complete sentences grouped together to tell different parts of the story, linking these with conjunctions (see vocabulary/grammar section for details of year group expectations) 	<ul style="list-style-type: none"> Include a structured sequence of events using a range of conjunctions and adverbs (see vocabulary/grammar section for details of year group expectations) 	<ul style="list-style-type: none"> Sequence events clearly and show how one event leads to another, using appropriate conjunctions and adverbials (see vocabulary/grammar section for details of year group expectations) 	<ul style="list-style-type: none"> Organise ideas so that they are sequenced logically according to the genre or form, using a range of adverbials and conjunctions (see vocabulary/grammar section for details of year group expectations) 	<ul style="list-style-type: none"> Make organizational choices for effect, according to the genre or form, using arrange of adverbial phrases and conjunctions (see vocabulary/grammar section for details of year group expectations) 	
<ul style="list-style-type: none"> Use recently-introduced vocabulary appropriately 	<ul style="list-style-type: none"> Make some choices of appropriate vocabulary 	<ul style="list-style-type: none"> Choose appropriate words and phrases to describe 	<ul style="list-style-type: none"> Begin to use figurative language 	<ul style="list-style-type: none"> Include descriptive details and figurative language to make writing more vivid 	<ul style="list-style-type: none"> Use expressive and figurative language to create mood and atmosphere 	<ul style="list-style-type: none"> Use expressive and figurative language to create mood and atmosphere 	

			<ul style="list-style-type: none"> • Begin to select words for effect from a range provided (see <i>vocabulary/grammar</i> section for details of year group expectations) 	<ul style="list-style-type: none"> • Select words for effect from a range provided (see <i>vocabulary/grammar</i> section for details of year group expectations) 	<ul style="list-style-type: none"> • Choose words and phrases for effect (see <i>vocabulary/grammar</i> section for details of year group expectations) 	<ul style="list-style-type: none"> • Begin to make choices about vocabulary, word order, and punctuation for effect (see <i>vocabulary/grammar</i> section for details of year group expectations) 	<ul style="list-style-type: none"> • Select suitable punctuation and precise vocabulary when writing (see <i>vocabulary/grammar</i> section for details of year group expectations)
			<ul style="list-style-type: none"> • Begin to vary sentence openings (see <i>vocabulary/grammar</i> section for details of year group expectations) 	<ul style="list-style-type: none"> • Begin to use a variety of sentence structures (see <i>vocabulary/grammar</i> section for details of year group expectations) 	<ul style="list-style-type: none"> • Begin to explore the effect of different sentence structures in their writing, for example by considering the effect of changing the order of the information on the reader (see <i>vocabulary/grammar</i> section for details of year group expectations) 	<ul style="list-style-type: none"> • Begin to consciously control sentences structures in their writing, sometimes making choices about sentence length, sentence complexity and punctuation for effect (see <i>vocabulary/grammar</i> section for details of year group expectations) 	<ul style="list-style-type: none"> • Consciously control sentence structures in writing, making deliberate choices about sentence length, sentence complexity and punctuation for effect (see <i>vocabulary/grammar</i> section for details of year group expectations)
			<ul style="list-style-type: none"> • include some details in both narrative and non-fiction writing 	<ul style="list-style-type: none"> • ensure relevant details are included in both narrative and non-fiction writing 	<ul style="list-style-type: none"> • begin to consider the reader when adding detail in both narrative and non-fiction writing, for example by addressing the reader directly 	<ul style="list-style-type: none"> • engage reader and sustain interest, in both narrative and non-fiction writing, building on examples provided in Year 4 such as asking questions/ addressing the reader directly • or through sharing interesting pieces of information for the reader, or directly with the reader, in non-fiction writing such as reports or biographies 	<ul style="list-style-type: none"> • maintain interest for the reader in a variety of ways in both narrative and non-fiction writing • develop points of view and authorial voice

						<ul style="list-style-type: none"> • begin to develop points of view and authorial voice 	
				<ul style="list-style-type: none"> • Begin to use paragraphs to group related materials 	<ul style="list-style-type: none"> • Use paragraphs to organise ideas around a theme in non-fiction forms • Use adverbials to connect one paragraph to another • Begin to use paragraphs to indicate changes in setting, character and time a narrative 	<ul style="list-style-type: none"> • Begin to structure main ideas across the text by using paragraphs purposefully • Use devices to build cohesion within a paragraph • Link ideas across paragraphs using adverbials of time, place, number or tense choice • Begin to use paragraphing to deliberately pace the writing 	<ul style="list-style-type: none"> • Structure main ideas across the text by using paragraphs purposefully e.g. make some links using cohesive devices within paragraphs and across paragraphs, repetition of a word or a phrase • Use paragraphing to deliberately pace the writing

