

Year 1	COMPOSITION		TRANSCRIPTION	
	V.G.P	Writing Process	Spelling	Handwriting
Emerging	<ul style="list-style-type: none"> <li>composes phrases and <u>sentences orally</u></li> <li>speaks in sentences</li> <li>shows an awareness of how <u>full stops</u> are used in writing or reading</li> <li>organises writing correctly (top to bottom, left to right)</li> <li>writing may need some mediation</li> </ul>	<ul style="list-style-type: none"> <li>sequences short narratives orally and pictorially based on real and fictional experiences</li> <li><b>says out loud what is going to be written about</b></li> </ul>	<ul style="list-style-type: none"> <li>vc <u>words</u></li> <li>cvc words (short and long vowels)</li> <li>words with adjacent consonants</li> <li>some CEW / HFW</li> <li><b>words ending <i>ff ll ss zz ck</i></b></li> <li><b>words with the /ng/ sound (<i>n</i> before <i>k</i>)</b></li> <li><b>names the <u>letters</u> of the alphabet in order</b></li> </ul>	<ul style="list-style-type: none"> <li><b>sits correctly at the table and holds a pencil comfortably and correctly</b></li> <li>distinguishes between lower case letters and capital letters</li> </ul>
Developing	<ul style="list-style-type: none"> <li>composes phrases and <b>sentences orally</b> and attempts to replicate them in writing (little mediation needed)</li> <li><b>uses <u>capital letters</u> and full stops at times</b></li> <li>begins to use capital letters for names</li> <li>recognises basic <u>punctuation</u>, <u>question marks</u> and <u>exclamation marks</u> in print</li> <li>understands that <i>and</i> can join words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>begins to write short narratives based on real and fictional experiences</li> <li>includes a simple beginning, middle and end in writing</li> <li><b>discusses what they have written with the teacher or other pupils</b></li> </ul>	<ul style="list-style-type: none"> <li>words with consonant digraphs and some vowel digraphs/trigraphs</li> <li>alternative vowel phonemes (/ay//ai//a_e/)</li> <li><b>new consonant spellings <i>ph</i> and <i>wh</i></b></li> <li>words ending in <i>-y</i></li> <li>majority of CEW / HFW</li> <li><b>begins to spell the <u>singular</u> plural of words</b></li> <li>divides words into syllables</li> </ul>	<ul style="list-style-type: none"> <li><b>uses knowledge of handwriting 'families' to begin to form letters correctly</b></li> <li>spaces evident between words</li> </ul>
Secure	<ul style="list-style-type: none"> <li>writes a sentence that makes sense using capital letters and full stops</li> <li><b>uses <i>and</i> to join words and clauses</b></li> <li><b>sequences sentences to form short narratives</b></li> <li><b>uses capital letters for names of people, places, days of the week and the personal pronoun <i>I</i></b></li> <li><b>begins to use question marks and exclamation marks in writing</b></li> <li>uses some descriptive language</li> </ul>	<ul style="list-style-type: none"> <li>writes short narratives based on real and fictional experiences</li> <li>uses a simple plan (e.g. storyboard, flowchart)</li> <li><b>re-reads what has been written to check it makes sense</b></li> <li>makes simple changes to writing where suggested</li> <li><b>reads aloud own writing clearly enough to be heard by peers and the teacher</b></li> </ul>	<ul style="list-style-type: none"> <li><b>compound words</b></li> <li><b>days of the week</b></li> <li>numbers to 20</li> <li><b>words ending in <i>tch</i></b></li> <li><b><u>plurals</u> of nouns and verbs adding <i>-s</i> and <i>-es</i> to words</b></li> <li><b>verbs where no change is needed to the root word</b></li> <li><b>adding endings <i>-ing -ed -er</i></b></li> <li><b>adjectives where no change is needed to the root word</b></li> <li><b>adding <i>-er</i> and <i>-est</i></b></li> <li><b>words with the addition of the prefix <i>un-</i></b></li> <li><b>Y1 CEW / HFW</b></li> <li>phonetically plausible attempts of new words</li> </ul>	<ul style="list-style-type: none"> <li><b>begins to form lower case letters in the correct direction starting and finishing in the right place</b></li> <li><b>forms capital letters correctly</b></li> </ul>

