

# Year 1

When children start Year 1, they should be able to:

|                                    |  |  |                                |
|------------------------------------|--|--|--------------------------------|
| • Use finger spaces                | • Form lower and upper-case letters correctly                            | • Write captions, labels and simple sentences            | • Read their own writing aloud |
| • Use story language in re-telling | • Show some awareness in their writing of full stops and capital letters | • Confidently spell using phase 4 graphemes and phonemes |                                |

It is important that these skills are embedded for automaticity as early as possible into Year 1 if not already. This should inform intervention teaching alongside the quality first teaching of Y1 objectives.

|     | Skills progression   | Example  | Composition  |
|-----|--|--|--|
| 1   | Orally rehearse sentences before writing   |  | Plan by talking about ideas  |
| 2   | Demarcate most sentences using a full stop   |  |  |
| 3   | Demarcate most sentences using a capital letter  |  | Create simple story maps   |
| 4   | Join words using 'and'   | I like sweets and toys and my sister.                                    |  |
| 5   | Use 'and' to join a simple sentence  | We went to the beach and played in the sea.                              | Use simple narrative features: <ul style="list-style-type: none"> <li>➤ story language (once upon a time, happily ever after)</li> <li>➤ 'power of three' (he walked and he walked and he walked)</li> <li>➤ repetition (Then he waited and walked...and watched and waited...)</li> <li>➤ figurative language (alliteration, simile)</li> </ul> |
| 6   | Use a capital letter for proper nouns  | I went to the shop with my friend Tilly.                                 |  |
| 7   | Write sequences of linked sentences  |  |  |
| 8   | Use the present and past tense mostly accurately   |  |  |
| 9   | Begin to demarcate sentences using question marks  | Does a tiger have stripes?   |  |
| 10  | Sequence sentences to form short texts   | short stories from retelling, simple recounts                            | Write stories with characters based on class reading and role play   |
| 11  | Begin to use some features of standard English   | sentences make sense, no omissions                                       | Write stories based on familiar settings: <ul style="list-style-type: none"> <li>➤ real life</li> <li>➤ traditional stories</li> </ul>   |
| 12  | Begin to demarcate sentences using exclamation marks   | I did not like that at all!  |  |
| 13  | Spell compound words correctly most of the time  |  |  |
| 14  | Spell most of the Y1 common exception words  | (see National Curriculum)  |  |
| 15  | Spell words with the range of Y1 phonemes mostly correctly   | (see National Curriculum)  | Use simple language features of non-fiction: <ul style="list-style-type: none"> <li>➤ first person in recounts</li> <li>➤ accurate nouns and verbs</li> <li>➤ some use of specific vocabulary</li> </ul>   |
| 16  | Add -er, -ed, -ing, -est to words where no change to the root word is needed                                   | smaller, jumped, pushing, quickest                                       |  |
| 17  | Add -es and -s to words to make plurals where no change to the root word is needed                             | bikes, toys, plants / foxes, boxes, bushes                               |  |
| 18  | Spell the days of the week   |  |  |
| 19  | Use the prefix -un   | undo, unkind, unhappy, unloved   | Use simple organisational features in fiction: <ul style="list-style-type: none"> <li>➤ beginning, middle and end</li> </ul>   |
| 20  | Form lower-case letters of the correct size relative to one another, starting and finishing in the right place |  |  |
| 21  | Use some diagonal and horizontal strokes needed to join letters  |  | Use simple organisational features in non-fiction: <ul style="list-style-type: none"> <li>➤ captions</li> <li>➤ instructions in the right order</li> </ul>   |
| 22  | Write capital letters and digits 0-9 of correct size and orientation to one another and to lower-case letters  |  |  |
| GD1 | Use simple noun phrases  | A huge, scary monster.   | Write for simple audiences and purposes based on real-life experiences: <ul style="list-style-type: none"> <li>➤ thank-you letters, instructions, recounts, reports, stories</li> </ul>  |
| GD2 | Use 'because' and 'but' to join clauses  | I went to bed because I was tired.                                       |  |
| GD3 | Write for a purpose to hold the reader's interest  |  |  |
| GD4 | Write effectively for a particular audience  |  |  |
| GD5 | Write in a logical order, linking events and ideas   | Narratives: clear beginning, middle and end. Recounts are chronological. | Develop stamina by providing opportunities for children to write more extended pieces of writing.  |

