

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	They write simple sentences which can be read by themselves and others.	<p><b>C1.7</b> - I can sequence a short story or series of events related to learning in science, history and geography.</p> <p><b>C1.8</b> - I can start a narrative by introducing a character</p> <p><b>C1.9</b> - I can organise writing so that the purpose is clear</p> <p><b>C1.10</b> - I can use new vocabulary for the first time and be excited about experimenting with new vocabulary</p>	<p><b>S2.4</b> - I can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p><b>S2.5</b> - I can make simple additions, revisions and proof-reading corrections to their own writing</p>	<p><b>C3.10</b> - I can give careful thought to the planning of writing</p> <p><b>C3.11</b> - I can make changes to writing when editing to create better effects/impact on the reader</p> <p><b>C3.12</b> - I can use paragraphs to show the difference between different information and events</p> <p><b>C3.13</b> - I can attempt to make links between paragraphs</p> <p><b>C3.14</b> - I can use detail and vocabulary to interest and engage the reader</p> <p><b>C3.15</b> - I can use words that haven't been used before when describing events, characters and feelings</p> <p><b>C3.16</b> - I can use strong verbs to give information about a character</p> <p><b>C3.17</b> - I can write a narrative with a clearly defined ending</p> <p><b>C3.18</b> - I can use embedded relative clauses to add detail and mark with commas</p> <p><b>C3.19</b> - I can choose the most appropriate style of writing to suit the purpose and audience. For example - poems, lists, letters, reports</p>	<p><b>C4.8</b> - I can try different sentence lengths and types to create particular effects</p> <p><b>C4.9</b> - I can check to see if there are any sentences that can be re-organised so as to give my writing a greater impact</p> <p><b>C4.10</b> - I can use short sentences to show pace in the action</p> <p><b>C4.11</b> - I can choose and find precise and effective vocabulary according to the purpose, audience and desired effect</p> <p><b>C4.12</b> - I can develop character through description and dialogue</p> <p><b>C4.13</b> - I can develop interaction between characters through action and dialogue</p> <p><b>C4.14</b> - I can try different ways of starting sentences. For example ed, ing, simile</p> <p><b>C4.15</b> - I can re-order sentences when editing to create specific effects</p> <p><b>C4.16</b> - I can vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural</p>	<p><b>C5.11</b> - I can use paragraphs to structure the plot in narrative writing, showing changes in time, place and events</p> <p><b>C5.12</b> - I can use changes in time and place to guide the reader through the text</p> <p><b>C5.13</b> - I can use paragraphs to organise information logically and shape a non-fiction text effectively</p> <p><b>C5.14</b> - I can sustain and develop ideas within a paragraph, introducing it with a topic sentence</p> <p><b>C5.15</b> - I can close a text with reference to its opening</p> <p><b>C5.16</b> - I can vary sentence length for meaning and effect</p> <p><b>C5.17</b> - I can expand sentence starters. For example Early one misty morning, Paralysed by fear</p> <p><b>C5.18</b> - I can re-order sentences to create impact on the reader</p> <p><b>C5.19</b> - I can use dialogue effectively and punctuate it accurately</p> <p><b>C5.20</b> - I can make thoughtful changes when editing to create intended effects</p> <p><b>C5.21</b> - I can use paragraphs to structure the plot in narrative writing, showing changes in time, place and events</p> <p><b>C5.22</b> - I can use changes in time and place to guide the reader through the text</p>	<p><b>C6.4</b> - I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing (e.g. literary language, characterisation, structure)</p> <p><b>C6.6</b> - I can distinguish between the language of speech and writing and choose the appropriate register</p> <ul style="list-style-type: none"> <li>• use colloquial expressions</li> <li>• use long coordinated sentences</li> <li>• use contracted forms in dialogues in narrative</li> </ul> <p><b>C6.4</b> - I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p><b>C6.5</b> - I can integrate dialogue in narratives to convey character and advance the action</p> <p><b>C6.6</b> - I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</p> <ul style="list-style-type: none"> <li>• Use passive verbs to affect how information is presented</li> <li>• Use modal verbs to suggest degrees of possibility</li> <li>• Use contracted forms in dialogues in narrative</li> </ul>

Sentence Structure	They write simple sentences which can be read by themselves and others.	<p><b>SS1.3</b> - I can use adverbs to start sentences. For example Slowly , Carefully , Fortunately</p> <p><b>SS1.4</b> - I can use pronouns to avoid repetition.</p> <p><b>SS1.5</b> - I can make sentences longer and use words other than and to join ideas together (e.g. so, but because).</p>	<p><b>S2.4</b> - I can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p><b>S2.5</b> - I can make simple additions, revisions and proof-reading corrections to their own writing</p>	<p><b>SS3.2</b> - I can vary the use of adjectives and adverbs to create particular effects</p> <p><b>SS3.3</b> - I can use adverbials of time and place to open sentences. For example One misty morning , On the far side of the forest</p>	<p><b>SS4.3</b> - I can use the power of three to show action and pace. For example Charlie lifted his bag, opened the gate and set off down the overgrown path</p> <p><b>SS4.4</b> - I can choose word order in sentences for interest or clarity</p> <p><b>SS4.5</b> - I can recognise when a simile may generate more impact than a metaphor, and vice versa</p>	<p><b>SS5.3</b> - I can use expanded noun phrases to add well thought out detail to writing</p>	
Punctuation			<p><b>P2.8</b> - I can use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> <li>• apostrophes to mark singular possession in nouns</li> <li>• commas to separate items in a list</li> </ul>	<p><b>IP3.2</b> – I can check punctuation and use speech marks and apostrophes accurately</p>	<p><b>P4.4</b> – I can use commas correctly in complex sentences and with fronted adverbials</p>	<p><b>P5.3</b> - I can use punctuation to clarify meaning of sentences commas to mark phrases and clauses</p>	<p><b>P6.2</b> - I can use a range of punctuation correctly</p> <ul style="list-style-type: none"> <li>• dashes</li> <li>• colons</li> <li>• hyphens</li> <li>• inverted commas</li> <li>• commas for clarity</li> <li>• punctuation for parenthesis</li> <li>• semi-colons</li> </ul>
Spelling	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. Some words are spelt correctly and others are phonetically plausible.	<p><b>SP1.7</b> - I can sound out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words</p> <p><b>SP1.8</b> - I can spell almost all words in the Year 1 and 2 list accurately.</p>	<p><b>S2.7</b> - I can spell most common exception words*</p> <p><b>S2.9</b> - I can add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly *</p>			<p><b>S5.9</b> - I can embed ed and ing clauses. For example Dan, tired of waiting, dived into the cool, inviting water.</p>	

Handwriting		<p><b>H1.4</b> - I know which letters sit below the line and which are tall letters</p> <p><b>H1.5</b> - I am consistent in use of small case and capital letters</p>	<p><b>H2.</b> - I can use the diagonal and horizontal strokes needed to join letters in most of their writing.</p>				
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