

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing skills/ targets from the 'Assessment Grids'						
Letter formation	Spell using sounds	Pencil grip	Which/ because	Openers (including adverbial and prepositional phrases followed by the comma)	Personification	In narrative, describe settings, characters and atmosphere. -
Pencil grip	Tricky words (many)	Finger spaces	Appropriate adjectives	Precise nouns	Metaphors	
Write initial sounds	Finger spaces	CL and FS	Appropriate adverbs	Precise verbs	Variety of sentence types	Integrate dialogue to convey character and advance the action.
Write simple 2 letter words	CL and FS (1 sentence)	Openers and, but, so	Appropriate openers (adverbs, time openers, ed-ing-ly)	Similes	Conjunctions	Selecting vocabulary and grammatical structures that reflect what the writing requires - Contracted forms in dialogue - Modal verbs - Passive verbs etc
Write CVC words	CL and FS (2 sentences)	When, if, because	Three sentences- same idea (themed paragraphs)	Conjunctions (subordinating conjunctions to introduce a subordinate clause at the start of a sentence e.g. when, if, because, as, although)	Commas for clauses	
Write simple captions	CL and FS (3 sentences)	? (Who, What, When, Why, Where, How)	Pronouns (clarity and cohesion and to avoid repetition)	Paragraphs (beginning, problem, end in story writing and themed paragraphs in non-fiction writing)	Dashes for parenthesis	
Write 1 sentence with a CL and FS	CL and FS (4 sentences)	Tense	Conjunctions (subordinating conjunctions to extend the end of a sentence e.g when, if, as, because, although)		Brackets for parenthesis	
	CL and FS (5 sentences)	Adverbs			Colons	Using a range of devices to build cohesion (within and across paragraphs) - Coordinating conjunctions , Subordinating conjunctions , Adverbials of time , Adverbials of place, Pronouns (including
	Openers	Spell using sounds			Semi-colons	
	Pencil grip	Tricky words			Links between paragraphs	
	Forms lower-case letters correctly	! exclamation mark	Tense (including present perfect- she <i>has</i> lost her wallet.		Character through what they say	
	Forms capitals		<i>I have</i> tried sushi)		Character through how they say it	

	<p>correctly</p> <p>Letters on the line</p> <p>Size</p> <p>Tall letters touch the top</p>		<p>! and ?</p> <p>' Apostrophe for contraction</p> <p>' Apostrophe for possession (singular)</p> <p>Comma in a list</p> <p>Comma after openers</p> <p>Describing character (two sentences)</p> <p>Describing setting (two sentences)</p> <p>Sentence of three (description and action)</p> <p>Most common exception words</p>	<p>Emotion through action</p> <p>Drop in clauses (who/which)</p> <p>Subordinate clause at start</p> <p>Comma to separate clauses</p> <p>Direct speech punctuation "CL_____P"</p> <p>Apostrophe for possession (singular)</p> <p>Sentence of three (description and action)</p>	<p>Apostrophe for possession (plural)</p>	<p>relative pronouns), Synonyms</p> <p>Use verb tenses consistently and correctly throughout the writing</p> <p>Using a wide range of clause structures, sometimes varying their position within the sentence – (variety of complex sentences, e.g. drop-in clause, subordinate clauses, sentence of three)</p> <p>Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes,</p> <p>Spelling most words correctly* (years 5 and 6)</p>
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<p>Write more than one sentence on the same subject</p>		<p>Greater Depth</p> <p>, list</p> <p>Apostrophe possession</p> <p>Apostrophe for contraction</p> <p>Tricky words (most)</p> <p>Suffixes</p> <p>Edit and improve</p> <p>Joins</p> <p>Can draw on their own reading to inform vocabulary choices</p>	<p>Greater Depth</p> <p>Can write for a range of audiences and purposes</p> <p>Effective/ precise word choice to add detail</p> <p>Fiction and non-fiction writing is well-structured and cohesive</p> <p>Punctuation is used purposefully (? ! ...)</p> <p>Can assess the effectiveness of their own writing and edit accordingly</p>	<p>Greater Depth</p> <p>Can write for a range of audiences and purposes</p> <p>Can draw on their own reading to inform vocabulary choices</p> <p>Effective/precise word choice to build description, create tension and evoke emotion</p> <p>Fiction and non-fiction writing is well-structured and cohesive and ideas are linked to guide the reader</p> <p>There is a clear 'writer's voice' which is maintained</p> <p>Punctuation is used purposefully (? ! ... , """)</p> <p>Can assess the effectiveness of their own writing and edit accordingly</p>	<p>Greater Depth</p> <p>Can write for a range of audiences and purposes and can experiment with the form (hybrid texts)</p> <p>Can draw on their own reading to inform literary choices</p> <p>Vocabulary and sentence structures are chosen to create pace, build description, create tension and evoke emotion</p> <p>Non-fiction writing is well-structured according to the text type</p> <p>Fiction writing is cohesive and links are made to orientate the reader (weaving a golden thread, opening links to ending)</p> <p>Appropriate level of formality is maintained through sentence structure, grammar and vocabulary</p> <p>Punctuation is used purposefully and for clarity</p> <p>Can assess the effectiveness of their own writing and edit accordingly</p>	<p>Greater Depth</p> <p>Write effectively for a range of purposes and audiences</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>Use the range of punctuation taught at key stage 2 to avoid ambiguity.</p>
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Composition and Effect

