

The children learn writing skills through exploring age appropriate rich texts. These provide examples of the writing skills studied as well as stimuli for a range of writing opportunities. Each unit focuses on a selection of writing skills from the appropriate year group for the cohort (and in some cases for individual children). By the end of the academic year all the skills for that year will have been taught.

Spelling and handwriting are taught separately, although the spelling rules and handwriting expectations are reinforced throughout the writing learning.

Year 1 Writing	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
Emerging	Write from memory short and simple sentences or phrases dictated by the teacher containing the GPCs and common exception words taught so far.	Some letters are correctly formed and orientated, including lower case, capital letters and digits.	Say out loud what they are going to write about; talk about where the sentence begins and ends, with support.	Write phrases, simple sentences or sentence-like structures which can be partly understood.
	Spell words containing each of the phonemes taught so far.	Capital letters are formed correctly for own name and the personal pronoun 'I'.	Attempt to write to the task.	Often use 'and' to join words and clauses.
	Spell words using the prefix un (e.g. unhappy), some of the suffixes (-ing, -ed, -er and -es) where no change is made to the root word.	Some spaces are left between words, although inconsistently.	Write simple phrases and sentences to form narratives based on real or fictional experiences.	Sometimes use a capital letter and full stop to show sentences boundaries, sometimes in the right place.
	Recognise and understand what a compound word is.	Most letters sit on the line, sometimes with guidance.	Orally compose and write simple poems, usually as a group.	Talk about question marks and exclamation marks; begin to know their purpose.
	Begin to understand the words 'singular' and 'plural'. Know how to add s to make plural nouns.		With support, reread writing to check it makes sense.	Use capital letters for their name and the personal pronoun 'I'.
	Name most letters of the alphabet and know some		Discuss own writing with others, make	Include adjectives to describe something (with prompting).

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	letter sequences in alphabetical order.		simple changes where suggested.	Begin to use features of Standard English (with prompting).
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<b>Expected</b>	Write from memory simple sentences dictated by the teacher containing the GPCs and common exception words taught so far.	Most letters are correctly formed and orientated, including lower case, capital letters and digits. There may be some inconsistency in size.	Compose sentences orally before writing; talk about where the sentence begins and ends.	Write sentences or sentence-like structures which can be clearly understood.
	Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.	Capital letters are formed correctly for some names of people, places and the days of the week.	Attempt to write appropriately to the task.	Often use 'and' to join words and clauses.
	Spell words using the prefix un (e.g. unhappy), some of the suffixes (-ing, -ed, -er and -es) where no change is made to the root word.	Some spaces are left between words, although inconsistently.	Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.	Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.
	Recognise and spell a set of simple compound words.	Most letters sit on the line correctly.	Compose orally and write simple poems.	Sometimes use a capital letter for the names of people and places, days of the week and for the personal pronoun <i>I</i> .

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	Understand the difference between 'singular' and 'plural'. Know how to add <i>s</i> and <i>es</i> to make words.		Reread writing to check it makes sense.	Sometimes include adjectives for description.
	Name the letters of the alphabet in order.		Discuss own writing with others; make simple changes where suggested.	Begin to use some features of Standard English (e.g. I did.)
<b>Year 1 Writing</b>	<b>Spelling</b>	<b>Handwriting</b>	<b>Composition: structure and purpose</b>	<b>Vocabulary, grammar and punctuation</b>
<b>Exceeding</b>	Confidently write from memory simple sentences dictated by the teacher containing the GPCs and words taught so far.	Most letters are formed and orientated correctly, including lower case, capital letters and digits.	Compose sentences orally before writing; talk with confidence about where the sentence begins and ends.	Write sentences which are usually grammatically accurate.
	Spell words containing all of the 40+ phonemes, demonstrate confidence with consonant digraphs and vowel digraphs.	Capital letters are formed correctly and relative to lower case letters.	Write appropriately to the task.	Experiment with a range of conjunctions.
	Spell words using the prefix un (e.g. unhappy), some of the suffixes (-ing, -ed, -er and -es) where no change is made to the root word; know how the affix affects the root word.	Spaces between words are appropriate in size.	Sequence of accurate sentences to form narratives based on real or fictional experiences.	Reliably use a capital letter and full stop to show sentence boundaries; sometimes use question marks or exclamation marks in the right place.
	Spell at least all the common exception words in the Y1 spelling appendix.	Letters sit on the line correctly.	Compose orally and write a variety of simple poems (sometimes independently).	Use a capital letter for the names of people and places, days of the week and for the personal pronoun <i>I</i> .

