

	Spelling	Handwriting	Composition	Vocabulary	Conjunctions	Openers	Punctuation
Year 1 1	Spell words containing each of the 40+ phonemes already taught Spell common exception words	Sit correctly at a table, holding a pencil comfortably and correctly Form digits 0-9	Write sentences by: saying out loud what they are going to write about	I can name relevant and use vocabulary linked to a theme I can use mostly simple vocabulary that uses repetition of key words (the, a, in, is, he, she, it) I can use prepositions (down, into, over, out, onto) I can use alliteration I can use luckily and unfortunately		I can use first, next, last, then, so, finally I can use simple words to open sentences I, My and The	I can write on the line. I can leave spaces between words I have been introduced to a capital letter to begin a sentence. I have been introduced to a full stop to end a sentence.
2	Spell words containing each of the 40+ phonemes already taught Spell common exception words	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Write sentences by: composing a sentence orally before writing it Write sentences by: sequencing sentences to form short narratives	I can use some descriptive language that describes colour and size e.g. the coach was big and blue I can use prepositions into and towards	I can use 'and' to join simple sentences.	I can begin to use once upon a time, one day, Early one morning I can use after that, at that moment, because, by the next morning, in the end, if, now	I can begin to use capital letter and full stops when reminded
3	Spell common exception words Spell words containing each of the 40+ phonemes already taught	Form capital letters	Write sentences by: re-reading what they have written to check that it makes sense	I can identify a noun	I can join words and clauses using 'and'	I can use we, when then to recount I can use 'soon, as soon as, suddenly, to his amazement, immediately I can use pronouns to open sentences	I can use capital letters to begin a sentence some of the time. I can use full stops to end a sentence some of the time. I can use capital letters for a name and I I can begin to use question marks. I can begin to use an exclamation mark. I can use capital letters for days of the week
4	Using letter names to distinguish between alternative spellings of the same sound Spell words containing each of the 40+ phonemes already taught Spell the days of the week	Understand which letters belong to which handwriting 'families' (i.e. <i>letters that are formed in similar ways</i>) and to practise these	Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	I can identify and use adjectives I can use similes using 'as'	I can use that, or, so that, when, where to add more information	I can use imperative verbs to open sentences I can use what and how for exclamation	I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use capital letters for proper nouns, names of people, days of week,

	<p>Naming the letters of the alphabet in order Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Add prefixes and suffixes using the prefix un- Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. <i>helping, helped, helper, eating, quicker, quickest</i></p>						places and the personal pronoun I.
Year 2 1	<p>Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Spell by: learning to spell common exception words</p>	<p>Form lower-case letters of the correct size relative to one another 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 unjoined</p>	<p>Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils</p>	<p>Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly</p>	<p>Learn how to use: co-ordination (using or, and, or but)</p>	<p>I can start sentences with a question what, why when where, how who, is I can use what and how for exclamation I can use although and however to open sentences</p>	<p>I can use capital letters to begin a sentence. I can use full stops to end a sentence. I sometimes use a question mark at the end of a question. I sometimes use an exclamation mark at the end of an exclamation. I can use capital letters for Names and the personal pronoun I..</p>
2	<p>Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Spell by: learning to spell common exception words</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>4 Use spacing between words that reflects the size of the letters</p>	<p>Develop positive attitudes towards and stamina for writing by: writing about real events Develop positive attitudes towards and stamina for writing by: writing poetry writing for different purposes Consider what they are going to write before beginning by: planning or saying out loud</p>	<p>Learn how to use: the present and past tenses correctly and consistently including the progressive form I can use technical vocabulary in my writing</p>	<p>I can use time related words then and now, after, before and meanwhile</p>	<p>I can use imperative verbs to begin a command. I can use adverbs of time to open sentences Before, after while, just then I can use simile using 'like'</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. I can begin to use commas in a list I can use apostrophes for contractions.</p>

			<p>what they are going to write about</p> <p>Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils</p>				
3	<p>Spell by: learning to spell common exception words</p> <p>Spell by: learning to spell more words with contracted forms</p>		<p>Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about</p> <p>Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence writing down ideas and/or key words, including new vocabulary</p>	<p>I can begin to use description in sentences, adjectives and adverbs</p> <p>I can choose words for effect</p> <p>I can use synonyms for said went nice</p>	I can use subordination when, if, that, or because	<p>I can use adverbs to open my sentences</p> <p>I can use eventually</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>I can use commas to separate items in a list</p> <p>I can use apostrophes for contractions and possession</p>
4	<p>Spell by: distinguishing between homophones and near-homophones</p> <p>Use of ly' to change adjectives into adverbs</p> <p>Spell by: learning to spell common exception words</p> <p>Spell by: learning the possessive apostrophe (singular): e.g. the girl's book</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p><KPI uses the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs></p>		<p>Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils</p> <p>Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	I can use adventurous words in my writing			<p>I can use speech marks</p> <p>I can use paragraphs to organise my writing</p>
Year 3 1	<p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one</p>	<p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from</p>	<p>Form nouns using prefixes (super-, anti- auto-)</p> <p>I can use pronouns to avoid repetition</p>	<p>I can use conjunctions, adverbs (then, next, soon, therefore) and prepositions (before, after, during, in, because of) to express time</p>	I can use a range of openers	I can use inverted commas to punctuate direct speech