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|-----|---|--|---|
| GD6 | Consistently use editing and revising strategies to improve the quality and accuracy of their writing                             |  | Re-read their writing to check it makes sense and make simple changes as necessary (eg. spotting omissions) |
| GD7 | Actively seek and use new words in their writing, including precisely chosen nouns, adjectives and technical words as appropriate |  | Proof-read and edit their writing <b>in relation to the Y1 grammar and spelling expectations.</b>           |
| GD8 | Make plausible attempts at spelling new words, using phonic knowledge from Y1 and beyond accurately                               |  |   |

## Year 2

When children start Year 2, they should be able to:

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Spell the Year 1 common exception words</li> </ul>             | <ul style="list-style-type: none"> <li>Add -er, -est, -ing, -ed where there is no change in the spelling of the root word</li> </ul>   | <ul style="list-style-type: none"> <li>Proof read and edit their writing using word banks, displays, guided work and response to marking/feedback</li> </ul> |
| <ul style="list-style-type: none"> <li>Accurately read and write using the Year 1 phonemes</li> </ul> | <ul style="list-style-type: none"> <li>Form lower-case letters, capital letters and digits 0-9 correctly</li> <li>And understand which letters belong to which family</li> </ul> |  |

It is important that these skills are embedded for automaticity as early as possible into Year 2 if not already. This should inform intervention teaching alongside the quality first teaching of Y2 objectives.

|    | Skills progression   | Example  | EXS | GDS | Composition  |
|----|--|--|-----|-----|--|
| 1  | Write for a range of purposes and audiences based on personal experience and high-quality texts                  |  |     |     | Record ideas (eg. through story maps, flow charts..)   |
| 2  | Use full stops and capital letters consistently  |  |     |     | Orally rehearse sentences before writing   |
| 3  | Use sentences with different forms: <i>statements</i>  | I am going to the beach tomorrow.  |     |     | Create simple plots in narratives with an opening, build-up, dilemma and resolution/ending – based on class reading/stories with repetitive structures   |
| 4  | Use noun phrases to describe and specify   | The big metal door.<br>In the middle of the wide, blue sea.                              |     |     |  |
| 5  | Use co-ordination (and/but/or/yet/so)  | It was raining <b>but</b> we still had to go outside.                                    |     |     | Create simple characters in narratives:<br>➤ Heroes and villains<br>➤ 1 or 2 main characters<br>➤ Describe appearance, feelings  |
| 6  | Use sentences with different forms: <i>questions</i>   |  |     |     |  |
| 7  | Use question marks accurately  |  |     |     | Create simple settings in narratives:<br>➤ the woods, under the sea, space, desert island  |
| 8  | Use a variety of simple pronouns ( <b>within TAF bullet 1</b> )  | him, her, his, the man, my   |     |     |  |
| 9  | Use the progressive form of verbs  | I <b>was</b> cooking. They <b>are running</b> .<br>We <b>were playing</b> in the garden. |     |     | Use the main language features of narrative:<br>➤ story language<br>➤ powerful verbs<br>➤ third person<br>➤ tenses<br>➤ power of three (He wore old shoes, torn trousers and a hat with a hole.) |
| 10 | Use sentences with different forms: <i>commands</i>  | Come over here./ Bring me the drink.   |     |     |  |
| 11 | Use subordination (when/if/that/because) to add extra information  | Chica was tired <b>because</b> she'd run hundreds of miles.                              |     |     | Use recurring language:<br>➤ they searched far and wide<br>➤ in a land far, far away<br>➤ Once there was a boy   |
| 12 | Use the present and past tenses correctly and consistently   |  |     |     |  |
| 13 | Use a variety of simple, compound and complex sentences ( <b>within TAF bullet 5</b> )                           | Use co-ordinating and subordinating conjunctions   |     |     | Use the main language features of non-fiction:<br>➤ Imperative verbs for instructions<br>➤ Adverbs such as firstly, next, then<br>➤ Third person for reports                                     |
| 14 | Maintain stamina in longer pieces of writing ( <b>within TAF bullet 1</b> )                                      |  |     |     |  |
| 15 | Use some features of standard written English ( <b>within TAF bullets 1 and 4</b> )                              | story language; persuasive phrases (would you like to..?)                                |     |     |  |
| 16 | Evaluate their writing through discussion and make improvements to clarify the meaning and sense                 | Accurate verb/tense and subject/verb agreement<br>Effective vocabulary choices           |     |     |  |
| 17 | Spell many of the Y2 common exception words and homophones   | See NC list  |     |     |  |
| 18 | Spell many words with the range of Y2 phonemes mostly correctly  |  |     |     |  |
| 19 | Add -er, -ed, -ing, -est to words where a change to the root word is needed                                      | bigger, tried, hopping, heaviest   |     |     |  |
| 20 | Add -ies to words to make plurals where a change to the root word is needed                                      | babies, butterflies, cries   |     |     |  |
| 21 | Form correctly sized and orientated lower-case letters, upper-case letters and digits (with appropriate spacing) |  |     |     |  |
| 22 | Read their writing aloud with intonation to make the meaning clear   |  |     |     |  |
| 23 | Use a dictionary   | Find words by initial letter   |     |     |  |
| 24 | Use sentence with different forms: <i>exclamations</i>   | What an amazing day!   |     |     |  |

