

| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Composition | Composition | Composition | Composition | Composition | Composition |
| Gives meaning to marks they make as they draw, write and paint | Orally rehearses sentences before writing | Orally rehearses sentences before writing | Composes and writes compound and complex sentences independently | Confidently composes and writes compound and complex sentences | Confidently writes formal and informal language as appropriate. |
| Writes simple labels/captions | Composes and writes simple sentences (I went.., I saw..) independently | Composes and writes compound sentences independently using or, and or but. (Co-ordination) | Begins to avoid repetition and build cohesion through appropriate choice of pronouns and nouns within and across sentences. | Avoids repetition and builds cohesion through appropriate choice of pronouns and nouns within and across sentences | Confidently use a variety of verbs purposefully (e.g. passive verbs, perfect forms of verb). |
| Attempts to write simple sentences | Composes and sequences sentences to form a short piece of text | Uses a variety of openers. (e.g. Long long ago, One winter's day, On Saturday) and time conjunctions (e.g. soon, later on, eventually, finally) | Begins to use a wider range of conjunctions (subordination) to write complex sentences (so, when, before, after, while, because, as, if) | Uses a wider range of conjunctions to write complex sentences (although, however, whilst, since, even though) | Confidently uses expanded noun phrases and modal verbs/adverbs. |
| Writes simple sentences which can be read by themselves | Begins to use a variety of sentence openers (e.g. Once upon a time, One day, One morning,) or time conjunctions (e.g. First, then, next, after that, finally) | Begins to use adverbial openers (Suddenly, Amazingly, Unfortunately) | Uses fronted adverbials (In the winter, Later that day, Before I went to bed) | Uses a wider range of fronted adverbials (The day after tomorrow, Before we begin, Over on the junior field,) and punctuates with a comma. | Uses a range of tenses appropriately in their writing |
| Punctuation, Spelling and Handwriting | Punctuation, Spelling and Handwriting | Punctuation, Spelling and Handwriting | Punctuation, Spelling and Handwriting | Punctuation, Spelling and Handwriting | Punctuation, Spelling and Handwriting |
| Uses phonic knowledge to write simple words | Begins to use some adjectives | Begins to use a variety of descriptive language including adjectives, adverbs, similes, alliteration | Uses a variety of descriptive language (adjectives, adverbs, similes, alliteration) | Confidently uses a variety of descriptive language (adjectives, adverbs, adverbial clauses, similes, metaphors, alliteration) | Begins to use adverbs for degrees of possibility (perhaps, surely, probably, definitely, maybe) |
| Writes some HFWs from list 1 | Begins to use joining words or conjunctions (and, but,) | Begins to use a wide range of conjunctions (and, so, but, because, also, however) | Uses a wide range of conjunctions (and, so, but, because also, however) | Confidently uses a wider range of conjunctions (anyway, even, yet, hence, nevertheless, besides, even so, though, by contrast,) | Begins to use modal verbs to indicate degrees of possibility (will, might, should, must, could) |
| Spells correctly some words | Begins to use past and present tenses appropriately in their writing | Structures writing with a beginning, middle and an end. | Begins to choose appropriately between simple past and present perfect in their writing e.g. Recognises the difference in meaning between I have eaten breakfast/I ate breakfast | Begins to use a range of tenses appropriately in their writing | Confidently uses relative clauses. |
| Writes some phonetically plausible words. | Begins to structure writing with a beginning and an end. | Uses past and present tenses appropriately in their writing | Begins to use relative pronouns (The lady who lives across the road..., The tiger which killed the man..., The accident that happened...) | Begins to use adverbs for degrees of possibility (perhaps, surely, probably, definitely, maybe) | Confidently uses relative clauses. |
| Uses some clearly identifiable letters to communicate meaning | Able to read their own work and most can be read by an adult | Begins to compose and write complex sentences independently using when, if, that or because (Subordination) | Uses a rich and varied vocabulary for effect with an audience in mind. | Begins to use modal verbs to indicate degrees of possibility (will, might, should, must, could) | Confidently use punctuation for effect: commas, hyphens, brackets, colons, parentheses, and dashes. |
| Represents some sounds correctly and in sequence | Begins to re-read and check their work makes sense | Uses personal pronouns to link ideas (Tom went to the park. He was happy.) | Plan, draft, evaluate and edit writing. | Accurately uses a range of tenses | Identify the audience for purpose. |
| Writes own name | Discusses what they have written | Groups sentences around a main idea to compose paragraphs | Begins to draw in the reader by adding suspense or a question | Use relative pronouns who, which, that, with, whose (e.g. The man who lives down my street..., The dolphin which caught the biggest fish..., The book that was the most popular...) | Develop ideas, drawing on reading and research. Use techniques from authors to develop characters and settings. |