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	Understand the difference between singular and plural. Add suffixes s and es to words; and to 3 <sup>rd</sup> person singular (e.g. catches).	According to the school handwriting policy, some letters may be joined.	Reread writing independently to check it makes sense.	Often include adjectives for description.
	Name the letters of the alphabet in order, quickly and confidently.		Discuss own writing with others; make appropriate revisions.	Use some features of Standard English (e.g. I did, we were.)

Year 2 Writing	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
<b>Emerging</b>	Write from memory simple sentences or phrases dictated by the teacher containing familiar GPCs and words.	Hold pencil correctly.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words.	Write sentences which are usually grammatically accurate, sequenced to form short narratives; combine words to form single clause sentences.

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Spell accurately most words containing previously taught phonemes.	Writing is legible.	Write narratives about personal experiences or those of others, whether real or imagines, sometimes maintaining form.	Co-ordinate some sentences using <i>or</i> , <i>and</i> , <i>but</i> .
Accurately spell words using affixes (un, -ing, -ed, -er and -es) where no change is made to the root word.	Letters and digits mostly formed and orientated accurately, with some consistency in size).	Write about real events, sometimes maintaining form.	Use capital letters for some proper nouns and the personal pronoun <i>I</i> .
Spell common exception words from Y1 spelling appendix, and some from Y2 (e.g. child, who, again, any, Mrs).	Some letters joined correctly, according to the school's handwriting policy.	Write poetry in a variety of forms, beginning to recognise its difference from other forms (e.g. narrative).	Use punctuation to mark some sentences, including capital letters, full stops, question marks and exclamation marks; some use of commas in a list.
Spell some common homophones (e.g. to, two; here, hear; blue, blew).	Spacing usually appropriate to size of letters.	Reread and check own writing. With support, proof read for errors. Talk about word choice, grammar and punctuation (e.g. reread sentence aloud and discuss where full stop should go.	Show some examples of varied vocabulary, such as expanded noun phrases, to add descriptive detail.
Attempt to spell some common contractions (it's, can't); or to mark singular possession (e.g. Dad's coat).			Include adjectives to describe something (with prompting).
			Begin to use features of Standard English (with prompting).
			Recognise past and present tense verbs and, with support, attempt to maintain

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				tense orally and in writing.
				Sometimes use appropriate features of Standard English, such as subject-verb agreement (e.g. I did, we were).
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<b>Expected</b>	Write from memory simple sentences or phrases dictated by the teacher containing familiar GPCs and words.	Hold pencil correctly.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words.	Write a range of sentence types, which are grammatically accurate (e.g. commands, questions and statements).
	Spell common decodable two and three syllable words which include familiar graphemes.	Writing is legible.	Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.	Co-ordinate sentences using <b>and, or, but</b> .
	Accurately spell words using suffixes (-ment, -less, -full, -ly) including those requiring a change to the root word.	Letters and digits are all formed and orientated accurately, with some consistency in size).	Write about real events, maintaining form and purpose.	Sometimes use subordination ( <b>e.g. when, if because</b> ).

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	Spell common exception words from Y2 spelling appendix.	Some letters joined correctly, according to the school's handwriting policy.	Compose orally and write poetry in a variety of forms.	Use sentence demarcation with increasing accuracy, including full stops, question marks and exclamation marks; commas to separate items in a list.
	Spell most common homophones in Y2 spelling appendix (e.g. to, too, two; here, hear; blue, blew, see; sea).	Hold pencil correctly.	Reread and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.	Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.
	Spell many common contractions (it's, can't); or to mark singular possession (e.g. Dad's coat).	Spacing appropriate to size of letters.		Use appropriate features of Standard English.
				Identify word classes: noun, adjective, verb and adverb. Choose the past or present tense appropriately. Experiment with progressive form (e.g. she was swimming).
<b>Year 2 Writing</b>	<b>Spelling</b>	<b>Handwriting</b>	<b>Composition: structure and purpose</b>	<b>Vocabulary, grammar and punctuation</b>
<b>Exceeding</b>	Confidently write from memory simple sentences dictated by the teacher containing the GPCs and words taught so far.	Hold pencil correctly.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words, drawn from wider reading.	Consistently write a range of sentence types, which are grammatically accurate (e.g. commands, questions and statements).

