

Year 1 Working at the expected standard		
Spell	Words containing phonemes from Phase 2, 3 and 5	
	Common exception words	
Add prefixes and suffixes	Using the spelling rules for adding s or es as the plural marker for nouns and 3 rd person singular for verbs	
	Using the prefix un-	
	Using –ing, -ed, -er, -est where no change is needed to the spelling of the root word	
Sit at a table and hold a pencil correctly		
Form lower case letters in the correct direction		
Form lower case letters of the correct size relative to one another in some writing		
Form capital letters		
Write sentences by:	Knowing how words can combine to make sentences	
	Sequencing sentences to form short narratives	
	Re-reading to check it makes sense	
	Leaving spaces between words	
	Joining words and clauses using and	
Punctuate some sentences using	Capital letters	
	Full stops	
	Exclamation marks	
	Question marks	
Use a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’		

Year 2 Working at the expected standard	
The pupil can write a narrative about their own and others’ experiences after discussion	
Using expanded noun phrases to describe and specify	
Demarcating most sentences with	capital letters
	full stops
	some use of question marks
	some use of exclamation marks
Using past and present tense mostly correctly and consistently	
Using co-ordination and / or / but	
Using some sub-ordination when / if / that / because	
Using sentences with different forms	Statements
	Commands
	Questions
	Exclamations (that start with How or What)
Segmenting spoken words into phonemes and representing these with graphemes spelling many correctly	
Spelling many common exception words	
Spelling some words with contracted forms	
Adding suffixes to spell some words correctly –ment, -ness, -less, -ly	

Year 2 Working at greater depth	
The pupil can write a narrative about their own and others’ experiences after discussion	
Using expanded noun phrases to describe and specify	
Demarcating most sentences with	capital letters
	full stops
	some use of question marks
	some use of exclamation marks
	Using the possessive apostrophe
Using commas in a list	
Using past and present tense mostly correctly and consistently	
Using co-ordination and / or / but	
Using some sub-ordination when / if / that / because	
Using sentences with different forms	Statements
	Commands
	Questions
	Exclamations
Segmenting spoken words & spelling many correctly	
Spelling most common exception words	
Spelling most words with contracted forms	
Adding suffixes to spell most words correctly –ment, -ness, -less, -ly	
Using the diagonal and horizontal strokes needed to join letters in most of their writing	
Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	
Using spacing between words that reflects the size of the letters	

Year 3 Working at the expected standard	
Correct use of basic sentence punctuation	Capital letters (start of sentence, proper nouns)
	Full stops / exclamation marks / question marks
Use of suffixes :	Where the consonant is doubled (Eg: forgetting, beginner)
	-ly, -sure, -ture
Formation of nouns using a range of prefixes super-, anti-, auto-, sub-	
Spell further homophones (see appendix 1)	
Use of determiners a or an according to whether the next word begins with a consonant or a vowel	
Expresses time, place and cause (conjunctions should not be used repeatedly in one sentence)	Using co-ordinating conjunctions (or, and, but, so) correctly
	Using subordinating conjunctions (when, before, because, if, although, while, after)
	Using adverbs (including then, next, soon, therefore)
	Using prepositions (including before, after, during, in, because of)
	Beginning to use fronted adverbials
Beginning to use paragraphs as a way to group related material	
Creating settings, character and a basic plot in narrative including use of expanded noun phrases and adverbs	
In non-narrative material using heading and subheadings to aid presentation	
Use of the present form of verbs instead of the simple past ‘He has gone out to play’ contrasted with ‘He went out to play’	
Beginning to use inverted commas to punctuate direct speech	
Place the possessive apostrophe accurately in words with regular plurals	
Use the first two or three letters of a word to check its spelling in a dictionary	
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other , are best left unjoined	
Proof reading for spelling and punctuation errors	
Spelling many words correctly (Years 3 and 4)	