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|------|--|--|--|--|---|
| GD1  | Use commas in lists  | The tall, mean, scary giant.                           |  |  | <p>Use the main organisational features in fiction and non-fiction:</p> <ul style="list-style-type: none"> <li>➤ Clear beginning, middle and end</li> <li>➤ Headings for posters</li> <li>➤ Numbered instructions</li> <li>➤ Information in sections</li> </ul> <p>Dialogue may be used in narrative writing with inverted commas beginning to be used accurately</p> |
| GD2  | Use exclamation marks as an indication to the reader   | The giant was huge! I couldn't believe my eyes!        |  |  |   |
| GD3  | Use apostrophes for contractions   | can't, won't, shouldn't, don't                         |  |  |   |
| GD4  | Use apostrophes for singular possession  | The girl's dress; the cat's whiskers                   |  |  |   |
| GD5  | Punctuation taught so far is used to ensure meaning is clear.  |  |  |  |   |
| GD6  | Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations  |  |  |  |   |
| GD7  | Spell most of the Y2 common exception words and homophones   |  |  |  |   |
| GD8  | Spell most words with the range of Y2 phonemes mostly correctly  |  |  |  |   |
| GD9  | Spelling is mostly accurate with plausible errors in more ambitious word choices   |  |  |  |   |
| GD10 | Use diagonal and horizontal strokes to join some letters   |  |  |  |   |
| GD11 | Spell words with the suffixes -ment, -ness, -less, -ly, -ful   | excitement, happiness, hopeless, finally, hopeful      |  |  |   |
| GD12 | Word choices are more precise with specific nouns and well-chosen adjectives (which are often drawn from their reading)                  | The island had white shell beaches and pale-gold sand. |  |  |   |
| GD13 | A range of sentence starters are used which may also be drawn from their reading. This may include some adverbials which move events on. |  |  |  |   |
| GD14 | Discuss the effectiveness of their writing and may make changes without prompting  |  |  |  |   |

## Year 3

When children start Year 3, they should be able to:

|   |   |   |   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Spell the Year 2 common exception words</li> </ul>             | <ul style="list-style-type: none"> <li>• Write accurately punctuated, coherent sentences</li> </ul>                 | <ul style="list-style-type: none"> <li>• Use expanded noun phrases</li> </ul>               | <ul style="list-style-type: none"> <li>• Proof-read and edit their writing</li> </ul> |
| <ul style="list-style-type: none"> <li>• Accurately read and write using the Y2 phonemes</li> </ul>     | <ul style="list-style-type: none"> <li>• Use expected punctuation from Year 2</li> </ul>                            | <ul style="list-style-type: none"> <li>• Use past and present tense consistently</li> </ul> |   |
| <ul style="list-style-type: none"> <li>• Add -er, -ed, -ing, -est applying Y2 spelling rules</li> </ul> | <ul style="list-style-type: none"> <li>• Form letters of the correct size and use joining as appropriate</li> </ul> | <ul style="list-style-type: none"> <li>• Use simple and progressive verb forms</li> </ul>   |   |

It is important that these skills are embedded for automaticity as early as possible into Year 3 if not already. This should inform intervention teaching alongside the quality first teaching of Y3 objectives.