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Spell words containing all of the 40+ phonemes, demonstrate confidence with consonant digraphs and vowel digraphs.	Writing is legible.	Maintain appropriate narrative form, through longer pieces of writing about personal experiences or those of others, whether real or imagined.	Vary the ways in which clauses are joined, whether by co-ordination using <b>and, or, but</b> or subordination <b>when, if because</b>
Spell words using the prefix un (e.g. unhappy), some of the suffixes (-ing, -ed, -er and -es) where no change is made to the root word; know how the affix affects the root word.	Letters and digits all formed and orientated accurately, with some consistency in size).	Write about real events independently, maintaining form and purpose.	Punctuate sentences accurately, including capital letters, full stops, question marks, exclamation marks; commas in lists.
Spell at least all the common exception words in the Y1 spelling appendix.	Some letters joined correctly, according to the school's handwriting policy.	Confidently and independently write poems which are effective, in a variety of forms.	Consistently use varied vocabulary to create detail and interest.
Understand the difference between singular and plural. Add suffixes s and es to words; and to 3 <sup>rd</sup> person singular (e.g. catches).	Spacing usually appropriate to size of letters.	Reread and check own writing. Make revisions and additions, often without prompting.	Identify 4 word classes and select appropriate usage of words.
Name the letters of the alphabet in order, quickly and confidently.	Hold pencil correctly.		Choose the past or present tense appropriately, including the progressive form.
			Consistently use appropriate features of Standard English.

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Year 3 Writing	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
Emerging	Write from memory simple dictated sentences which include familiar GPCs, common exceptions words and punctuation.	Writing is usually legible.	Compose & rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.	Write a range of sentence types, which are usually grammatically accurate (e.g. commands, questions and statements).
	Use knowledge of morphology to spell some words with prefixes (e.g. un-, dis-, mis-)	Letters are gaining in consistency of size & formation. Capital letters are the correct size relative to lower cases.	Write to suit purpose, and show some features of the genre being taught.	Use co-ordinating conjunctions (e.g. and, or, but) and simple subordinating conjunctions (e.g. if, because), to join clauses.

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Spell words with suffixes: tion, ation ly.	Letters and digits mostly formed and orientated accurately, with some consistency in size).	Write sentences in sequence. Signal simple beginning, middle and ending.	Begin to identify prepositions and understand what they are.
Spell all the common homophones from Y2 spelling appendix (e.g. won/one, son/sun).	Writing is sometimes appropriately spaced.	With scaffold and support, organise information into sections of similar content.	Demarcate some sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
Consolidate use of apostrophes for contractions & singular nouns. Introduce plural possession (e.g. babies' dummies, boys' coats).	Appropriate letters are joined, according to the school's handwriting approach.	Use headings, subheadings to aid presentation.	Begin to use inverted commas for direct speech.
Spell all common exception words from the Y2 appendix. Spell a few words from the YR3-4 statutory word lists.		Attempt to describe characters, settings and/or plot in a simple way, with some interesting detail.	Understand the 4 word classes: noun, adjective, verb and adverb. Begin to understand their usage within context.
		Make comments about own and other's writing, with direction; attempt to re-read and check own writing; make changes, sometimes with guidance.	Use 'a' or 'an' before a noun, sometimes accurately. Attempt to maintain the past or present tense.

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<b>Expected</b>	Write from memory simple dictated sentences which include familiar GPCs, common exceptions words and punctuation.	Writing is legible.	Compose & rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.	Write a range of sentence types, which are usually grammatically accurate (e.g. commands, questions and statements).
	Use knowledge of morphology to spell some words with prefixes (e.g. un-, dis-, mis-, in-, super-, anti-)	Letters are gaining in consistency of size & formation. Capital letters are the correct size relative to lower cases.	Write to suit purpose, and show some features of the genre being taught.	Express time, place and cause using conjunctions (e.g. before, when, after, while, so because). Use coordinating and simple subordinating conjunctions (e.g. if, because) to join clauses.
	Spell some words with suffixes: tion, ation ly, sure, tion, sion and ssion.	Writing is usually spaced sufficiently so that ascenders and descenders do not meet.	Create chronological narratives; write in sequence. Write simple beginning, middle and ending.	Identify and use a range of prepositions.
	Write words spelt ei, igh or ey (e.g. vein, weight, obey).	Appropriate letters are joined, according to the school's handwriting approach.	With scaffold, organise sections broadly, within a theme.	Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.

