

Strategy	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Outcomes Progression Entertain Inform Persuade Discuss	Short Story – retell tradition/fairy tale Description - character Poem - acrostic Recount - postcard Instructions Letter	Short Story – innovate a text - tradition/fairy tale Description - character Poem – rhyming couplet/imagery Recount - diary Instructions Letter	Short Story – Fantasy/Science Fiction Description - setting Poem – cinquain/descriptive Recount Explanation Poster Advert Letter	Short Story – adventure/horror, Description - setting Poem – limerick/ imagery Recount Explanation Newspaper Advert Letter	Short Story – myths & legends/Historical, Description – setting/atmosphere Poem – Haiku/ imagery Report Newspaper Biography Advertising Speech Argument	Short Story - Action/Adventure, historical Description – dialogue Poem – free verse/narrative Report Biography Speech Letter Argument Newspaper
Phonic & Whole word spelling A	I can write words containing each of the 40+ phonemes taught 1a1 I can write common exception words 1a2 I can write the days of the week 1a3 I can name the letters of the alphabet in order 1a4 I can use letter names to distinguish between alternative spellings of the same sound 1a5	I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly 2a1 I can learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones 2a4 I can learn to spell common exception words 2a2/2a3 I can distinguish between homophones and near-homophones 2a5	I can spell some further homophones 3a1 I can spell some words that are often misspelt (Appendix 1) 3a2	-I can spell further homophones 4a1 -I can spell words that are often misspelt (Appendix 1) 4a2	-I am beginning to spell some words with ‘silent’ letters 5a1 -I am beginning to distinguish between homophones and other words which are often confused 5a2 -I use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 5a3	-I can 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 6a1 -I can confidently spell some words with ‘silent’ letters 6a2 -I can distinguish between homophones and other words which are often confused 6a3 -I use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 (6a1)
Other word building spelling B	I can use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs 1b1 I can use the prefix un 1b2 I can use –ing, –ed, –er and –est where no change is needed in the spelling of root words 1b3 I can apply simple spelling rules and guidance from Appendix 1 1b4 I can use some features of written Standard English / was/they were he was/you were/It was/we were 1b5	I can identify a possessive apostrophe (singular) 2b2 I can spell more words with contracted forms 2b3 I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly 2b1 I can apply spelling rules and guidelines from Appendix 1 2b4	I am beginning to use some further prefixes and suffixes and understand how to add them 3b1 I sometimes place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals 3b2 I am beginning use the first 2 or 3 letters of a word to check its spelling in a dictionary 3b3	-I can use some further prefixes and suffixes and understand how to add them 4b1 -I can use the first 2 or 3 letters of a word to check its spelling in a dictionary 4b2 -I can place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals In punctuation	-I continue to use further prefixes and suffixes and understand the guidance for adding them 5b1 -I can sometimes use dictionaries to check spellings and I am beginning to use dictionaries to find the meaning of words 5b2	-I can confidently use further prefixes and suffixes and understand the guidance for adding them 6b1 -I can use dictionaries to check the spelling and meaning of words (included in 6a1)
Transcription C	I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 1c1	I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 2c1	I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 3c1	-I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 4c	-I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 5c	-I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 6c
Handwriting D	I can sit correctly at a table, holding a pencil comfortably and correctly 1d1 I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place 1d2	I can form lower-case letters of the correct size relative to one another 2d3 I am using some of the diagonal and horizontal strokes needed to join letters and understand which letters,	I sometimes use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined 3d1	-I mostly use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined 4d	-I am beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters 5d	-I can maintain legibility in joined handwriting when writing at speed. 6d -I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters (within 6d)