|     | Skills progression  | Example   | Composition  |
|-----|---|---|--|
| 1   | Write for a range of purposes and audiences based on personal experience and high-quality texts   | narratives, newspaper and chronological reports, letters, recounts, persuasive leaflets, instructions, poetry | Compose and rehearse sentences orally – including dialogue – before writing  |
| 2   | Use <b>a</b> or <b>an</b> correctly   |   |  |
| 3   | Use a range of adverbs, conjunctions and prepositions: <b>time</b>  | later, next, soon, after, before  | Record and note ideas through making notes, story maps, flow charts, 'boxing up' frames  |
| 4   | Use a range of adverbs, conjunctions and prepositions: <b>place</b>   | above, under, across, below, next to, between   |  |
| 5   | Use a range of adverbs, conjunctions and prepositions: <b>cause</b>   | because, so, which, as  |  |
| 6   | Create plots in narratives with a clear opening, build up, dilemma, resolution, ending  |   | Consistently use the language features of narrative: <ul style="list-style-type: none"> <li>➤ use of speech</li> </ul>   |
| 7   | Create settings that are appropriate for the type of story/effect   | Stories set in space, the rainforest, new world, Victorian era; Create mystery, humour, suspense, magic       | <ul style="list-style-type: none"> <li>➤ power of three (She leapt over the gate, through the long grass and into the barn.)</li> </ul>  |
| 8   | Describe characters in narratives   | through dialogue, 'show not tell'   |  |
| 9   | Use the present perfect form of verbs   | He <b>had done</b> his homework. They <b>have been</b> to the beach.  | Consistently use the language features of non-fiction: <ul style="list-style-type: none"> <li>➤ technical language</li> <li>➤ precise nouns and pronouns (<b>oak tree</b> instead of tree, <b>crow</b> instead of bird)</li> </ul> |
| 10  | Use a range of coordinating and subordinating connectives accurately to form a variety of compound and complex sentences  | but, so, while, as, because, although, yet  |  |
| 11  | Use paragraphs to group related ideas   |   |  |
| 12  | Use commas in lists, apostrophes for contraction and singular possession  |   | Use a range of organisational features in fiction and non-fiction:   |
| 13  | Demarcate direct speech with inverted commas (speech marks)   |   | <ul style="list-style-type: none"> <li>➤ headings and sub-headings</li> <li>➤ columns</li> <li>➤ logical sequencing</li> <li>➤ captions</li> </ul>   |
| 14  | Consistently use features of standard English and explore when non-standard English could be used   | correct verb choices: we were, he was, I did<br>dialect, colloquial speech, slang                             |  |
| 15  | Use nouns and pronouns to aid cohesion within sentences   | Jenny sat...she was tired of running...the girl was fit to sleep  |  |
| 16  | Use a dictionary  | By 1 <sup>st</sup> and 2 <sup>nd</sup> letter   |  |
| 17  | Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations |   | Use figurative language: <ul style="list-style-type: none"> <li>➤ similes (He was as calm as a cloud floating in the sky.)</li> <li>➤ alliteration (The sparkling sea danced in the scorching sunshine.)</li> </ul>                |
| 18  | Proof-read and edit their writing   |   |  |
| 19  | Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear  |   |  |
| 20  | Spell many words from the Y3 word list and use these accurately in their writing  | see National Curriculum   |  |
| 21  | Meet Year 3 expectations from the chosen spelling scheme  |   |  |
| GD1 | Begin to demarcate speech with all necessary punctuation  | commas after the reporting clause; ! and ? where needed   |  |
| GD2 | Writing is punctuated accurately to ensure meaning is clear   |   |  |

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|------|--|--|--|
| GD3  | Understand the concept of a main and subordinate clause  | main: She watched her father's boat<br>subordinate: With the spyglass at her eye | Write narratives that are very well-structured and that have a clear ending which directly relates to the beginning<br><br>The impact of what they read is reflected in their writing. |
| GD4  | Begin to use commas to separate main and subordinate clauses   | With the spyglass at her eye, she watched her father's boat.                     |  |
| GD5  | Write in clear paragraphs and clearly show when they are writing about different events or information |  |  |
| GD6  | Write with increasing awareness of their reader, actively attempting to engage them                    | with humour, drawing on emotions, direct address to reader                       |  |
| GD7  | Writing is carefully planned and annotated with precise word choices (from across the curriculum)      |  |  |
| GD8  | Effectively use verbs and adverbs to add detail to events, settings and characters                     | Powerful and well-chosen verbs and adverbs, shades of meaning                    |  |
| GD9  | Confidently use a variety of sentence structures   | mixture of simple, compound and complex sentences; used for effect               |  |
| GD10 | Sentence starters show greater variety; including the use of adverbials of time and place              |  |  |
| GD11 | Writing is edited; changes are made to create greater impact on the reader and proof-read for accuracy |  |  |
| GD12 | Consistently apply Y3 spelling expectations across their writing                                       |  |  |

Year 4

When children start Year 4, they should be able to:

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| • Spell the Y3 words from the word list          | • Use all Y3 punctuation consistently and accurately | • Use simple, progressive and perfect forms of verbs                      |
| • Meet expectations of the Y3 spelling programme | • Use direct speech (with inverted commas correct)   | • Use a range of adverbs for time, place and cause                        |
|  | • Use simple paragraphs                              | • Consistently use a range of coordinating and subordinating conjunctions |