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	Spell a range of common homophones from the Y3-4 spelling appendix (e.g. berry, bury; break, brake; here, hear).		Use headings, subheadings to aid presentation.	Identify direct speech. Begin to use inverted commas for direct speech.
	Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession (e.g. boys' coats).	Spacing appropriate to size of letters.	Describe characters, settings and/or plot in a simple way, with some interesting details.	Use 'a' or 'an' before a noun, sometimes accurately.
	Spell some words from the Y3-4 statutory word list.		Evaluate own and others' writing, with direction; re-read and check own writing; make changes.	Usually use the past or present tense appropriately. Sometimes use the present perfect (e.g. he has gone out to play).
<b>Year 3 Writing</b>	<b>Spelling</b>	<b>Handwriting</b>	<b>Composition: structure and purpose</b>	<b>Vocabulary, grammar and punctuation</b>
<b>Exceeding</b>	Confidently write from memory simple sentences dictated by the teacher containing the GPCs and words taught so far.	Hold pencil correctly.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words, drawn from wider reading.	Write a range of sentence types, which are grammatically accurate.
	Spell words containing all of the 40+ phonemes, demonstrate confidence with consonant digraphs and vowel digraphs.	Writing is legible.	Maintain appropriate narrative form, through longer pieces of writing about personal experiences or those of others, whether real or imagined.	Express time, place and cause using conjunctions (e.g. before, when, after, while, so because). Use coordinating and subordinating conjunctions to join clauses.

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	Spell words using the prefix un (e.g. unhappy), some of the suffixes (-ing, -ed, -er and -es) where no change is made to the root word; know how the affix affects the root word.	Letters and digits all formed and orientated accurately, with some consistency in size).	Write about real events independently, maintaining form and purpose.	Identify and use a range of prepositions appropriately.
	Spell at least all the common exception words in the Y1 spelling appendix.	Some letters joined correctly, according to the school's handwriting policy.	Confidently and independently write poems which are effective, in a variety of forms.	Demarcate sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
	Understand the difference between singular and plural. Add suffixes s and es to words; and to 3 <sup>rd</sup> person singular (e.g. catches).	Spacing usually appropriate to size of letters.	Reread and check own writing. Make revisions and additions, often without prompting.	Identify direct speech and use inverted commas accurately.
	Name the letters of the alphabet in order, quickly and confidently.	Hold pencil correctly.		Identify word classes: noun, adjective, verb and adverb, and their usage within context of own writing.
				Correctly use determiners 'a' or 'an'
				Use the past or present tense consistently. Sometimes use the present perfect (e.g. he has gone out to play).

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Year 4 Writing	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
Emerging	Write from memory simple dictated sentences which include familiar GPCs, common exceptions words and punctuation.	Writing is legible.	Discuss and develop initial ideas in order to plan and draft before writing.	Write a range of sentence types, which are usually grammatically accurate (e.g. commands, questions and statements).
	Use knowledge of morphology to spell some words with prefixes (e.g. in, im, auto, re).	All letters and digits are correctly formed and orientated in relation to one another. There may be some variation in letter size.	Write a number of different forms, to suit purpose and with a growing awareness of audience; use some appropriate features, with guidance	Use a growing number of conjunctions to join words and sentences (e.g. and, or, but). Use time connectives to sequence events.
	Add some of the suffixes from the Year 3-4 appenfix (e.g. poison/poisonous, invade/invasion).	Spaces between words are usually suited to letter size.	Organise writing into sections or paragraphs, usually with a scaffold or prompt. Content within sections may lack cohesion.	Vary sentence openers, changing the pronoun (e.g. He/Jim) or with a fronted adverbial.