	<p>Place the possessive apostrophe accurately in words with regular plurals: e.g. <i>girls'</i>, <i>boys'</i> and in words with irregular plurals: e.g. <i>children's</i></p> <p>Use further prefixes and understand how to add them (English Appendix 1)</p> <p>Use further suffixes and understand how to add them (English Appendix 1)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>I can form nouns using prefixes</p>	<p>another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting: e.g. by <i>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</i></p>	<p>its structure, vocabulary, and grammar</p> <p>Plan their writing by: discussing and recording ideas</p> <p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>Draft and write by: organising paragraphs around a theme</p> <p>Draft and write by: in narratives, creating settings, characters and plot</p> <p>Draft and write by: in non-narrative material, using simple organisational devices: e.g. <i>headings and sub-headings</i></p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>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</p>	<p>Use the correct form of 'a' or 'an'</p> <p>I can use the present perfect form of verbs in contrast to the past tense</p> <p>I can use; later, when; whenever, without warning, eventually</p> <p>I can use description eg, lean, grey cat. How starter eg 'Slowly'</p> <p>Where starter, At the end of the lane.'</p> <p>I can use alliteration and similes in my writing</p>	<p>and cause; when, before, after, so while, because</p>		
2				<p>Word families based on common words (solve, solution, dissolve, insoluble)</p>	<p>I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although,</p>	<p>I can use 'ed' ing and ly words to start sentences</p>	<p>I can use paragraphs to organise my work.</p> <p>I can use sub heading and headings.</p>
3				<p>I can use adventurous words in my work</p> <p>I can write clear descriptions to give the reader a picture of what is described</p> <p>I can write about events or actions to show how a character feels</p> <p>I can use and write a clause and a subordinate clause</p>	<p>I can extend the range of sentences with more than one clause by using a wider range of conjunctions; since, even though, also, another thing,</p>		<p>I can use and write a clause and a subordinate clause</p> <p>I can drop in 'ing' clause Tim, running along, tripped over</p> <p>I can drop a 'who' clause, 'Tim, who was later, tripped over</p>
4				<p>I can add increasing detail to characters and events</p> <p>I can expand noun s by adding simple adjectives</p>	<p>I can use and write a clause and a subordinate clause</p>	<p>I can use and write a clause and a subordinate clause</p>	<p>I can use possessive apostrophes for plural nouns</p>

				<p>I can use simple elaboration with adverbials</p> <p>I can use a range of verbs and adjectives for impact</p> <p>I can select nouns to be specific eg Labrador rather than dog</p>			
Year 4 1	<p>Word families based on common words (solve, solution, dissolve, insoluble)</p> <p>Form nouns using prefixes (super-, anti-)</p>	<p>Continue to increase the legibility, consistency and quality of their handwriting: e.g. <i>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</i></p>		<p>I can drop in 'ing' clause Tim, running along, tripped over.</p> <p>I can drop a 'who' clause, 'Tim, who was later, tripped over</p> <p>I can use short sentence, questions and exclamation for affect</p> <p>I can use a sentence of 3 for description- he wore a red cloak, shiny shoes and a tall hat.</p> <p>I can use 'speech' plus speech verb/adverb</p> <p>I can use adjectives for description</p> <p>I can use powerful verbs</p> <p>I can use a range of prepositions</p>	<p>I can use conjunctions to link ideas, contrast or connect in time: however, besides, even though, another thing, despite.</p>	<p>I can add detail to my openers through adverbs e.g. shining brightly</p>	<p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>I can use a comma before opening speech mark</p> <p>I can use apostrophes to mark singular and plural possession</p> <p>I can use commas after fronted adverbials</p> <p>I can use short sentence, questions and exclamation for affect</p>
2				<p>I can use and name determiners in my writing</p> <p>I can use and write possessive pronouns</p> <p>I can write about how a character feels</p> <p>I can develop ideas, characters and describe settings, feelings and emotions</p>	<p>I can attempt to use conjunctions to link paragraphs</p>	<p>I can use a connective as an opener although, however, besides, even though also, after soon, another thing,</p>	<p>I can understand the grammatical difference between plural and possessive 's' the girls' names and the</p>
3				<p>I can use generalising words, sometimes, often, never, always, in addition,</p>	<p>I can use relative clauses beginning with who, which,</p>		<p>I can use exclamation marks to show when someone is angry, shouting, surprised</p>