**Working at greater depth within Year 1**  
***Exhibits skills with confidence and independence***

Year 2	COMPOSITION		TRANSCRIPTION	
	V.G.P	Writing Process	Spelling	Handwriting
Emerging	<ul style="list-style-type: none"> <li>uses coordinating conjunctions (joining words) <i>and, or, but, so</i></li> <li>uses question marks and exclamation marks in writing</li> <li>uses simple <u>adjectives</u> for description</li> <li>understands and uses the terms <u>noun</u>, <u>verb</u> and adjective</li> </ul>	<ul style="list-style-type: none"> <li>uses basic layout conventions in different forms of writing</li> <li><b>plans out loud what is going to be written</b></li> <li>creates simple plans to support writing</li> <li>makes simple changes to writing where appropriate</li> <li><b>proof-reads own writing to check for basic errors</b></li> </ul>	<ul style="list-style-type: none"> <li>words with the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning of words</li> <li>words with the /r/ sound spelt <i>wr</i> at the beginning of words</li> <li>words with the /j/ sound spelt as <i>ge</i> and <i>dge</i> and <i>g</i></li> <li>words with the /s/ sound spelt <i>c</i> before <i>e i y</i></li> <li>adding <i>-ing, -ed, -er, -est, -y</i> to words ending in <i>e</i> with a consonant before it</li> <li>begins to select correct GPCs in spelling</li> </ul>	<ul style="list-style-type: none"> <li>forms lower case letters of the correct size relative to one another</li> </ul>
Developing	<ul style="list-style-type: none"> <li>begins to use subordinating conjunctions (joining words) <i>when, if, because, as</i></li> <li>begins to use <u>past</u> and <u>present tense</u> correctly</li> <li>uses <b>commas</b> in lists</li> <li>uses <b>apostrophe</b> for contraction</li> <li>understands and uses the term <u>adverb</u></li> <li>begins to use adverbs in writing</li> </ul>	<ul style="list-style-type: none"> <li><b>develops stamina</b> to write at increasing length</li> <li><b>writes down key ideas and words (inc. some new vocabulary drawn from listening to, and talking about, whole books to develop plans)</b></li> <li>considers word choice, grammar and punctuation</li> <li><b>re-reads own writing to check for sense, basic errors and meaning</b></li> <li><b>reads aloud writing with appropriate intonation to make meaning clear</b></li> </ul>	<ul style="list-style-type: none"> <li>words with contractions</li> <li>words ending in <i>-le, -el, -al</i> and <i>-il</i></li> <li>adding <i>-ies</i> to nouns and verbs ending in <i>y</i></li> <li>adding <i>-ed, -ing, -er, -est</i> to a root word ending in <i>y</i> with a consonant before it</li> <li>selects correct GPCs in spelling</li> <li>words with the <u>suffix</u> <i>-ly</i></li> <li>uses <i>-ly</i> to turn adjectives into adverbs</li> </ul>	<ul style="list-style-type: none"> <li>handwriting is legible with almost all lower case letters and capital letters accurately and consistently formed and of the correct size and orientation</li> </ul>
Secure	<ul style="list-style-type: none"> <li>recognises and writes (grammatically correct) different types of sentences: <u>statements</u>, <u>questions</u>, <u>commands</u> and <u>exclamations</u></li> <li>understands and uses coordinating and subordinating conjunctions to construct and extend sentences</li> <li>uses the past and present tense correctly throughout writing inc. the progressive form</li> <li>uses capital letters for proper nouns accurately</li> <li>uses a range of punctuation almost always correctly – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession</li> <li>uses expanded <u>noun phrases</u>, adjectives and adverbs for description and specification</li> </ul>	<ul style="list-style-type: none"> <li>writes narratives about personal experiences and those of others (real and fictional)</li> <li>writes for different purposes (including poetry)</li> <li>uses plans to support writing</li> <li>links ideas and events using strategies to create ‘flow’</li> <li>evaluates the effective use of word choice, grammar and punctuation</li> <li>makes appropriate additions, revisions and corrections</li> <li><b>proof reads to check for errors in spelling, grammar and punctuation</b></li> <li><b>re-reads writing to check for correct and consistent tense</b></li> <li><b>evaluates writing with teachers and peers</b></li> </ul>	<ul style="list-style-type: none"> <li>uses phonic knowledge to spell simple monosyllabic and polysyllabic words</li> <li>Y2 CEW / HFW</li> <li>spells frequently used homophones / near homophones</li> <li>words using the possessive apostrophe (singular nouns)</li> <li>adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single letter after a short vowel</li> <li>words with the suffixes <i>-ment, -ness, -ful</i> and <i>-less</i></li> <li>words ending in <i>-tion</i></li> <li>recognises own spelling errors and makes some attempt to correct these</li> <li><u>compound nouns</u></li> </ul>	<ul style="list-style-type: none"> <li>words are almost always appropriately and consistently spaced in relation to the size of the letters</li> <li>some diagonal and horizontal strokes are used to join letters</li> </ul>