It is important that these skills are embedded for automaticity as early as possible into Year 4 if not already. This should inform intervention teaching alongside the quality first teaching of Y4 objectives.

|    | Skills progression  | Example  | Composition   |
|----|---|--|---|
| 1  | Write for a range of purposes and audiences based on personal experience and high-quality texts   | narratives, newspaper and chronological reports, diaries, letters, recounts, advertising, persuasive leaflets, poetry  | Compose and rehearse more complex sentences orally before writing, including those with dialogue  |
| 2  | Use possessive pronouns   | hers, theirs, ours, mine, his  |   |
| 3  | Use noun phrases expanded with modifying <i>adjectives</i>  | A terrifying dragon with razor-sharp teeth.  |   |
| 4  | Use noun phrases expanded with modifying <i>nouns</i>   |  | Record and note ideas through making notes, story maps, flow charts, 'boxing up' frames   |
| 5  | Use noun phrases expanded with <i>prepositional phrases</i>   | The shelter in the middle of the rainforest.   |   |
| 6  | Use fronted adverbials for <i>time</i> , <i>manner</i> and <i>place</i>   | <b>time:</b> Later that evening, the sun set slowly over the hills.<br><b>manner:</b> With fear in their eyes, they attacked the dragon.<br><b>place:</b> On top of the hill, they watched the sunset. | Expand their use of narrative language features:<br>➤ Figurative language<br>- similes<br>- alliteration<br>- hyperbole<br>➤ 'Power of three' linked to sentence work:<br>- The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.<br>➤ Descriptive language drawn from their own reading |
| 7  | Use commas after fronted adverbials   |  |   |
| 8  | Describe plots in narratives, linking the end to the opening  |  |   |
| 9  | Develop settings linked to the genre and intended effect  | describe impact of setting on characters   |   |
| 10 | Develop characters in narratives  | 'show not tell', describing characters through their actions, use of dialogue (dialect)  |   |
| 11 | Use paragraphs to organise ideas around a theme across the text   |  |   |
| 12 | Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs   |  |   |
| 13 | Use inverted commas and other punctuation accurately to mark speech   | use of supporting commas, ! and ?  |   |
| 14 | Identify main and subordinate clauses   |  |   |
| 15 | Write complex sentences with the subordinate clause at the start and at the end of the sentence   | <b>Despite the fact it was raining</b> , we went in the sea.<br>We went into the sea, <b>despite the fact it was raining</b> .   |   |
| 16 | Control the use of standard and non-standard English  | correct subject/verb agreement (we were, I did, he went)<br>formal language where needed<br>use of contractions/abbreviations (Back from holiday. Lots to tell you!)                                   | Expand their use of non-fiction language features:<br>➤ Technical vocabulary linked to topic<br>➤ Precise nouns and pronouns ( <b>fernlike plants</b> instead of plants, <b>macaw</b> instead of bird)<br>➤ Interesting and relevant descriptive language   |
| 17 | Understand the difference between plural and possessive -s<br>Use apostrophes for plural possession   | Its (possession) it's (contraction 'it is')<br>It was the boy's ball (1 boy), It was the boys' ball (2 or more)  |   |
| 18 | Use a dictionary  | by 2 <sup>nd</sup> letter  |   |
| 19 | Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations |  |   |
| 20 | Proof-read and edit their writing   |  |   |

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|------|--|-------------------------|--|
| 21   | Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear |                         | <p>Writing usually has a clear voice which is sustained through both shorter and more extended texts</p> <p>Clear links with reading are made, with writers using models from their reading to construct sentences and paragraphs. The editing process draws explicitly on this.</p> |
| 22   | Spell many words from the Year 4 word list and use these accurately in their writing                                       | see National Curriculum |  |
| 23   | Meet Y4 expectations from the chosen spelling scheme   |                         |  |
| 24   | Use legible, joined writing consistently   |                         |  |
| GD1  | Commas are used securely to separate main and subordinate clauses  |                         |  |
| GD2  | Paragraphing is clear and ideas are developing and linked to guide the reader through the text                             |                         |  |
| GD3  | Writing demonstrates an understanding of the use of formal and informal language, dependent on the purpose and audience    |                         |  |
| GD4  | Use a range of tenses and verb forms confidently and effectively   |                         |  |
| GD5  | Different sentence types and varied word order are used to create specific effects   |                         |  |
| GD6  | Choose vocabulary and structure for a purpose and to engage and impact on their identified reader                          |                         |  |
| GD7  | Word choices are well considered and are used to build a description, an even, tension or emotion                          |                         |  |
| GD8  | Technical vocabulary is used purposefully in non-narrative writing   |                         |  |
| GD9  | Consistently use editing and revising strategies to improve the quality and accuracy of their writing                      |                         |  |
| GD10 | Consistently apply Y4 spelling expectations across their writing   |                         |  |