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	Write some words spelt ch (e.g. echo, machine).	Appropriate letters are joined consistently.	Use a range of presentational devices, including use of title and subheadings, with guidance.	Use adjectives to create noun phrases in order to expand the detail in sentences.
	Accurately spell some homophones from the Year 3-4 examples (e.g. here/hear; plain/plane; whether/weather).		Attempt to use dialogue, although balance between dialogue and narrative may be uneven.	Use sentence demarcation, mostly accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.
	Begin to use apostrophe to mark plural possession (e.g. the girls' names).		Describe characters, settings and/or plot, usually with emphasis on one or two of these; add some interesting details.	Use inverted commas accurately for direct speech.
			Evaluate own and others' writing; proof-read, edit and revise, with direction.	Identify the determiner. Attempt to maintain the past or present tense. Sometimes use present perfect (e.g. she has gone outside).
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<b>Expected</b>	Write from memory simple dictated sentences which include familiar	Writing is legible.	Discuss and develop initial ideas in order	Write a range of sentence types, which are usually

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	GPCs, common exceptions words and punctuation.		to plan and draft before writing.	grammatically accurate (e.g. commands, questions and statements). Experiment with sentences with more than one clause.
	Use knowledge of morphology to spell some words with prefixes (e.g. in, im, auto, re, il, sub, inter).	All letters and digits are correctly formed and of correct size, orientation and relationship to one another.	Write to suit purpose and with a growing awareness of audience, using some appropriate features.	Use a variety of conjunctions to join words and sentences (e.g. and, or, but). Use time connectives to sequence events.
	Add suffixes which begin with a vowel (e.g. forget, forgetting). Add suffixes – sion, -ous, -cian and –ly.	Writing is spaced sufficiently so that ascenders and descenders do not meet.	Organise writing into sections or paragraphs, including fiction & non-fiction.	Vary sentence openers, changing the pronoun (e.g. He/Jim) or with a fronted adverbial.
	Write words spelt ch (e.g. echo, machine, scheme, chef).	Appropriate letters are joined consistently.	Appropriately use a range of presentational devices, including use of title and subheadings.	Use expanded noun phrases and adverbials phrases to expand sentences.
	Spell most homophones from the Year 3-4 spelling appendix (e.g. scene/seen).		Use dialogue, although balance between dialogue and narrative may be uneven.	Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.
	Spell most words from the Year 3-4 word list.			Use inverted commas accurately for direct speech.

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	Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession (e.g. boys' coats).	Spacing appropriate to size of letters.	Describe characters, settings and/or plot, usually with some interesting details.	Identify the correct determiner (e.g. a, an, these, those).
	Use apostrophes to mark singular and plural possession (e.g. the girls' names). Include irregular plurals.		Evaluate own and others' writing; proof-read, edit and revise.	Usually use the past or present tense, and 1 <sup>st</sup> /3 <sup>rd</sup> person consistently.
<b>Year 4 Writing</b>	<b>Spelling</b>	<b>Handwriting</b>	<b>Composition: structure and purpose</b>	<b>Vocabulary, grammar and punctuation</b>
<b>Exceeding</b>	Write from memory simple dictated sentences which include familiar GPCs, words and punctuation.	Writing is legible & fluent.	Discuss and develop initial ideas in order to plan and draft before writing.	Write a range of sentence types, which are grammatically accurate, including sentences with more than one clause.
	Accurately spell most words with prefixes (e.g. in, im, auto, re, il, sub, inter).	All letters and digits are consistently formed and of correct size, orientation and relationship to one another.	Write in a variety of forms to suit purpose and audience, using many appropriate features.	Use a wide variety of conjunctions to join words and sentences (e.g. and, or, but). Use varied and appropriate time connectives.
	Write words with the full range of suffixes from the Year 3-4 spelling appendix (e.g. enclosure, collision, courageous, musically).	Writing is spaced sufficiently so that ascenders and descenders do not meet.	Organise writing into meaningful paragraphs.	Confidently vary sentence openers, changing the pronoun (e.g. He/Jim) or with a fronted adverbial.