**Working at greater depth within Year 2**  
*Exhibits skills with confidence and independence*

Year 3	COMPOSITION		TRANSCRIPTION	
	V.G.P	Writing Process	Spelling	Handwriting
Emerging	<ul style="list-style-type: none"> <li>uses a wide range of <u>conjunctions</u> to join sentences and develop ideas</li> <li>varies sentence openers</li> <li><b>uses pronouns to avoid repetition</b></li> <li>uses a range of punctuation with increasing accuracy – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and <b>apostrophe for singular possession</b></li> <li><b>uses <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel</b></li> <li>begins to select words for effect</li> </ul>	<ul style="list-style-type: none"> <li><b>begins to use paragraphs to group related material</b></li> <li>uses a range of planning strategies and tools</li> <li>becomes more aware of the audience and purpose of different types of writing</li> <li><b>discusses and records ideas</b></li> </ul>	<ul style="list-style-type: none"> <li>words with the /ai/ sound spelt <i>ei</i>, <i>ei</i>gh or <i>ey</i></li> <li>words containing the /u/ sound spelt <i>ou</i></li> <li>adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single <u>consonant</u> preceded by a short <u>vowel</u> double the consonant before adding <i>ing</i>)</li> </ul>	
Developing	<ul style="list-style-type: none"> <li><b>begins to use apostrophe for plural possession</b></li> <li><b>begins to use <u>inverted commas</u> to punctuate direct speech</b></li> <li><b>understands main clauses</b></li> <li>selects words for effect to support purpose and engage readers' interests</li> </ul>	<ul style="list-style-type: none"> <li><b>uses headings and sub-headings to aid presentation</b></li> <li>writes for a range of real purposes and audiences as part of their work across the curriculum</li> <li><b>reads aloud own writing using appropriate intonation</b></li> </ul>	<ul style="list-style-type: none"> <li>the /i/ sound spelt <i>y</i> elsewhere than at the of words</li> <li>possessive apostrophe with regular plural words</li> <li>words using <u>prefixes</u>; <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>im-</i>, <i>il-</i>, <i>ir-</i>, <i>re-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i></li> <li>formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></li> </ul>	
Secure	<ul style="list-style-type: none"> <li>expresses time, place and cause using;               <ul style="list-style-type: none"> <li>- <u>conjunctions</u> (e.g. <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>)</li> <li>- <u>adverbs</u> (e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>)</li> <li>- <u>prepositions</u> (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because</i>, <i>of</i>)</li> </ul> </li> <li><b>begins to understand <u>subordinate clauses</u></b></li> <li>uses a range of punctuation accurately and effectively               <ul style="list-style-type: none"> <li>- full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, <b>apostrophe for singular possession and inverted commas for direct speech</b></li> </ul> </li> <li><b>uses the present perfect form of verbs instead of the simple past</b></li> <li>uses a varied and rich vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>structures and organises writing with a beginning, middle and end across a range of text types</li> <li><b>uses texts similar to those that they are planning to write, to understand and learn from its structure</b></li> <li><b>assesses the effectiveness of own and others' writing</b></li> <li><b>proof reads for spelling, grammar and punctuation errors and self-corrects</b></li> </ul>	<ul style="list-style-type: none"> <li>spells some words from the National Curriculum word list for Years 3 and 4</li> <li>begins to use a dictionary to check spellings</li> <li>can spell words using knowledge of <u>word family</u></li> </ul>	<ul style="list-style-type: none"> <li>uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined.</li> </ul>