FS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Plan and write by:</p> <p>Segmenting CVC words by using spelling fingers</p> <p>Say their caption/sentence aloud</p> <p>Compose sentence orally before writing it</p> <p>Evaluate and edit by</p> <ul style="list-style-type: none"> re-reading what they have written to check that it makes sense 	<p>Plan and write sentences by:</p> <ul style="list-style-type: none"> thinking aloud as they collect ideas saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives <p>Evaluate and edit by</p> <ul style="list-style-type: none"> re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils 	<p>Plan and write sentences by</p> <ul style="list-style-type: none"> Orally rehearsing Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes <p>Evaluate and edit by</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils Rereading to check that their writing makes sense Proofreading to check for errors in spelling, 	<p>Plan their writing by</p> <ul style="list-style-type: none"> looking at and discussing models and unpicking the structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally focussing on vocabulary and sentence structure organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by</p> <ul style="list-style-type: none"> self- assessing the their own and others' writing and suggesting improvements proofread for spelling and punctuation errors read their own writing aloud to using appropriate intonation, tone and volume 	<p>Plan their writing by</p> <ul style="list-style-type: none"> identifying the audience and purpose 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 when writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by</p> <ul style="list-style-type: none"> 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 using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text

	<ul style="list-style-type: none">• read their writing aloud	grammar and punctuation <ul style="list-style-type: none">• Read aloud what they have written with appropriate intonation and expression		and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by <ul style="list-style-type: none">• 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
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Grammar and Punctuation

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<p>Finger spaces between words</p> <p>CL and FS</p>	<p>How words combine to make sentences</p> <p>CL FS</p> <p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes],</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [for example, unkind, or undoing: untie the boat]</p>	<p>CL FS ? !</p> <p>CL for names of people, places, the days of the week, and the personal pronoun ‘I’</p> <p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in to turn adjectives into adverbs</p>	<p>Formation of nouns using a range of prefixes (super/ auto/ anti)</p> <p>A or an (consonant or vowel)</p> <p>Word families [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Pronouns and nouns for cohesion</p> <p>Conjunctions/ adverbs / prepositions (time, place and cause)</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play contrasted with He went out to play</i>]</p>	<p>Plural s vs possessive s</p> <p>Standard English- (we were not we was)</p> <p>Noun phrases, prepositional phrases and adverbial phrases</p> <p>Direct speech- inverted commas, CL, comma, punctuation before the ”</p> <p>Commas after fronted adverbials</p> <p>Apostrophe for singular possession</p>	<p>Converting nouns or adjectives into verbs using suffixes (for example, –ate; –ise; –ify) Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p> <p>Relative clauses- relative pronouns</p> <p>Modals and adverbials (perhaps, surely, certainly) to show degrees of possibility</p> <p>Linking ideas within and between paragraphs (adverbials of time, place, and number)</p> <p>Brackets/ dashes for parenthesis</p> <p>Commas for clarity</p>	<p>Synonyms and antonyms</p> <p>Passive</p> <p>Subjunctive</p> <p>Formal/ informal vocabulary, sentence structure and punctuation (e.g. question tags, contractions, modals)</p> <p>Cohesive devices (e.g. repetition, adverbials, synonyms, weaving the golden thread)</p> <p>Structural devices for different genres to organise ideas and orientate the reader</p>