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	Spell words with endings que and gue (e.g. league).	Appropriate letters are joined consistently.	Effectively use a range of presentational devices, including use of title and subheadings.	Use high quality expanded noun phrases and adverbials phrases to expand sentences.
	Spell all homophones from the Year 3-4 spelling appendix.		Use dialogue to show character and advance action. Balance dialogue with narrative.	Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.
	Use an apostrophe to mark singular and plural possession; include irregular plurals (e.g. children's bags).		Describe characters, settings and plot with sufficient detail to capture reader's interest.	Use inverted commas accurately for direct speech.
	Spell accurately all words from the Year 3-4 statutory word list.		Evaluate own and others' writing; proof read and independently and make assured revisions.	Identify and use the correct determiner (e.g. a, an, these, those).
				Maintain the past or present tense, and 1 <sup>st</sup> /3 <sup>rd</sup> person.

	<b>Transcription</b>	<b>Composition</b>
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Year 5 Writing	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
<b>Emerging</b>	Write from memory dictated sentences which include words from the KS2 curriculum.	Writing is legible & becoming increasingly fluent. Quality may not be maintained at speed.	Discuss and develop initial ideas in order to plan and draft before writing.	Write a range of sentence structures, which are growing in accuracy. Sometimes use connectives: who, which, where, when, whose.
	Show growing confidence to spell most words with prefixes & suffixes in the Year 3-4 appendix, and a few from the Year 5-6 (e.g. cious, cial).	Correct choice is made about whether to join handwriting or print letters (e.g. to label a diagram).	Write to suit purpose and with a growing awareness of audience; use some appropriate features, with guidance	Demarcate most sentences correctly. Use comma for a pause in complex sentences. Begin to use a wider range of punctuation (e.g. brackets).
	Spell correctly some words with letters which are not sounded (e.g. lamb, island).		Organise writing into sections or paragraphs; link ideas within paragraphs (joins between sections may need development; coverage within sections may vary).	Indicate degrees of possibility using adverbs (e.g. perhaps) and modal verbs (e.g. might).
	Spell words with 'ough'.		Use a range of presentational devices, including use of title and subheadings and bullet points.	Attempt to sustain correct tense.

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	Spell some common homophones from the KS2 spelling appendix.		Use dialogue, although balance between dialogue and narrative may be uneven.	Begin to recognise active and passive voice.
			Find key words and ideas. Understand the idea of a summary.	
	Spell accurately most words from the Year 3-4 statutory word list and some words from the Year 5-6.		Describe characters, settings and plot, some interesting details.	Find the determiner (e.g. a, the).
			Evaluate own and others' writing; proof-read, edit and revise, with direction.	Experiment with both formal and informal writing, with guidance.
				Think about the effect of vocabulary choices.
				Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.
<b>Year 5 Writing</b>	<b>Spelling</b>	<b>Handwriting</b>	<b>Composition: structure and purpose</b>	<b>Vocabulary, grammar and punctuation</b>
<b>Expected</b>	Write from memory dictated sentences which include words from the KS2 curriculum.	Writing is legible & becoming increasingly fluent. Quality may not be maintained at speed.	Discuss and develop initial ideas in order to plan and draft before writing.	Write a range of sentence structures, which are grammatically accurate. Understand relative clause which begins with relative pronouns.

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Spell most words with prefixes & suffixes in the Year 3-4 appendix, and a few from the Year 5-6 (e.g. cious, cial, ant, ent, ance, ence).	Correct choice is made about whether to join handwriting or print letters (e.g. to label a diagram).	Write to suit purpose and with a growing awareness of audience; use some appropriate features, may include humour or suspense.	Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis (e.g. brackets, commas, dashes).
Spell correctly words with letters which are not sounded (e.g. knight, solemn).		Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. Joins between sections may need development; coverage within sections may vary.	Indicate degrees of possibility using adverbs (e.g. perhaps) and modal verbs (e.g. might).
Use the hyphen to join a prefix to a root (e.g. re-enter).		Use a range of presentational devices, including use of title and subheadings and bullet points.	Usually maintain correct tense. Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.
Spell some homophones from the Year 5-6 spelling appendix.		Use dialogue to indicate character and event.	Begin to recognise active and passive voice.
Spell most words from the Year 3-4 statutory word list. and some words from the Year 5-6.		Find key words and ideas; begin to write a summary.	Use inverted commas accurately for direct speech.
		Describe characters, settings and plot,	Identify and select the determiner (e.g. a, the).