**Working at greater depth within Year 3**  
*Exhibits skills with confidence and independence*

Year 4	COMPOSITION		TRANSCRIPTION	
	V.G.P	Writing Process	Spelling	Handwriting
Emerging	<ul style="list-style-type: none"> <li>uses fronted <u>adverbials</u></li> <li>uses apostrophes for singular and plural possession</li> <li>understands the grammatical difference between plural and possessive -s</li> <li>uses noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>uses appropriate choice of <u>pronoun/noun</u> within and across sentences to aid cohesion</li> <li>proof reads for spelling, grammar and punctuation errors and self-corrects as the writing develops</li> </ul>	<ul style="list-style-type: none"> <li>further homophones and near homophones</li> <li>words using suffixes: -ly, -ation, -ous</li> <li>words with endings sounding /shun/: -tion, -sion, -ssion, -cian</li> <li>words ending with -sure and -ture</li> </ul>	
Developing	<ul style="list-style-type: none"> <li>becomes increasingly aware of subordinate clauses and experiments with their position in sentences</li> <li>uses commas to demarcate fronted adverbials</li> <li>uses Standard English when writing to ensure grammatical accuracy (<i>I seen / I saw</i>)</li> <li>uses vocabulary which is appropriate to task, audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>attempts to make simple links between paragraphs</li> <li>plans effectively for a range of writing</li> <li>decisions about writing are based on awareness of audience and purpose</li> <li>proposes changes to grammar and vocabulary to improve consistency</li> <li>reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>words with the /k/ sound spelt <i>ch</i> (Greek in origin)</li> <li>words with the /sh/ sound spelt <i>ch</i> (mostly French in origin)</li> <li>words ending with the /g/ sound spelt -<i>gue</i> and the /k/ sound spelt -<i>que</i> (French in origin)</li> <li>words with the /s/ sound spelt <i>sc</i> (Latin in origin)</li> </ul>	
Secure	<ul style="list-style-type: none"> <li>uses subordinate clauses and fronted adverbials which are correctly punctuated using commas</li> <li>punctuates direct speech correctly, using commas after reporting clause and new speaker, new line</li> <li>identifies parts of speech (now including <u>possessive pronouns</u> and <u>determiners</u>)</li> <li>writes with grammatical accuracy</li> <li>uses a varied and rich vocabulary and a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex)</li> </ul>	<ul style="list-style-type: none"> <li>creates settings, characters and plot in narratives</li> <li>writes non-narratives using appropriate organisational devices</li> <li>organises paragraphs around a theme</li> <li>discusses writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar</li> <li>assesses the effectiveness of their own and others' writing and suggests improvements</li> </ul>	<ul style="list-style-type: none"> <li>possessive apostrophes with irregular plurals</li> <li>spell words from the National Curriculum word list for Years 3 and 4</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)</li> </ul>

**Working at greater depth within Year 4**  
***Exhibits skills with confidence and independence***



Year 5	COMPOSITION		TRANSCRIPTION	
	V.G.P	Writing Process	Spelling	Handwriting
Emerging	<ul style="list-style-type: none"> <li>uses <u>relative clauses</u> with/without a <u>relative pronoun</u></li> <li>selects words for effect to support purpose and engage readers' interest</li> </ul>	<ul style="list-style-type: none"> <li>begins to build paragraphs around a topic sentence</li> <li>demonstrates growing awareness of audience and purpose</li> <li>begins to develop characters and settings through selection of effective vocabulary</li> <li>summarises a paragraph</li> <li>considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing</li> </ul>	<ul style="list-style-type: none"> <li>uses a thesaurus</li> <li>words containing the letter-string <i>ough</i></li> </ul>	
Developing	<ul style="list-style-type: none"> <li>uses <u>modal verbs</u> to indicate degrees of possibility</li> <li>uses <u>brackets</u>, <u>dashes</u> and <u>commas</u> to demarcate relative clauses</li> <li>uses a thesaurus to refine word choice</li> </ul>	<ul style="list-style-type: none"> <li>links ideas across paragraphs using <u>adverbials of time</u> (e.g. <i>later</i>), <u>place</u> (e.g. <i>nearby</i>) and <u>number</u> (e.g. <i>secondly</i>) or <u>tense choices</u> (e.g. <i>he had seen her before</i>)</li> <li>selects appropriate formats and forms to suit audience and purpose</li> <li>uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere</li> <li>edits own work and offers suggestions to others to improve the impact and effect of writing</li> <li>proof reads own work for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>words with the /ee/ sound spelt <i>ei</i> after <i>c</i></li> <li>converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate</i>, <i>-ise</i>, <i>ify</i>)</li> <li>verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>)</li> </ul>	
Secure	<ul style="list-style-type: none"> <li>uses modal verbs and adverbs to indicate degrees of possibility</li> <li>uses brackets, dashes and commas to indicate <u>parenthesis</u></li> <li>uses commas to clarify meaning or avoid <u>ambiguity</u></li> <li>chooses vocabulary to complement purpose</li> </ul>	<ul style="list-style-type: none"> <li>identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own</li> <li>uses devices to build <u>cohesion</u> within and across paragraphs</li> <li>shows a growing awareness of how authors develop character and setting, including through the use of dialogue</li> <li>begins to précis longer passages</li> <li>makes effective changes when editing own and others' work</li> </ul>	<ul style="list-style-type: none"> <li>spells some words from the National Curriculum word list for Years 5 and 6</li> <li>uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>words ending in <i>-able</i> and <i>-ible</i></li> <li>words ending in <i>-ably</i> and <i>-ibly</i></li> </ul>	<ul style="list-style-type: none"> <li>knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms</li> </ul>