When children start Year 5, they should be able to:

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|--|---|---|
| • Spell the Year 3/4 words from the word list    | • Identify main and subordinate clauses | • Use all Year 4 punctuation consistently and accurately, including <b>all</b> speech punctuation |
| • Meet expectations of the Y4 spelling programme | • Use fronted adverbials, with commas   | • Organise paragraphs around a theme  |

It is important that these skills are embedded for automaticity as early as possible into Year 5 if not already. This should inform intervention teaching alongside the quality first teaching of Y5 objectives.

|    | Skills progression   | Example  | Composition  |
|----|--|--|--|
| 1  | Write for a range of purposes and audiences based on personal experience and high-quality texts  | narratives, newspaper and chronological reports, diaries, letters, recounts, advertising, persuasive leaflets, discussion, explanation, instructions, poetry   | Compose and rehearse more complex sentences before writing, including dialogue           |
| 2  | Write sentences with the subordinate clause at the start and the end of the sentence   | <b>Listening to the sounds of her sleeping family</b> , she lay still as her heartbeat slowed.<br>She lay still as her heartbeat slowed, <b>listening to the sounds of her sleeping family</b> .   | Explore and use their own techniques to note ideas, drawing on research where necessary  |
| 3  | Use commas to separate main and subordinate clauses  |  | Control plots:   |
| 4  | Indicate degrees of possibility using modal <b>verbs</b>   | could, would, should, might, may, will   | ➤ Use of foreshadowing   |
| 5  | Indicate degrees of possibility using modal <b>adverbs</b>   | possibly, certainly, maybe, perhaps, surely  | ➤ Dialogue to move the action on   |
| 6  | Use embedded clauses   | Tom knew, <b>as he stared into the darkness</b> , that his fate was sealed.  | Extend and refine their use of narrative language features:                              |
| 7  | Use brackets and dashes to mark parenthesis  | Tom knew (he wasn't sure how but he did) that his fate was sealed.<br>Tom knew – without a shadow of a doubt – that his fate was sealed.   | ➤ Reported speech instead of direct  |
| 8  | Use dashes for afterthoughts   | Tom knew it was all over this time – without a doubt.  | ➤ Repetition for effect  |
| 9  | Use a range of cohesive devices <b>within</b> paragraphs   | repetition for effect, tense, pronoun chains, connectives  | ➤ 'Power of three' linked to grammar expectations:                                       |
| 10 | Use a range of devices <b>between</b> paragraphs   | fronted adverbials, repetition for effect, tense   | - The wind whistled through the trees, tickling the autumn leaves, as the night drew in. |
| 11 | Use relative pronouns  | who, which, were, when, that, whose  | Use a range of figurative language:  |
| 12 | Use defining and non-defining relative clauses –<br><b>Defining:</b> provide essential information, no commas needed<br><b>Non-defining:</b> provide additional information, need commas | The wise man who showed Peter the way warned him to be careful. ( <b>defining:</b> several wise men, defines which one warned Peter)<br>The wise man, who showed Peter the way, warned him to be careful. ( <b>non-defining:</b> only one wise man, <u>who showed Peter the way</u> is extra info) | ➤ similes (...as angry as an erupting volcano)   |
| 13 | Use commas to mark non-defining relative clauses   |  | ➤ metaphor (He was an erupting volcano.)   |
| 14 | Develop settings and atmosphere in detail  | links between the place, weather, time, character's reactions  | ➤ personification (Gnarled fingers stretched out from the tree's body..)                 |
| 15 | Develop characterisation by drawing on their reading   | description, actions, thoughts, motives, back story, others' reactions to them   | ➤ allusion (It was a Pandora's box of horrors..)   |
| 16 | Write with appropriate levels of formality for audience and purpose  |  | ➤ idioms (Tom had been feeling under the weather for weeks.)                             |
| 17 | Use a dictionary and thesaurus effectively   | By 3 <sup>rd</sup> /4 <sup>th</sup> letter, appropriate word choices   | Extend and refine their use of non-fiction language features:                            |
| 18 | Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y5 grammar and spelling expectations                      |  | ➤ technical vocabulary linked to the topic   |
| 19 | Proof-read and edit their writing  |  | ➤ precise description  |