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			with growing precision.	Use vocabulary which is becoming more precise.
			Evaluate own and others' writing; with direction, proof read, edit and revise.	Choose vocabulary to suit formal and informal writing, with guidance.
<b>Year 5 Writing</b>	<b>Spelling</b>	<b>Handwriting</b>	<b>Composition: structure and purpose</b>	<b>Vocabulary, grammar and punctuation</b>
<b>Exceeding</b>	Write confidently from memory dictated sentences which include words from the KS2 curriculum.	Writing is legible & fluent. Quality may not be maintained at speed.	Discuss and develop initial ideas in order to plan and draft before writing.	Write, with confidence, a wide range of sentence structures, which are grammatically accurate, including relative clauses.
	Spell almost all words with prefixes & suffixes in the Year 3-4 appendix, and many from the Year 5-6 (e.g. cious, cial, ant, ent, ance, ence).	Correct choice is made about whether to join handwriting or print letters (e.g. to label a diagram).	Write to suit purpose and audience independently; use some appropriate features, may include humour or suspense.	Demarcate sentences correctly. Use a growing range of punctuation (e.g. commas to avoid ambiguity, brackets, commas and dashes).
	Spell correctly words with letters which are not sounded (e.g. knight, solemn).		Organise writing into cohesive paragraphs; expand on relative detail within paragraphs.	Clarify degrees of possibility using adverbs (e.g. perhaps) and modal verbs (e.g. might).
	Write words spelt ei after c (e.g. deceive).		Confidently use a range of presentational devices, including use of title and subheadings and bullet points.	Maintain correct tense through sustained writing.
	Spell hyphenated words (e.g. co-operate).		Use dialogue effectively to develop character and event.	Use a dictionary & thesaurus with independence, to define words and expand vocabulary.
				Use a dictionary and thesaurus to check the meaning of

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			Achieve balance between dialogue & narrative writing.	words and expand vocabulary.
	Spell a wide range of homophones & near homophones from the Year 5-6 spelling appendix.		Describe characters, setting & plot, with some precision.	Identify and use active and passive voice where relevant.
	Spell accurately all words from the Year 3-4 statutory word list. and some words from the Year 5-6.		Identify key information & independently write a summary.	Identify and select determiners.
			Evaluate own and others' writing; with direction, proof read, edit and revise.	Use vocabulary which is precise.
				Select vocabulary & grammar to suit formal & informal writing.

<b>Year 6 Writing</b>	<b>Transcription</b>		<b>Composition</b>	
	<b>Spelling</b>	<b>Handwriting</b>	<b>Composition: structure and purpose</b>	<b>Vocabulary, grammar and punctuation</b>

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<b>Emerging</b>	Write from memory dictated sentences which include words & punctuation from the KS2 curriculum.	Writing is usually legible & fluent. Quality may not be maintained at speed.	Discuss ideas; use the drafting process before and after writing.	Write a range of sentence structures, which usually accurate, including relative clauses. Experiment with fronted adverbials.
	Use knowledge of morphology to spell some words with prefixes & suffixes from the Year 5-6 appendix.	Correct choice is made about whether to join handwriting or print letters (e.g. to label a diagram).	Show some correct features of correct writing form, using models of similar writing.	Use a range of punctuation, mostly accurately, including brackets & dashes; commas for pauses; colons & semi-colons for lists; hyphens; bullet points.
	Use the full range of spelling rules & conventions from Year 3-4 & some from Year 5-6.		Use paragraphs to organise information around a theme.	Use modal verbs.
			Use a range of devices to link time and place within and across paragraphs (e.g. adverbials).	Choose tense which is usually appropriate.
	Accurately spell some common homophones that are often confused (e.g. farther/father).			Use a range of presentational devices, including use of bullet points, tables and columns to guide the reader.
			Identify and select synonyms and antonyms.	
Spell accurately many words from the Year 3-4-word list, and some from the Year 5-6.	Sometimes include direct speech to indicate character or event.	Use vocabulary and grammar to suit formal and informal event.		