Year 4 Working at the expected standard	
Correct use of basic sentence punctuation	Capital letters (start of sentence, proper nouns)
	Full stops / exclamation marks / question marks
Use of suffixes :	Where the consonant is doubled (Eg: forgetting, beginner)
	-ation, -sion, -ous, -tion, -ssion, -cian
Use of prefixes which don't change the root word and formation of nouns using a range of prefixes: re-, inter-, dis-, mis-, in-/il-/im-/ir	
Spell further homophones and near homophones (see appendix 1)	
Accurate use of determiners a, an, the	
Expresses time, place and cause (conjunctions should not be used repeatedly in one sentence)	Using co-ordinating conjunctions (including or, and, but, so, yet)
	Using subordinating conjunctions (including when, before, because, if, although, while, after)
	Using adverbs (including then, next, soon, therefore)
	Using prepositions (including before, after, during, in, because of)
	Use of fronted adverbials with a comma
Use paragraphs to organise ideas around a theme	
Creating settings, character and a plot in narrative including use of expanded noun phrases and adverbs	
Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases eg 'the teacher' expanded to 'the strict maths teacher with curly hair'	
In non-narrative material using heading and subheadings to aid presentation	
Use of the present form of verbs instead of the simple past 'He has gone out to play' contrasted with 'He went out to play'	
Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	
Use of inverted commas and other punctuation to indicate direct speech Eg The conductor shouted, "Sit down!"	
Place the possessive apostrophe accurately	
Use the first two or three letters of a word to check its spelling in a dictionary	
Using Standard English forms for verb inflections (we were not we was)	
Increase the legibility , consistency and quality of their handwriting, whilst joining	
Proof reading for spelling and punctuation errors	
Spelling most words correctly (Years 3 and 4)	

Year 5	
Correct use of basic sentence punctuation	Capital letters (start of sentence, proper nouns)
	Full stops / exclamation marks / question marks
Punctuation to introduce	Brackets, dashes or commas to indicate parenthesis
	Use of commas to clarify meaning or avoid ambiguity
Use of suffixes :	-ant –ance/-ancy –ent –ence/-ency
	-able –ible
	-fer
Use of verb prefixes [for example, dis–, de–, mis–, over– and re–]	
Spelling words with silent letters	
Distinguish between homophones and other words that are often confused -ce -se plus others from rules and guidance	
Spellings –cious, -tious, -cial, -tial, -ough, i before e	
Use a thesaurus to improve vocabulary choice	
Decide whether or not to join specific letters	
Legible joins	
Plan writing by identifying the audience and purpose of the writing, selecting appropriate form	
Draft and write by	Describing settings and characters
	Integrating dialogue to convey character and advance the action
	Using some cohesive devices within a paragraph (then, after that, this, firstly) and across sentences and paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he <i>had</i> seen her before)
	Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points].
Use different verb forms mostly accurately throughout a piece of writing	
Proof read for spelling and punctuation errors	
Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	
Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	
Using co-ordinating conjunctions (including or, and, but, so, yet)	
Using subordinating conjunctions (including when, before, because, if, although, while, after)	
Spelling most words correctly (Years 3 and 4)	
Spelling some words correctly (Years 5 and 6)	

Year 6 Working at The Expected Standard -The pupil can write for a range of purposes and audiences:	
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)	
In narratives, describe settings	
In narratives, describe characters	
Creating atmosphere, and integrating dialogue to convey character and advance the action	
Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly	
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
Use verb tenses consistently and correctly throughout their writing	
Using Passive verbs appropriately	
Using Modal verbs appropriately	
Using a wide range of clause structures, sometimes varying their position within the sentence	
Using adverbs effectively to add detail, qualification and precision	
Using prepositional phrases effectively to add detail, qualification and precision	
Using expanded noun phrases effectively to add detail, qualification and precision	
Using mostly correctly:	Inverted commas
	Commas for clarity
	Punctuation for parenthesis
Making some correct use of:	Semi-colons
	Dashes
	Colons
	Hyphens
Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
Maintaining legibility, fluency and speed in handwriting choosing whether or not to join specific letters	

Year 6 Working at Greater Depth within the expected standard - The pupil can write for a range of purposes and audiences:
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
Distinguish between the language of speech and writing and choose the appropriate register
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
Selecting verb forms for meaning and effect
Using some cohesive devices within and across sentences and paragraphs
Using the full range of punctuation taught at key stage 2 mostly correctly
Using semi-colons to mark the boundary between independent clauses
Colons to mark the boundary between independent clauses