				<p>I can use alliteration</p> <p>I can use a variety of verbs and adjectives to achieve impact</p> <p>I can use noun phrases and adverbial phrases to add detail</p>	<p>where, when, whose, that, or an,</p> <p>I can use more complex sentence with one or more subordinate clause in</p> <p>I can use devices to build cohesion within a paragraph; then, after that, firstly, next, while</p>		
4				<p>I can indicate degrees of possibility using adverbs, surely, perhaps</p> <p>I can use modal verbs, might, should, would, will, must</p> <p>I can describe character reactions to events in stories</p>	<p>I can use simple and compound sentences using a wider variety of conjunctions, however, whilst, whenever, therefore, although. Rather than</p> <p>I can link and relate events including past, present, future sensibly using afterwards, before, also, after a while, eventually, therefore</p> <p>I can link ideas across paragraphs using adverbials of time, later, place, nearby, and number, secondly</p>		I can begin to use brackets in my writing
Year 5 1	<p>Converting nouns or adjectives into verbs using suffixes [for example -ate; -ise; -ify]</p> <p>Verb prefixes [for example, -dis, de-, mis-, over- and re-]</p> <p>I know how words are related by meaning as synonyms and antonyms.</p>	<p>Write legibly, fluently and with increasing speed by firstly choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement best suited for the task</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: 	<p>I can use noun phrases to convey complicated information precisely</p> <p>I can use and identify abstract nouns</p> <p>I can choose vocabulary to add interest or clarity or to introduce opinion or persuasion</p>	<p>I can write with some variety in length, structure or subject of sentences use of some subordinating conjunctions</p> <p>I can use if, when and because throughout the text; Don't wear jeans today because you need to look smart</p> <p>I can use a limited range of conjunctions to link paragraphs</p> <ul style="list-style-type: none"> Use short, simple sentences Use compound sentences Use complex sentences 	<p>I can use similes and metaphors as openers</p> <p>I can use connectives and subordinating connectives as openers</p> <p>I can use adverbials and adverbial phrases as openers</p>	<p>I can drop in an 'ed' clause</p> <p>I can use brackets, dashes and commas to mark parenthesis.</p>

			<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance 		<ul style="list-style-type: none"> Because If When After As While Soon Although Even though However Therefore Despite 		
2				<p>I can use interesting and lively vocabulary coupled with succinct links giving writing a sense of pace and purpose.</p> <p>I can use similes and metaphors</p> <p>I can elaborate description using expanded noun and adverbial phrases</p>	<p>I can use more sophisticated conjunctions; although, nevertheless, contrary to, despite, consequently, however, besides, even though, furthermore, moreover</p> <p>I can use conjunctions to give order and emphasis; if, then, so as to</p> <p>I can use causal and logical conjunctions in addition to those that signal time; however, therefore</p> <ul style="list-style-type: none"> Although Nevertheless Contrary to Despite Consequently However Besides Even though Furthermore Moreover Additionally Subsequently If Then So as to However Therefore Because As a result 	<p>I can use sophisticated conjunctions as openers; although, nevertheless, contrary to, consequently, despite.</p> <p>I can vary my sentence starts; ing, ed, ly, adverb, based upon mu topic of writing.</p> <p>I can use abstract nouns as openers.</p> <p>I can use action dialogue, description to open as sentence openers.</p>	<p>I can use hyphens to avoid ambiguity.</p>
3				<p>I can use technical and accurate vocabulary</p>	<p>I can use a range of connecting word and phrases appropriate to text-type</p> <p><u>To Give Examples:</u></p>	<p>I understand how to make effective use of sentence length and type to ensure impact.</p>	<p>I can use bullet points and punctuate them accurately.</p>