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Evaluate and edit	<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> Re-read what they have written to check for sense 	<ul style="list-style-type: none"> Proof read for errors in spelling, grammar and punctuation Re-read to check that their writing makes sense, and that tenses are consistent 	<ul style="list-style-type: none"> Proof read for spelling, grammar and punctuation errors Re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used correctly 	<ul style="list-style-type: none"> Proof read for spelling, grammar and punctuation errors Re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used correctly 	<ul style="list-style-type: none"> Proof read for spelling, grammar and punctuation errors Re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural 	<ul style="list-style-type: none"> Proof read for spelling, grammar and punctuation errors Re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural
	<ul style="list-style-type: none"> Tell the teacher what their writing says 	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> Evaluate their writing with the teacher or other pupils 	<ul style="list-style-type: none"> Begin to evaluate and edit the effectiveness of their own and others' writing and suggest improvements begin to propose changes to vocabulary, punctuation, spelling and grammar 	<ul style="list-style-type: none"> evaluate and edit the effectiveness of their own and others' writing and suggest improvements propose changes to vocabulary, punctuation, spelling and grammar 	<ul style="list-style-type: none"> evaluate and edit the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning 	<ul style="list-style-type: none"> evaluate and edit the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning
	<ul style="list-style-type: none"> Tell the teacher what the writing says clearly enough to be heard easily 	<ul style="list-style-type: none"> Read aloud their writing clearly enough to be heard by their peers and teachers 	<ul style="list-style-type: none"> Read aloud what they have written with appropriate intonation to make meaning clear to the audience 	<ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear 	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear

Vocabulary, Grammar and Punctuation

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> • Write simple phrases and sentences • Leave spaces between words 	<ul style="list-style-type: none"> • Write single clause sentences • Use 'and' to link words within sentences • Leave spaces between words 	<ul style="list-style-type: none"> • Use single clause sentences and multi-clause sentences using coordinating conjunctions • Use some multi-clause sentences using subordinating conjunctions • Use sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> • Use single clause sentences and multi-clause sentences using coordinating conjunctions • Use some multi-clause sentences using subordinating conjunctions 	<ul style="list-style-type: none"> • Use single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions 	<ul style="list-style-type: none"> • Use a variety of sentence structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions 	<ul style="list-style-type: none"> • Use a variety of sentence structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions
<ul style="list-style-type: none"> • Begin to use a capital letter when writing their name 	<ul style="list-style-type: none"> • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<ul style="list-style-type: none"> • Punctuate sentences using full stops, capital letter, exclamation marks, question marks • Use apostrophes for contracted forms 	<ul style="list-style-type: none"> • Use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession • Use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • Use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession • Use inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas • Use a new line for a new speaker when writing direct speech • Use apostrophes to mark plural possession 	<ul style="list-style-type: none"> • Use the full range of punctuation taught across KS1 and LKS2 to demarcate sentences, including apostrophe use and speech punctuation • Use brackets, dashes or commas for parenthesis e.g. asides, additional information 	<ul style="list-style-type: none"> • Use the full range of punctuation taught across KS1 and LKS2 to demarcate sentences, including apostrophe use and speech punctuation • Use hyphens to avoid ambiguity • Understand the use of semi-colons, colons and dashes to mark the boundary between independent clauses • Use a colon to introduce a list • Punctuate bullet points consistently
		<ul style="list-style-type: none"> • Use commas in lists 	<ul style="list-style-type: none"> • Use commas in lists and begin to use them to demarcate clauses 	<ul style="list-style-type: none"> • Use commas to demarcate items in a list, clauses and phrases 	<ul style="list-style-type: none"> • Place commas mostly accurately, to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> • Place commas to demarcate items in a list, between clauses and to clarify meaning or avoid ambiguity