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			Describe character, setting & plot within narrative writing.	writing, with some success.
			Identify key words and ideas.	Create expanded noun phrases to convey information and description.
			Evaluate own and others' writing; proof-read, edit and revise, with direction.	Use a dictionary & thesaurus with growing confidence, to define words & expand vocabulary.
				Usually conform to Standard English (e.g. we, were, they were, I did, those books).
<b>Year 6 Writing</b>	<b>Spelling</b>	<b>Handwriting</b>	<b>Composition: structure and purpose</b>	<b>Vocabulary, grammar and punctuation</b>
<b>Expected</b>	Write from memory dictated sentences which include words & punctuation from the KS2 curriculum.	Writing is usually legible & fluent. Quality may not be maintained at speed.	Discuss & develop ideas; use the drafting process before and during writing.	Write a range of sentence structures (simple and complex), including relative clauses.
	Use knowledge of morphology to spell some words with the full range of prefixes & suffixes in the Year 5-6 spelling appendix.	Correct choice is made about whether to join handwriting or print letters (e.g. to label a diagram).	Adapt form & style to suit purpose and audience; draw appropriate features from models of similar writing.	Use a wide range of punctuation including brackets & dashes; commas for pauses; colons & semi-colons for lists; hyphens; consistent use of bullet points.
	Use the appropriate range of spelling rules & conventions to spell polysyllabic words which conform to regular patterns.		Use paragraphs to develop & expand some ideas in depth; add detail within each paragraph; coverage may not always be even.	Use modal verbs to indicate degrees of possibility.

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	Spell some challenging homophones from the Year 5-6 spelling appendix.		Use a range of devices to link ideas within and across paragraphs (e.g. adverbials or repetition of a phrase).	Maintain correct tense; also, control perfect form of verbs (e.g. he has collected some shells).
	Spell the majority of words from the Year 5-6 statutory word list.		Use a range of presentational devices, including use of bullet points, tables and columns to guide the reader.	Understand and use the active & passive voice.
			Integrate dialogue to convey character & advance the action.	Identify the subject and object.
			Describe character, setting & atmosphere, with some precision.	Identify synonym & antonym.
			Summarise longer passages, when required.	Select vocabulary and grammar to suit formal & informal writing.
			Evaluate own and others' writing; proof read, edit and revise.	Use vocabulary which is varied, interesting & precise.
				Use a dictionary to define words & expand vocabulary.
<b>Year 6 Writing</b>	<b>Spelling</b>	<b>Handwriting</b>	<b>Composition: structure and purpose</b>	<b>Vocabulary, grammar and punctuation</b>
<b>Exceeding</b>	Write from memory dictated sentences which include more challenging words from the Y5-6 curriculum, making only occasional errors with more ambitious words.	Writing is consistently legible & fluent. Quality is usually maintained when writing at sustained, efficient speed.	Use discussion effectively to develop ideas and language, before and during writing.	Write & control a range of sentence including those which contain multiple clauses.

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<p>Accurately spell words with the full range of affixes- Y5-6 spelling appendix.</p>	<p>Correct choice is made about whether to join handwriting or print letters (e.g. to label a diagram).</p>	<p>Select, use and adapt form &amp; style to suit purpose and audience; using appropriate features of genre.</p>	<p>Use a wide range of punctuation accurately and appropriately including colons, semi-colons &amp; dashes, to mark the boundary between clauses.</p>
<p>Use the full range of spelling rules &amp; conventions from the Y5-6 spelling appendix.</p>		<p>Organise &amp; shape paragraphs effectively.</p>	<p>Recognise the subjunctive form.</p>
<p>Spell correctly all of the Y5-6 homophones.</p>		<p>Use a wide range of devices to link ideas within and across paragraphs (e.g. precise adverbials, deliberate repetition or sustained tense).</p>	<p>Maintain correct tense throughout; also, control perfect form of verbs (e.g. he has collected some shells).</p>
			<p>Present information with the deliberate use of the active &amp; passive voice.</p>
<p>Spell accurately all words from the words from the Y5-6 statutory word list.</p>	<p>Use a range of presentational devices, which clearly guide the reader.</p>	<p>Identify the subject and object.</p>	
	<p>Write an effective precis.</p>	<p>Identify synonym &amp; antonym.</p>	
	<p>Integrate dialogue effectively to convey and contrast characters, and advance the action.</p>	<p>Select vocabulary and grammar confidently to suit formal &amp; informal registers.</p>	
	<p>When planning narratives, adapt and develop characters and settings from various sources; use</p>	<p>Make precise vocabulary and grammatical choices.</p>	

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			complex plot structures.	
			Evaluate; make assured changes to enhance effects and clarify meaning.	
				Independently use a dictionary and thesaurus to define words & expand vocabulary.