|      |  |                         |   |
|------|--|-------------------------|---|
| 20   | Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear |                         | <p>Effective use of organisational features in fiction and non-fiction:</p> <ul style="list-style-type: none"> <li>➤ balancing action, description and dialogue</li> <li>➤ balancing fact and opinion</li> <li>➤ bullet points</li> <li>➤ tables, charts, diagrams</li> </ul> <p>Use a range of verb forms:</p> <ul style="list-style-type: none"> <li>➤ progressive</li> <li>➤ perfect</li> <li>➤ modal</li> </ul> <p>Provide a range of opportunities to write for varying levels of formality:</p> <ul style="list-style-type: none"> <li>➤ a formal persuasive letter to a company</li> <li>➤ an informal letter/email to a friend</li> <li>➤ a friendly-formal information text</li> <li>➤ formal and informal sets of instructions</li> <li>➤ a formal police/eye-witness report</li> </ul> <p>Attempts made to show an alternative point of view or to engage reader with an unexpected approach in their writing</p> <p>Paragraphs:</p> <ul style="list-style-type: none"> <li>➤ are clearly constructed, guiding reader through text</li> <li>➤ clearly signal changes in time, place and/or events</li> </ul> |
| 21   | Spell many words from the Year 5 word list and use these accurately in their own writing                                       | See National Curriculum |   |
| 22   | Meet the Y5 expectations from the chosen spelling scheme   |                         |   |
| 23   | Use legible, joined writing consistently   |                         |   |
| GD1  | Begin to use semi-colons to separate main clauses  |                         |   |
| GD2  | Adapt sentence structure by re-ordering or embedding clauses and use different sentence lengths to create effects              |                         |   |
| GD3  | Expanded noun phrases and sentence starters with effective word choices add detail   |                         |   |
| GD4  | Manipulate formality in different types of writing   |                         |   |
| GD5  | Begin to experiment using the passive voice  |                         |   |
| GD6  | Writing is clearly structured and organised according to the text type   |                         |   |
| GD7  | Commas are used accurately to mark grammatical boundaries and proofreading checks that they help to clarify meaning            |                         |   |
| GD8  | Editing process can involve taking out or simplifying rather than just adding or amending                                      |                         |   |
| GD9  | Consistently use vocabulary from across the curriculum in their writing  |                         |   |
| GD10 | Consistently apply Y5 spelling expectations across their writing   |                         |   |

Year 6

When children start Year 6, they should be able to:

|  |                                     |  |   |
|--|-------------------------------------|--|---|
| • Spell the Year 5 words from the word list      | • Use relative and embedded clauses | • Use modal verbs and adverbs to express possibility     | • Maintain cohesion within and between paragraphs |
| • Meet expectations of the Y5 spelling programme | • Use commas to punctuate clauses   | • Use all Year 5 punctuation consistently and accurately |   |

It is important that these skills are embedded for automaticity as early as possible into Year 6 if not already. This should inform intervention teaching alongside the quality first teaching of Y6 objectives.