Make use of conjunctions with modelling and support from the teacher	<ul style="list-style-type: none"> Join two clauses in a sentence using the coordinating conjunction 'and' Use 'because' to provide reasoning 	<ul style="list-style-type: none"> Expand sentences using the coordinating conjunctions <i>or</i>, <i>and</i>, <i>but</i> and subordination using <i>if</i>, <i>when</i>, <i>that</i>, <i>because</i> Use appropriate adjectives and adverbs to give essential information 	<ul style="list-style-type: none"> Express time, place and cause using conjunctions e.g. <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>; adverbs e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>; prepositions e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i> 	<ul style="list-style-type: none"> Express time, place and cause using conjunctions e.g. <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>; adverbs e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>; prepositions e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i> Use fronted adverbials Use commas after fronted adverbials 	<ul style="list-style-type: none"> Use a range of conjunctions, prepositions and adverbials, e.g. <i>therefore</i>, <i>despite</i>, <i>even though</i>, <i>later that day</i>, <i>beneath the low moon</i>, <i>slowly and carefully</i> Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or an omitted relative pronoun 	<ul style="list-style-type: none"> Use a range of conjunctions, prepositions and adverbials, e.g. <i>therefore</i>, <i>despite</i>, <i>even though</i>, <i>later that day</i>, <i>beneath the low moon</i>, <i>slowly and carefully</i> Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or an omitted relative pronoun
		<ul style="list-style-type: none"> Use expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> Begin to expand noun phrases in different ways, for example adding prepositional phrases 	<ul style="list-style-type: none"> Use a variety of expanded noun phrases. For example, by the addition of modifying adjectives, and prepositional phrases 	<ul style="list-style-type: none"> Begin to make precise and effective use of expanded noun phrases, conveying complicated information concisely 	<ul style="list-style-type: none"> Begin to make precise and effective use of expanded noun phrases, conveying complicated information concisely
Use a capital letter for their own name	<ul style="list-style-type: none"> Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Learn the grammar for Year One from English appendix 2 	<ul style="list-style-type: none"> Use some features of standard English Learn the grammar for Year Two from English appendix 2 	<ul style="list-style-type: none"> Use some features of standard English Learn the grammar for Year Three from English appendix 2 	<ul style="list-style-type: none"> Use standard English forms for verb inflections instead of local spoken forms Learn the grammar for Year Four from English appendix 2 	<ul style="list-style-type: none"> Use standard English forms for verb inflections instead of local spoken forms Learn the grammar for Year Five from English appendix 2 	<ul style="list-style-type: none"> Use standard English forms for verb inflections instead of local spoken forms Learn the grammar for Year Six from English appendix 2
Orally use past, present and future tenses when talking about their experiences	<ul style="list-style-type: none"> Orally practise using present and past tenses correctly 	<ul style="list-style-type: none"> Use the present and past tenses correctly and consistently 	<ul style="list-style-type: none"> Use the present and past tenses correctly and consistently 	<ul style="list-style-type: none"> Maintain the use of the present and past tenses correctly and consistently 	<ul style="list-style-type: none"> Maintain tense consistently and begin to manage shifts in tense 	<ul style="list-style-type: none"> Maintain tense and person consistently including shifts between tenses
		<ul style="list-style-type: none"> Use the present progressive and past progressive forms 	<ul style="list-style-type: none"> Use the present perfect form of verbs instead of simply the past 	<ul style="list-style-type: none"> Use the present perfect form of verbs in contrast to the past tense 	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Indicate degrees of possibility using adverbs or modal verbs 	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Use modal verbs or adverbs to indicate degrees of possibility

						<ul style="list-style-type: none"> • Ensure correct subject and verb agreement when using singular and plural 	<ul style="list-style-type: none"> and when deducing, speculating, and making suppositions • Use passive constructions where appropriate • Ensure correct subject agreement when using singular and plural
					<ul style="list-style-type: none"> • Select appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> • Begin to use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> • Use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition
		<ul style="list-style-type: none"> • Use the terminology for Year One found in English appendix 2 	<ul style="list-style-type: none"> • Use and understand the grammatical terminology found in English appendix 2 in discussing their writing 	<ul style="list-style-type: none"> • Use and understand the grammatical terminology found in English appendix 2 in discussing their writing and reading 	<ul style="list-style-type: none"> • Use and understand the grammatical terminology found in English appendix 2 in discussing their writing 	<ul style="list-style-type: none"> • Use and understand the grammatical terminology found in English appendix 2 in discussing their writing 	<ul style="list-style-type: none"> • Use and understand the grammatical terminology found in English appendix 2 accurately and appropriately when discussing their reading and writing