	<p>I can form capital letters 1d3</p> <p>I can form digits 0-9 1d4</p> <p>I can understand which letters belong to which handwriting 'families' and to practise these</p>	<p>when adjacent to one another, are best left un-joined 2d2</p> <p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 2d1</p> <p>I use spacing between words that reflects the size of the letters.</p>	<p>I have increased the legibility, consistency and quality of my handwriting 3d2</p>	<p>-I continue to increase the legibility, consistency and quality of my handwriting (not on Writing Grid)</p>	<p>-I sometimes choose the writing implement that is best suited for a task (not on writing grid)</p>	<p>-I can choose the writing implement that is best suited for a task (within 6d)</p>
<p>Contexts for Writing E</p>	<p>I am beginning to show some features of the chosen genre 1e1</p> <p>I can sustain writing for purpose and audience 1e2</p>	<p>I can write narratives about personal experiences and those of others (real and fictional) 2e1</p> <p>I can write about real events 2e2</p> <p>I can write poetry 2e3</p> <p>I can write for different purposes 2e4</p>	<p>I am beginning to discuss writing similar to that which am planning to write in order to understand and learn from its structure, vocabulary and grammar 3e1</p> <p>I can express viewpoint (opinion, attitude, position) but this may not be maintained 3e2</p>	<p>-I can discuss writing similar to that which am planning to write in order to understand and learn from its structure, vocabulary and grammar 4e</p>	<p>-With support I can identify the audience for and purpose of my writing, selecting the appropriate form and using other similar writing as a model for my own writing 5e1</p> <p>-I am beginning to write narratives, showing I have considered how authors have developed characters and settings in what I have read, listened to or seen performed 5e2</p>	<p>-I can identify the audience for and purpose of my writing, selecting the appropriate form and use other similar writing as a model for my own writing 6e1, 6e2</p> <p>-I can write narratives, showing I have considered how authors have developed characters and settings in what I have read, listened to or seen performed 6e3</p>
<p>Planning Writing F</p>	<p>I can say out loud what I am going to write about 1f1</p> <p>I can compose a sentence orally before writing it 1f2</p> <p>I can sometimes attempt to match sentence structures to purpose 1f3</p>	<p>I plan or say out loud what I am going to write about 1f1</p> <p>I compose a sentence orally before writing it 1f2</p> <p>I use simple, appropriate text features 1f3</p> <p>I can show an awareness of paragraphs 2f4</p>	<p>I sometimes discuss and record ideas 3f1</p> <p>I mostly compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 3f2</p>	<p>-I can discuss and record ideas</p> <p>-I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 4f1</p> <p>-I can build progressively varied range of sentence structures, including complex sentences. e.g. NOUN, WHICH/WHO/WHERE sentence 4f2</p>	<p>-I am beginning to note and develop initial ideas, drawing on reading and research where necessary 5f</p>	<p>-I can note and develop initial ideas, drawing on reading and research where necessary 6f</p>
<p>Drafting Writing G</p>	<p>I can sequence sentences to form short narratives 1g1</p> <p>I am beginning to use story language, ie repetitive phrases and rhythmic language 1g2</p> <p>I can sequence ideas appropriately <i>eg stories have a beginning, middle or end or instructions are in the correct order</i> 1g3</p> <p>I am beginning to use fronted adverbials appropriate to the context – First, then, next, after that, finally 1g4</p>	<p>I write down ideas and/or key words, including new vocabulary 2g4</p> <p>I can encapsulate what I want to say, sentence by sentence 2g5</p> <p>I can write simple, coherent narratives about personal experience and those of others (real or fictional) 2g1</p> <p>I can write about real events, recording these simply and clearly 2g2</p> <p>I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar in my writing 2g3</p> <p>I can sustain writing for purpose and audience 2g6</p>	<p>I am beginning to organise paragraphs around a theme 3g1</p> <p>I am beginning to write narratives, creating settings, characters and plot 3g2</p> <p>I am beginning to write non-narrative material, using simple organisational devices (headings & subheadings) 3g3</p> <p>I develop characters with some thoughts and feelings. e.g. EMOTION WORD, (COMMA) SENTENCES 3g4</p>	<p>-I can organise paragraphs around a theme 4g1</p> <p>-I can organise paragraphs around a theme in nonfiction writing. 4g2</p> <p>-I can use a range of connecting words and phrases appropriate to text type. e.g. BOYS sentences 4g3</p> <p>-I can narratives, creating settings, characters and plot 4g4</p> <p>-I can describe settings and create atmosphere e.g. dialogue, powerful verbs, short sentences, punctuation (... or !), figurative language 4g5</p> <p>-I can create characters with some thoughts and feelings. e.g. THE MORE, THE MORE, 'show not tell' and dialogue, O.I sentences or EMOTION, sentences 4g6</p> <p>-I can write narratives with a build-up and problem/climax towards a defined ending. 