

		Discoverers	
		Year 1	Year 2
Working Towards		<p>To use their own simple story ideas or retell a familiar story using short, simplistic sentences. To reread their writing aloud to check that it makes sense</p> <p>To use adjectives that have been modelled.</p> <p>To use simple sentence structures (which may often be repetitive).</p> <p>Capital letters for names, places, the days of the week and the personal pronoun 'I'. Finger spaces.</p> <p>Full stops to end sentences.</p> <p>To spell some words containing previously taught phonemes and GPCs accurately To spell some Y1 common exception words accurately (from English Appendix 1).</p> <p>To write lower case letters in the correct direction, starting and finishing in the right place.</p>	<p>Write sentences that are sequenced to form short narratives (real or fictional)</p> <p>Some use of Capital letters and Full stops</p> <p>Segment spoken words into phonemes and represent graphemes, spelling some words correctly and making phonetically plausible attempts at others</p> <p>Spell some common exception words</p> <p>Form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower case letters of the correct size relative to one another in some of their writing</p> <p>Use spacing between words</p>
	Working at expected	<p>To write sentences in order to create short narratives and non-fiction texts.</p> <p>To use some features of different text types (although these may not be consistent). To reread their writing to check that it makes sense and make suggested changes. To use adjectives to describe.</p> <p>To use simple sentence structures</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>Some use of Exclamation marks. Question marks.</p> <p>To spell most words containing previously taught phonemes and GPCs accurately. To Spell most common exception words</p> <p>To use -s and -es to form regular plurals correctly. To use the prefix 'un'.</p> <p>To add the suffixes -ing, -ed, -er and -est to root words</p> <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place.</p> <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p>	<p>Write simple and coherent narratives about personal experience and those of others (real or fictional)</p> <p>Write about real events recording these simply and clearly</p> <p>Use present and past tense correctly and consistently</p> <p>Use coordination (and/ but/ or) and subordination (when/ if/ that/ because)</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others</p> <p>Spell many common exception words Demarcate most sentences with Capital letters</p> <p>Full stops Question marks</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflect the size of the letters</p>
	Greater Depth	<p>To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.</p> <p>To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.</p> <p>To reread their writing to check that it makes sense and independently make changes. To use adjectives to describe (sometimes ambitious beyond the year group).</p> <p>To use simple and compound sentence structures. Consistently use correctly</p> <p>Question marks Exclamation marks</p> <p>Capital letters for names, places, the days of the week and the personal pronoun 'I'. Finger spaces.</p> <p>Full stops to end sentences.</p> <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency</p>	<p>Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Make simple additions, revision and proof-reading corrections to their own writing Use punctuation taught at KS1 mostly correctly</p> <p>Spell most common exception words</p> <p>Add suffixes to most words correctly in withier writing (-ment, -ful, -ness, -ly, -less) Use diagonal and horizontal strokes needed to join some letters</p>

		Adventurers	
		Year 3	Year 4
Working Towards	<p>To orally rehearse their ideas for writing and record their ideas using a modelled planning format</p> <p>To demonstrate some understanding of purpose and audience</p> <p>To use simple structure of a wide range of text types</p> <p>To proof read their work for errors and make simple improvements with support</p> <p>To make more ambitious words choices (may reflected modelled language from teacher)</p> <p>Usually maintain the correct tense</p> <p>Use full range of punctuation form other year groups including:</p> <p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Questions marks</p> <p>Commas in a list</p> <p>Apostrophes for possession and contractions</p> <p>Inverted commas for direct speech</p> <p>To use a range of conjunctions</p> <p>To spell some words with prefixes – ir –auto –in – dis- super – anti</p> <p>To spell some words with suffixes –ly –ous – ation</p> <p>To spell some year 3 common exception words</p> <p>To use joined cursive writing</p>	<p>To use a consistent and appropriate structure in fiction and non- fiction</p> <p>To write narratives with a clear beginning, middle and end with a clear plot</p> <p>To proof read their own and others writing with growing confidence</p> <p>To create more detailed settings, characters and plot,</p> <p>To organise paragraphs around a theme</p> <p>To maintain tense throughout a piece of writing</p> <p>Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done</p> <p>Use fronted adverbials e.g. Later that day, I heard the bad news.</p> <p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas</p> <p>Apostrophes for singular possession and plural possession</p> <p>Expanded noun phrases – modifying adjectives, and prepositions,</p> <p>To use pronouns to aid cohesions and avoid repetition</p> <p>To spell most words with prefixes/suffixes correctly</p> <p>To spell most homophones correctly</p> <p>To spell many common exception words</p> <p>To use neat joined cursive handwriting</p>	
Working at expected	<p>To begin to plan their own writing</p> <p>To demonstrate an increase understanding of purpose and audience</p> <p>To use the structure of a wide range of text types</p> <p>Proof read theirs and others' work to check for errors and make improvements</p> <p>To make ambitious word choices</p> <p>To create setting, character and plot</p> <p>To organise paragraphs into themes</p> <p>To use subordinate clauses</p> <p>To begin to use adverbs, prepositions to show time, place and cause</p> <p>Use 'a' or 'an' correctly</p> <p>To begin to spell homophones correctly – which witch</p>	<p>To write a range of narratives and non-fiction using a consistent and appropriate structure</p> <p>To proof rather own and others' work making clear and accurate amendments</p> <p>To create a more detailed setting, characters and plot to fully engage the reader</p> <p>To consistently organise paragraphs around a theme</p> <p>To maintain tense throughout a piece</p> <p>To use all necessary punctuation</p> <p>To use all punctuation from preceding year groups</p> <p>To use singular possession and plural possession apostrophes with accuracy</p> <p>To demarcate fronted adverbials with commas consistently.</p> <p>To use nouns and pronouns effectively to aid cohesion</p> <p>To spell all words with prefixes/suffixes correctly</p> <p>To spell all homophones correctly</p>	
Greater Depth	<p>To plan and write with an understanding of purpose and audience</p> <p>To make deliberate and ambitious words choices to add detail, effect and engage the reader</p> <p>To maintain the correct tense (including present perfect)</p> <p>To punctuate direct speech accurately</p> <p>To use subordinate clauses sometimes changing the position of the subordinate clause</p> <p>To use a range of coordinating and subordinating conjunctions</p> <p>To spell many of the Year 3 common exception words</p> <p>To use joined cursive handwriting</p>	<p>To write narratives that well well structured and well paced</p> <p>To proof own and others' work making clear and accurate amendments consistently</p> <p>To create a more detailed setting, characters and plot to fully engage the reader consistently</p> <p>To consistently organise paragraphs around a theme and aid cohesion within paragraphs</p> <p>Always maintain tense</p> <p>Always use standard verb inflections accurately</p> <p>To use all punctuation consistently and accurately</p> <p>To use their knowledge of word families to aid spelling</p>	