|    | Skills progression  | Example  | EXS | GDS | Composition   |
|----|---|--|-----|-----|---|
| 1  | Write for a range of purposes and audiences, selecting language that shows good awareness of reader   | Narratives, newspaper and chronological reports, diaries, letters, recounts, persuasive leaflets, advertising, discussion, instructions, explanation, poetry |     |     | Make choices about the most efficient way to note ideas, drawing on research from a range of sources where necessary  |
| 2  | Use expanded noun phrases across their writing to convey complicated information precisely  | <u>Numerous fish</u> can be found in the world's oceans. The creature had a <u>pointed spike on the end of it's poisonous-looking tail</u> .                 |     |     |   |
| 3  | Use verb tenses consistently and accurately   |  |     |     | Control and <b>maintain</b> plots:<br>➤ use of foreshadowing<br>➤ dialogue to move the action on<br>➤ stories told from more than one viewpoint   |
| 4  | Use formal and informal question tags   | You would not want the forests to die, would you? I'm right – aren't I?  |     |     |   |
| 5  | Use passive voice to create empathy or suspense ( <b>within TAF bullets 1 and 4</b> )   | Sarah had been trapped...  |     |     |   |
| 6  | Use passive voice to create a formal tone ( <b>within TAF bullets 1 and 4</b> )   | The operation is being conducted by the surgeon..  |     |     |   |
| 7  | Use semi-colons to mark independent clauses   | There were six villages, dotted irregularly around the coast; Carment was the one furthest north.  |     |     | Use different ways of opening and closing narratives  |
| 8  | Use dialogue to convey character and advance the action   |  |     |     |   |
| 9  | Develop settings, characters and atmosphere in detail   |  |     |     | Develop characters in detail:<br>➤ relationships between characters<br>➤ how others react to them<br>➤ use of grammatical features such as passive voice  |
| 10 | Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause ( <b>within TAF bullets 1, 4 and 5</b> )             |  |     |     |   |
| 11 | Manipulate and control the use of narrative language features ( <b>within TAF bullets 1, 2, 3 and 4</b> )   | language to control time and pace, repetition for effect, power of three, passive voice, dialect   |     |     |   |
| 12 | Use the range of punctuation taught at KS2 mostly correctly   |  |     |     | Extend and refine their use of narrative language features:<br>➤ reported speech instead of direct<br>➤ repetition for effect<br>➤ power of three linked to grammar expectations (The storm howled through the harbour, sails flapping and metal clanging, as the night drew in.) |
| 13 | Use a range of figurative language ( <b>within TAF bullets 1 and 4</b> )  | similies, metaphor, allusion, personification, idioms  |     |     |   |
| 14 | Manipulate and control the use of non-fiction language features ( <b>within TAF bullets 1 and 4</b> )   | technical vocabulary, rhetorical questions, passive voice  |     |     |   |
| 15 | Manipulate and control the use of organisational features ( <b>within TAF bullets 1, 4 and 5</b> )  |  |     |     |   |
| 16 | Use a range of devices to build cohesion within and between paragraphs  | Repetition, adverbials, ellipsis, referencing, noun/pronoun chains   |     |     |   |
| 17 | Use a dictionary and thesaurus effectively  | By 3 <sup>rd</sup> /4 <sup>th</sup> letter, appropriate word choices   |     |     | Extend and refine their use of non-fiction language features:<br>➤ technical vocabulary linked to topic<br>➤ precise description  |
| 18 | Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations |  |     |     |   |
| 19 | Proof-read and edit their writing   |  |     |     |   |

|            |   |  |  |  |  |
|------------|---|--|--|--|--|
| 20         | Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear  |  |  |  | Use a range of verb forms for effect:<br>➤ progressive<br>➤ perfect<br>➤ modal |
| 21         | Spell most words from the Y5/6 word list and use these accurately in their writing  | see National Curriculum  |  |  |  |
| 22         | Meet the Y6 spelling expectations in the National Curriculum  | see National Curriculum  |  |  |  |
| 23         | Use legible, joined writing consistently when writing at speed  |  |  |  |  |
| 24         | Use colons to mark independent clauses  | The nightmare never changed: Daniel was trapped in a sinking fishing boat.                     |  |  |  |
| <b>GD1</b> | <b>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</b> |  |  |  |  |
| GD1(a)     | All samples have a clear purpose and audience with the reader successfully engaged  |  |  |  |  |
| GD1(b)     | All samples also show the individual 'voice' and style of the pupil as a writer   |  |  |  |  |
| GD1(c)     | Shorter pieces are well-crafted for impact and longer pieces are sustained and consistent   |  |  |  |  |
| GD1(d)     | Writing is carefully structured and organised according to its context  |  |  |  |  |
| GD1(e)     | Paragraphs successfully guide the reader through the text and are shaped and developed to ensure cohesion   |  |  |  |  |
| GD1(f)     | Endings are clear and linked to openings dependent on the text type   |  |  |  |  |
| <b>GD2</b> | <b>Distinguish between the language of speech and writing and choose the appropriate register</b>   |  |  |  |  |
| GD2(a)     | Word choices are precise and selected for the purpose and audience (formal and informal language)   |  |  |  |  |
| <b>GD3</b> | <b>Demonstrate an assured and conscious control over levels of formality</b>  |  |  |  |  |
| GD3(a)     | Establish a convincing individual viewpoint and sustain it throughout the piece   |  |  |  |  |
| GD3(b)     | The use of sentences is controlled and a range of structures are used to create specific effects  |  |  |  |  |
| GD3(c)     | Literary devices are well-chosen and used appropriately to create intended effects  |  |  |  |  |
| <b>GD4</b> | <b>Use the range of punctuation taught at KS2 correctly</b>   | semi-colons, dashes, colons, hyphens, ellipsis   |  |  |  |
| <b>GD4</b> | <b>Use punctuation to avoid ambiguity or enhance meaning</b>  | defining and non-defining relative clauses clearly marked; punctuation for emphasis and effect |  |  |  |
| GD5        | Consistently apply Y6 spelling expectations across their writing  |  |  |  |  |
| GD6        | Writing is fluent, joined and legible with a developed personal style   |  |  |  |  |