| Begins to form recognisable letters | Uses a title and sometimes uses subtitles in non-fiction | Begins to edit and proof read, to check it makes sense and correct the spelling, grammar and punctuation. | Writes for a sustained period within a clear structure | Uses expanded noun phrases (the teacher expanded to the strict maths teacher with the curly hair) | To understand how selecting appropriate grammar and vocabulary can enhance meaning. Characterisation through description, dialogue and action. |
| Holds pencil correctly | Punctuation, Spelling and Handwriting | Discusses what they have written with an adult/peers | Begins to organise writing using a range of layout devices (e.g. headings and sub-headings and/or bullet points) | Confidently uses a rich and varied vocabulary for effect with an audience in mind. | Précising longer passages e.g. Topic sentences Using a variety of cohesive devices within and between paragraphs. |
| | Uses finger spaces to separate words | Sustains concentration and effort to produce longer pieces of writing | Uses paragraphs organised around a theme to develop ideas (use of topic sentences) | Plan, draft, evaluate, edit and re-draft writing | Present/organise different texts appropriately for the intended audience. |
| | Sometimes uses full stops and capital letters accurately | Begins to paragraph their work using topic sentences and/or titles and subtitles. | Begins to use pronouns to link paragraphs | Draws in the reader by adding suspense or a question | To consistently evaluate and edit theirs and other's writing by proposing changes to their SPAG, including tense. |
| | Shows awareness of question marks, exclamation marks, inverted commas (speech marks), ellipses and bullet points | Begins to use bullet points. | Beginning to use specific technical language | Writes for a sustained period with a positive attitude and stamina | Verbs and subject used to enhance and clarify meaning. |
| | Spells most HFWs from list 1 | Begins to give viewpoint/opinion | Gives viewpoint/opinion and expresses reasons | Understands the difference between formal and informal language | Proof read and correct SPAG errors. |
| | Spells some HFWs from list 2 | Able to write narratives about personal experiences and real events. | Begins to understand the difference between formal and informal language | Uses paragraphs to expand ideas in more depth using a range of layout devices (e.g. headings, subheadings, bullet points, topic sentences) | Uses further organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining) |
| | Spells days of the week | Punctuation, Spelling and Handwriting | Ability to write about personal experiences and real events and express their ideas in a variety of genres | Compares text types to improve their own writing. | Punctuation, Spelling and Handwriting |
| | Uses sounds from set 1&2 to make phonetically plausible attempts at unfamiliar words | Consistently uses capital letters and full stops (usually correctly) | Punctuation, Spelling and Handwriting | Avoids repetition and builds cohesion through appropriate choice of pronouns and nouns within and across paragraphs | Confidently uses punctuation for effect. |
| | Spells words with simple suffixes (-ing,-ed,-s/-es,-er/-est) | Consistently uses exclamation marks and question marks (usually correctly) | Accurate use of capital letter and full stops | Continuing to use specific technical language | Correctly spell most words from Appendix year 4 and 5 |
| | Holds a pencil correctly | Begins to use commas in a list, ellipses, parentheses, and inverted commas (speech marks) for direct speech | Mostly accurately uses exclamation mark and question marks | Gives viewpoint/opinion, expresses reasons and is able to develop an argument | Writes legibly, fluently and with increasing speed. |
| | Forms letters and digits with the correct sequence and direction of movements | Uses capital letters for proper nouns (e.g. names, places, days of the week, months) the pronoun I | Uses commas in a list, ellipses, brackets, commas after fronted adverbials, parentheses and inverted commas (speech marks) | Understands the difference between formal and informal language | |
| | Write simple dictated sentences | Begins to use apostrophes to mark missing letters in contractions (e.g. I'm ,I'll, It's, don't, can't) | Uses capital letters for names, places, pronouns, dates. | Able to write confidently about personal experiences and real events and express their ideas in a variety of genres | |
| | | Begins to use apostrophes to show possession | Uses apostrophes to mark missing letters in contractions and to show possession | Punctuation, Spelling and Handwriting | |
| | | Spells most HFWs from list 2 and some HFWs from list 3 | Correctly spell most words from Appendix 1 and 2 and some from 3/4 | Accurate use of capital letter, full stops, exclamation marks, question marks, commas in a list, ellipses, parentheses and inverted commas (speech marks) | |
| | | Makes phonetically plausible attempts at spelling longer words. | Makes plausible attempts at unfamiliar words. | Accurate use of apostrophes to mark missing letters in contractions and apostrophes to show possession | |
| | | Spells words with suffixes/prefixes (un-, dis-, -ly, -ing,-ed, -s, -es, -er/-est, -ment, -less, -ness, -ful) | Correct spelling of words containing common prefixes and suffixes | Beginning to use colons, semi colons, hyphens | |
| | | Forms letters with the correct sequence and direction of movements and begins to join | Uses joined legible handwriting | Correctly spell most words from Appendix year 3 and 4 | |
| | | Write dictated sentences with mostly accurate punctuation | | Mostly accurate spelling of suffixes, prefixes, homophones, near homophones, words with silent letters | |
| | | | | Writes with joined legible handwriting, fluently and with increasing speed | |