Navigators		
	Year 5	Year 6
Working Towards	<p>To write for a range of purposes and audiences</p> <p>To select appropriate grammar and vocabulary to match the purpose</p> <p>To describe the setting, characters and atmosphere with and awareness of the reader</p> <p>To begin to use dialogue to convey character and action</p> <p>Organisational and presentational devices to structure text and to guide the reader e.g. Headings, bullet points, underlining</p> <p>To create paragraphs that are usually suitably linked (this may not be accurate)</p> <p>To proof read their work and others to assess and make necessary corrections</p> <p>Use the full range of punctuation from preceding year groups</p> <p>Being to use commas to clarify meaning</p> <p>Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</p> <p>Begin to experiment with relative clauses</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify</p> <p>To spell some words from Y5/6 word</p> <p>To spell some complex homophones</p>	<p>Write for a range of purposes</p> <p>Use paragraphs to organise ideas</p> <p>In narratives, describe settings</p> <p>In narratives describe characters</p> <p>In non narrative use simple devices to support the reader (Heading, subheading, bullet points)</p> <p>Using mostly correctly</p> <p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas for lists</p> <p>Apostrophes for contraction/possession</p> <p>Spelling most words correctly (year 3 and 4)</p> <p>Spelling some words correctly (year 5 and 6)</p> <p>Producing legible joined handwriting (at this standard there is no need for writing to be joined)</p>
Working at expected	<p>To write for a range of purposes and audiences confidently select appropriate grammar and vocabulary to match the purpose</p> <p>To describe the setting, characters and atmosphere to consistently engage the reader</p> <p>To begin to use dialogue to convey character and action with increasing confidence</p> <p>To begin to proof read to precise longer passages by removing unwanted repetition</p> <p>To use commas to clarify meaning with increasing accuracy</p> <p>Use devices to build cohesion within a paragraph consistently and accurately e.g. then, after that, this, firstly</p> <p>To use relative clauses with relative pronoun</p> <p>Parenthesis, Brackets, Dashes, Commas</p> <p>To spell many words from Y5/6 word</p> <p>To spell many complex homophones</p> <p>To use consistently joined handwriting</p>	<p>Write effectively for a range of audiences and purpose, selecting the language that sows awareness of reader (1st person diary, direct address in persuasive writing)</p> <p>In narrative</p> <p>In narratives, describe settings</p> <p>In narratives describe characters</p> <p>In narratives, describe atmosphere</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p>Using mostly correctly: inverted commas, commas for clarity, punctuation for parentheses, Contracted forms, Passive verbs, Modal verbs</p> <p>Use a range of devices to build cohesion</p> <p>Conjunctions, Fronted adverbials, Pronouns,</p> <p>Synonyms Spelling most words correctly (year 5 and 6)</p> <p>Use verb tenses consistently and correctly throughout their writing</p> <p>Maintaining legibility, fluency and speed in handwriting when writing at speed</p>
Greater Depth	<p>To consistently produce stained and accurate writing from different narrative and nonfiction genres with appropriate structure</p> <p>To describe characters, setting, and atmosphere with carefully chosen vocabulary to enhance the mood and clarify meaning</p> <p>To regularly use integrated dialogue</p> <p>Consistently link ideas with and across paragraphs</p> <p>To use commas to clarify meaning and avoid ambiguity consistently</p> <p>To use a wide range of words/phrases to link paragraphs with and across to aid cohesion</p> <p>Wide range of adverbs and modal verbs</p> <p>Spell most common exception words correctly</p>	<p>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 (literary language, characterisation, structure)</p> <p>Distinguish between the language of speech and writing and choose the appropriate structure. Exercise and assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this</p> <p>Use range of punctuation taught at KS2 correctly (when necessary use punctuation precisely to enhance meaning and avoid ambiguity)</p> <p>Semi- colons, colons, hyphens, dashes</p>