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Handwriting	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Write recognisable letters, most of which are correctly formed 	<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 i.e. middle or top • Form capital letters • Form digits 0-9 	<ul style="list-style-type: none"> • Form lower-case letters of the correct orientation and size relative to one another • Start writing at the middle or top of the letters and leave the end ready to join later • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 	<ul style="list-style-type: none"> • Begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined 	<ul style="list-style-type: none"> • Secure the use of the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined 	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed • Choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed • Choose the writing implement that is best suited for a task
	<ul style="list-style-type: none"> • Begin to recognise when a letter has been written in the incorrect orientation with support from an adult 	<ul style="list-style-type: none"> • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) • Make distinctions between ascenders and descenders and other 'between the line' letters • Distinguish between similar looking letters 	<ul style="list-style-type: none"> • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> • Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters 	<ul style="list-style-type: none"> • Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Transcription	<ul style="list-style-type: none"> Write from memory single words dictated by the teacher using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that includes words using the GPC and common exception words taught so far 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that includes words using the GPC and common exception words and punctuation taught so far 	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 		
	<ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters 	<ul style="list-style-type: none"> Spell by segmenting words into phonemes (containing each of the 40+ phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some correctly Use letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly Learn new ways of spelling phonemes for which one or more spellings are already known 	<ul style="list-style-type: none"> Use the first two or three letters of a words to check its spelling in a dictionary 	<ul style="list-style-type: none"> Use the first two or three letters of a words to check its spelling in a dictionary 	<ul style="list-style-type: none"> Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use dictionaries to check the spelling and meaning of words Use a thesaurus to select precise and effective vocabulary 	<ul style="list-style-type: none"> Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use dictionaries to check the spelling and meaning of words Use a thesaurus to select precise and effective vocabulary
			<ul style="list-style-type: none"> Spell most words relating to the statements from previous year groups correctly 	<ul style="list-style-type: none"> Spell most words relating to the statements from previous year groups correctly, after independent proof-reading 	<ul style="list-style-type: none"> Spell most words relating to the statements from previous year groups correctly, after independent proof-reading 	<ul style="list-style-type: none"> Spell most words relating to the statements from previous year groups correctly, after independent proof-reading 	<ul style="list-style-type: none"> Spell most words relating to the statements from previous year groups correctly, after independent proof-reading
	<ul style="list-style-type: none"> Spell some common exception words that have been taught in the phonics scheme 	<ul style="list-style-type: none"> Spell most words relating to the Year One curriculum statements correctly (40+ phonemes already taught according to phonics scheme used) 	<ul style="list-style-type: none"> Apply spelling rules and guidance, as listed in English appendix 1 	<ul style="list-style-type: none"> Spell some words relating to the Year Three/Four curriculum statements and word list correctly, after independent proof-reading 	<ul style="list-style-type: none"> Spell some words relating to the Year Three/Four curriculum statements and word list correctly, after independent proof-reading 	<ul style="list-style-type: none"> Spell some words relating to the Year Five/Six curriculum statements and word list correctly, after independent proof-reading 	<ul style="list-style-type: none"> Spell some words relating to the Year Five/Six curriculum statements and word list correctly, after independent proof-reading

	<ul style="list-style-type: none"> Name the letters of the alphabet 	<ul style="list-style-type: none"> Name the letters of the alphabet in order Spell the days of the week 	<ul style="list-style-type: none"> Spell some words with contracted forms Learn some common homophones and near homophones 				
		<ul style="list-style-type: none"> Use the spelling rule for adding -s- or -es as the plural marker for nouns and the third person singular marker for verbs Use the prefix – un Use -ing, -red, -er and -est where no change is needed in the spelling of root words 	<ul style="list-style-type: none"> Add suffixes to spell some words correctly in their writing 				
	Spell some common exception words that have been taught in the phonics scheme	<ul style="list-style-type: none"> Spell common exception words linked to phonics scheme; examples found in appendix 1 of the National Curriculum 	<ul style="list-style-type: none"> Spell common exception words 				
		<ul style="list-style-type: none"> Refer to additional spelling guidance 2014 National Curriculum 	<ul style="list-style-type: none"> Refer to additional spelling guidance 2014 National Curriculum 	<ul style="list-style-type: none"> Refer to additional spelling guidance 2014 National Curriculum 	<ul style="list-style-type: none"> Refer to additional spelling guidance 2014 National Curriculum 	<ul style="list-style-type: none"> Refer to additional spelling guidance 2014 National Curriculum 	<ul style="list-style-type: none"> Refer to additional spelling guidance 2014 National Curriculum