		<p>Statement/ question/ command</p> <p>Expanded noun phrases</p> <p>Present tense and past tense throughout writing</p> <p>Commas to separate items in a list</p> <p>Apostrophes for contraction and singular possession</p>	<p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>		<p>Apostrophe for plural possession</p>	<p>Semi-colon, colon, dash, hyphen, bullet points</p>
<p>Terminology for pupils</p> <p>Letter, finger spaces, capital letter word, sentence, punctuation, full stop</p>	<p>Terminology for pupils</p> <p>Letter, capital letter word, sentence, punctuation, full stop</p>	<p>Terminology for pupils</p> <p>question, exclamation, adjective, adverb, verb tense (past, present) apostrophe, comma, singular and plural, suffix</p>	<p>Terminology for pupils</p> <p>preposition, conjunction, prefix, consonant, vowel</p>	<p>Terminology for pupils</p> <p>pronoun, possessive pronoun, adverbial, clause, subordinate clause</p>	<p>Terminology for pupils</p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion</p>	<p>Terminology for pupils</p> <p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>

Taught Genres (including fiction, non-fiction and poetry)

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Retell real events</p> <p>Retell stories</p>	<p>Retell real events</p> <p>Retell stories</p> <p>Retell traditional tales</p>	<p>Recount (including real life experiences)</p> <p>Letters and diaries</p> <p>Instructions</p> <p>Non-chronological reports</p> <p>Retell stories</p> <p>Innovated stories</p> <p>Viewpoint stories (first person)</p> <p>Poetry</p>	<p>Instructions</p> <p>Recounts: (diaries, informal letters)</p> <p>Non-chronological reports</p> <p>Persuasive adverts (holiday brochure)</p> <p>Innovated adventure stories</p> <p>Mystery stories</p> <p>Fables</p> <p>Haiku poems</p> <p>Alphabet poems</p>	<p>Instructions</p> <p>Recounts: (diaries, eye-witness accounts)</p> <p>Non-chronological reports</p> <p>Explanation leaflets</p> <p>Persuasive TV adverts</p> <p>Innovated adventure stories</p> <p>Cliff-hanger stories</p> <p>Sci-fi stories</p> <p>Timeslip stories</p> <p>Limerick poems</p> <p>Spine poems</p>	<p>Recounts: (newspaper reports)</p> <p>Non-chronological reports</p> <p>Explanation reports</p> <p>Persuasive speeches and formal letters</p> <p>Discussions</p> <p>Location-slip stories</p> <p>Fantasy stories</p> <p>Suspense stories</p> <p>Historical fiction stories</p> <p>Cinquain poems</p> <p>Observation poems</p>	<p>Recounts: informal letters and diaries</p> <p>Non-chronological reports</p> <p>Explanation reports</p> <p>Persuasive speeches (formal and informal)</p> <p>Discussions</p> <p>Thriller stories</p> <p>Historical fiction</p> <p>Myths</p> <p>Timeslip stories</p> <p>Suspense stories</p> <p>Fantasy stories</p> <p>Emotion/ memory poems</p>