4g7</p> <p>-I can write well-paced events in narratives 4g8</p>	<p>-I am beginning to select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning 5g1</p> <p>-I can start sentences in a variety of ways (fronted adverbials) e.g. EMOTION,- or 3ed - or 3BAD – or VERB, PERSON sentences 5g2</p> <p>-I can use paragraphs to signal a change of time, scene, action, mood or person 5g3</p> <p>-I can use a range of conjunctions or connecting phrases appropriate to text type. e.g. BOYS sentences 5g4</p> <p>-I can use a range of figurative language devices (e.g. similes, metaphors, and personification, onomatopoeia, irony) 5g5</p> <p>-In narratives, I am beginning to describe settings, characters and atmosphere and integrate</p>	<p>-In narratives, I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action 6g1, 6g2, 6g3, 6g4, 6g5</p> <p>-I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 6g6</p> <p>-I can use a wide range of devices to build cohesion within and across paragraphs 6g7</p> <p>-I can use further organisational and presentational devices to structure text and to guide the reader 6g8</p> <p>-I can summarise longer passages 6g9</p>

				-I can write non-narrative material, using simple organisational devices 4g9	dialogue to convey character and advance the action 5g6, 5g7, 5g8 -I am beginning to summarise longer passages 5g9 -I am beginning to use a range of devices to build cohesion within and across paragraphs 5g10 -I am beginning to use further organisational and presentational devices to structure text and to guide the reader 5g11	
Editing Writing H	I can re-read what I have written to check that it makes sense 1h1 I can discuss what I have written with the teacher or other pupils 1h3 I can use the grammatical terminology in English Appendix 2 when discussing my writing 1h2	I evaluate my writing with the teacher and other pupils 2h2 I reread to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 2h3 I proofread to check for errors in spelling, grammar and punctuation 2h4 I can make simple additions, revisions and proof-reading corrections to my own writing 2h1	I am beginning to assess the effectiveness of my own and others' writing and suggesting improvements 3h1 I am beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 3h2 I am beginning to proofread for spelling and punctuation errors 3h3	-I can assess the effectiveness of my own and others' writing and suggesting improvements 4h1 -I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 4h2 -I can proofread for spelling and punctuation errors 4h3	-I continue to assess the effectiveness of my own and others' writing 5h1 -I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 5h2 -I sometimes ensure I have a consistent and correct use of tense throughout a piece of writing 5h3 -I sometimes ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 5h4 -I usually proofread for spelling and punctuation errors 5h5	-I can assess the effectiveness of my own and others' writing 6h1 -I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 6h2 -I ensure the consistent and correct use of tense throughout a piece of writing 6h3 -I ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 6h4 -I can proofread for spelling and punctuation errors 6h5
Performing Writing I	I can read my writing aloud clearly enough to be heard by my peers and the teacher 1i1	I read aloud what I have written with appropriate intonation to make the meaning clear 2i1	I am beginning to read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 3i1	-I can confidently read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 4i	-I can perform my own compositions, mostly using appropriate intonation, volume, and movement so that meaning is clear. 5i	-I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear 6i
Vocabulary J	I can join words and join clauses using "and" 1j1 I can include some interesting descriptive language e.g. for appearance, feelings, characters and settings 1j2 I can use an 'as a, like a' sentences to show SIMILES sentences 1j3 I can use LIST sentences - use 3 or 4 adjectives before the noun 1j4	I can use expanded noun phrases to describe and specify 2j1 I can use words and actions to show character's feelings 2j2 I am beginning to make adventurous word and language choices appropriate to the style and purpose of the text 2j3 I can use detail to engage the reader. Use FRONTED ADVERBIAL 2j4 SENTENCES – begins with an adverb I can use LIST SENTENCES - use 3 or 4 adjectives before the noun 2j5	I am beginning to use a range of sentences with more than one clause by using a wider range of conjunctions (at the beginning and within sentences), including when, if, because, although 3j1 I can sometimes select nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 3j2 I can use conjunctions, adverbs and prepositions to express