**Working at greater depth within Year 5**  
***Exhibits skills with confidence and independence***

Year 6	COMPOSITION		TRANSCRIPTION	
	V.G.P	Writing Process	Spelling	Handwriting
Emerging	<ul style="list-style-type: none"> <li>identifies the <u>subject</u> and <u>object</u> within a sentence</li> <li>uses <u>colons</u> to introduce a list and <u>semi colons</u> within lists</li> <li>understands how words are related by meaning as <u>synonyms</u> and <u>antonyms</u></li> </ul>	<ul style="list-style-type: none"> <li>notes and develops initial ideas, drawing on reading and research where necessary</li> <li>uses further organisational and presentational devices to structure texts and guide the reader</li> <li>describes settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar</li> <li>suggests changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>assesses the effectiveness of their own and others' writing</li> </ul>	<ul style="list-style-type: none"> <li>homophones and other words that are often confused</li> <li>uses a thesaurus efficiently and effectively</li> </ul>	
Developing	<ul style="list-style-type: none"> <li>knows the difference between the <u>active</u> and <u>passive</u> voice</li> <li>varies length, structure and subject of sentences to extend meaning and interest the reader</li> <li>punctuates <u>bullet points</u> consistently</li> <li>uses <u>hyphens</u> to avoid ambiguity</li> <li>uses expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>writes making conscious links to reading</li> <li>links ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as, <i>on the other hand</i>, <i>in contrast</i>, <i>or as a consequence</i>), and ellipsis</li> <li>integrates dialogue to convey character and advance action</li> <li>précises longer passages</li> <li>evaluates own and others writing and edits as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>words with the ending /shus/ spelt <i>-cious</i> or <i>-tious</i></li> <li>words with the ending /shul/ spelt <i>-cial</i> or <i>-tial</i></li> <li>words with the endings <i>-ant</i>, <i>-ance/-ancy</i>, <i>-ent</i>, <i>-ence/-ency</i></li> <li>adding suffixes beginning with vowel letters to words ending in <i>-fer</i> (the r is doubled if the <i>-fer</i> is still stressed when the ending is added. The r is not doubled if the <i>-fer</i> is no longer stressed)</li> </ul>	
Secure	<ul style="list-style-type: none"> <li>uses the passive voice to effect the presentation of information in a sentence</li> <li>uses colons, semi colons and dashes to mark boundaries between independent clauses</li> <li>uses a full range of punctuation appropriately and effectively to vary pace/create atmosphere including <u>ellipses</u></li> <li>demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situations and recognises the subjunctive form</li> <li>makes appropriate choices of grammar and vocabulary to clarify meaning including use of a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>writes for a range of purposes and audiences</li> <li>uses suitable forms with appropriate features for different text types</li> <li>introduces, develops and concludes paragraphs appropriately</li> <li>ensures the consistent and correct use of tense throughout a piece of writing</li> <li>uses drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning</li> <li>précises longer passages appropriately</li> <li>proof reads writing for wider audience to ensure accuracy of spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>spells words from the National Curriculum word list for Years 5 and 6</li> <li>uses the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately</li> <li>words using a hyphen to link a prefix to a root word</li> <li>words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</li> </ul>	

**Working at greater depth within Year 6**  
***Exhibits skills with confidence and independence***