			<p>effects and clarify meaning</p> <ul style="list-style-type: none">• ensuring the consistent and correct use of tense throughout a piece of writing• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register• proofread for spelling and punctuation errors• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	<p>I can use passive to affect to the presentation of information</p> <p>I can use modal verbs or adverbs to indicate degrees of possibility</p> <p>I can use adverbials of time, place and number to add clarity</p>	<ul style="list-style-type: none">• such as• in the case of• for example• as revealed by• for instance• To Make a Point:• above all• in particular• especially• notably• indeed• significantly <p><u>To Further Explain an Idea:</u></p> <ul style="list-style-type: none">• although• if• unless• except• apart from• yet• as long as• however <p><u>To oppose</u></p> <ul style="list-style-type: none">• whereas• alternatively• instead of• unlike• otherwise• on the other hand• but <p><u>To Show Cause and Effect:</u></p> <ul style="list-style-type: none">• because• so• therefore• consequently• thus• subsequently <p><u>To Compare:</u></p> <ul style="list-style-type: none">• as with• likewise• equally• like• in the same way• similarly <p><u>Time:</u></p> <ul style="list-style-type: none">• Firstly/secondly• then• finally• while		<p>I can use commas in lists and to mark clauses.</p>
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					<ul style="list-style-type: none">• since• afterwards• next• since• meanwhile• eventually <p><u>To Add Extra Information:</u></p> <ul style="list-style-type: none">• also• as well as• moreover• too• furthermore• and• additionally• in addition• furthermore		
4				<p>I can use correct subject verb agreement in consistent use of tense.</p> <p>I can use personification</p>	<p>I can make good use of time conjunctions; next, firstly, meanwhile</p> <ul style="list-style-type: none">• Firstly/secondly• then• finally• while• since• after• afterwards• before• when• next• since• meanwhile• eventually• during• previously	<p>I can experiment with different techniques; breaking conventions to achieve specific effects; one word sentences; stating with and.</p>	<p>I use commas to avoid ambiguity and clarify meaning.</p> <p>I begin to use semi colons and colons.</p>

Year 6 1	Add prefixes for verbs : dis- de- mis- over- re- Convert nouns into verbs using -ate -ise- ify	Write legibly, fluently and with increasing speed by firstly choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choose the writing implement best suited for the task	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages 	<p>I can create atmosphere and integrate dialogue to convey character and advance the action</p> <p>I can select the vocabulary and grammatical structures that reflect the level of formality required</p> <p>I can use a range of cohesive devises including adverbials, within and across sentences and paragraphs</p> <p>I can use passive and modal verbs correctly</p> <p>I can use a wide range of clause structures, sometimes varying their position within a sentence</p> <p>I can use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision</p>	<p>I can use a wider range of conjunctions to clarify relationships between ideas I can demonstrate secure use of conjunctions</p> <ul style="list-style-type: none"> addition temporal order or sequence prepositional exemplifying qualifying purpose comparison contrast summarising emphasising conditional 	<p>I can use various starters; ing, ed, simile, adverbial, noun phrase, abstract noun and metaphor.</p> <p>I can use a variety of sentence lengths and structures to provide clarity and emphasis.</p> <p>I can position clauses to add effect.</p> <p>I can use adverbials of place, time and manner as openers.</p>	<p>I can use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>I can use a colon to introduce a list</p> <p>I can use semi-colons within lists</p> <p>I can punctuate bullet points to list information</p> <p>I can use hyphens to avoid ambiguity</p> <p>I can use inverted commas,</p> <p>I can use commas for clarity and punctuation for parenthesis correctly</p>
2				<p>I can select verb forms for meaning and effect</p> <p>I can manage shifts between levels of formality through selecting vocab precisely and by manipulating grammatical structures</p>	<p>I can use a wide and varied range of conjunctions</p> <ul style="list-style-type: none"> temporal order or sequence prepositional exemplifying qualifying purpose comparison contrast summarising emphasizing conditional 	<p>I break conventions in order to achieve specific effects; starting a series of sentences with and, to convey tedium or relentless.</p> <p>I use openers to grip readers effectively with; action, dialogue, description and time shifts.</p>	<p>I can use a full range of punctuation taught at KS2</p> <p>I can use colons semi colons to mark boundaries between independent clause</p>
3				<p>I can use figurative language including alliteration, idioms, rhyme, rhythm, similes, metaphors and personification.</p> <p>I can use precise words for a piece of text</p>	<p>I can brake conventions in order to achieve specific effects; starting a series of sentences with <i>and</i> to convey tedium or relentlessness</p>	<p>I can use a range of figurative language to enhance narrative.</p> <p>I can further vary openers by using prepositions, verbs and adverbs.</p>	

			<ul style="list-style-type: none">• using a wide range of devices to build cohesion within and across paragraphs• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]• evaluate and edit by:• assessing the effectiveness of their own and others' writing• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• ensuring the consistent and correct use of tense throughout a piece of writing• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register• proofread for spelling and punctuation errors• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	<p>I can use passive voice to create suspense</p> <p>I can use subordinate clauses to add detail and vary their position within sentence</p> <p>I can change tense of verbs and verb phrases for effect.</p> <p>I can use 'show not tell' sentences.</p> <p>I can adverbials on time, place and manner.</p> <p>I can use modal verbs to indicate degrees of possibility.</p>			
4						<p>I can choose a variety of sentence types, for a particular affect. As well as make choices for tenses and verbs.</p>	