time and cause (and place) 3j3 I can use different sentence starters. E.g. VERB, PERSON SENTENCE 3j4 I am beginning to use technical language appropriate to text type 3j5	-I can extend the range of sentences I write, including more than one clause by using a wider range of conjunctions, including when, if, because, although 4j1 -I am beginning to use a range of figurative language – metaphors & personification. Use AS A, LIKE A sentences to show SIMILES vocab 4j2 -I can select nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 4j3 -I can make adventurous word and language choices appropriate to the style and purpose of the text e.g. SHORT sentences, D:D sentences 4j4 -I can choose vocabulary to introduce opinion and persuasion. e.g. MANY QUESTIONS sentences 4j5	-I am beginning to use a thesaurus 5j1 -I am beginning to use expanded noun phrases to convey complicated information concisely 5j2 -I am beginning to use modal verbs or adverbs to indicate degrees of possibility 5j3	-I can use a thesaurus 6j1 -I can use expanded noun phrases to convey complicated information concisely 6j2 -I can use contracted forms in dialogues in narrative 6j3 -I can use modal verbs or adverbs to indicate degrees of possibility 6j4 -I can distinguish between the language of speech and writing and choose the appropriate register 6j5

			<p>I can use descriptive language and make adventurous word and language choices appropriate to the style and purpose of the text e.g. SHORT SENTENCES or 3 ED SENTENCES, P.C SENTENCES or EMOTION WORD, COMMA SENTENCES 3j6</p> <p>I can use a range of figurative language e.g. use AS ...AS or LIKE A SENTENCES to show SIMILES or ONOMATOPOEIA or PERSONIFICATION 3j7</p>			
<p>Grammar (edited to reflect content in Appendix 2) K</p>	<p>I can use regular plural noun suffixes (-s, -es) 1k1</p> <p>I can use verb suffixes where root word is unchanged (-ing, -ed, -er) 1k2</p> <p>I can use un- prefix to change meaning of adjectives/adverbs 1k3</p> <p>I can combine words to make sentences, including using and 1k4</p> <p>I can separate words with spaces 1k5</p> <p>I am beginning to use subordination to show time and reason e.g. when, because 1k6</p> <p>I can use a range of connectives to make a compound sentence e.g. and, but, because, so 1k7</p>	<p>I can write sentences with different forms: statement, question, exclamation, command 2k4</p> <p>I can write in the present and past tenses correctly and consistently including the progressive form 2k1</p> <p>I can write using conjunctions for subordination (using when, if, that, or because) and coordination (using or, and, or but) 2k2/2k3</p> <p>I write using some features of written Standard English 1k5</p> <p>I can use pronouns to avoid repetition 2k6</p> <p>I can use determiners a/an correctly 2k7</p>	<p>I can use the present perfect form of verbs in contrast to the past tense 3k1</p> <p>I can form nouns using prefixes (super-, anti-) 3k2</p> <p>I can use the correct form of 'a' or 'an' 3k3</p> <p>I recognise word families based on common words (solve, solution, dissolve, insoluble) 3k4</p> <p>I can use adverbs to add detail to actions. e.g. DOUBLE LY SENTENCES 3k4</p> <p>I can choose tense appropriately for the text type and use first and third person consistently, including the present perfect form of verbs in contrast to the past tense 3k5</p> <p>I use 'who' and 'that' appropriately 3k6</p> <p>I can use expanded noun phrases – e.g. AD, SAME AD SENTENCES or NOUN PHRASE, with..... 3k7</p> <p>I use most determiners correctly 3k8</p> <p>I can indicate possession by using the possessive apostrophe with plural nouns 3k9</p>	<p>-I can make an appropriate choice of pronoun or noun to create cohesion (including first and third person) 4k1</p> <p>-I know the difference between plural and possessive -s 4k2</p> <p>-I understand Standard English verb inflections (I did vs I done)</p> <p>-I use extended noun phrases, including prepositions 4k3</p> <p>-I can use expanded noun phrases – e.g. AD, SAME AD sentences or NP, with... 4k4</p> <p>-I can use all determiners correctly 4k5</p> <p>•I can use fronted adverbials</p> <p>Punctuation</p>	<p>-I can use the perfect form of verbs to mark relationships of time and cause 5k1</p> <p>-I can write using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 5k2</p> <p>-I can write converting nouns or adjectives into verbs 5k3</p> <p>-I can write using verb prefixes 5k4</p> <p>-I can use devices to build cohesion, including adverbials of time, place and number 5k5</p>	<p>- I can recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 6k1</p> <p>- I can use the perfect form of verbs to mark relationships of time and cause 6k2</p> <p>- I can use passive verbs to affect the presentation of information in a sentence 6k3</p> <p>-I can demonstrate differences in informal and formal language 6k4</p> <p>-I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this 6k5</p> <p>- I can use synonyms & antonyms 6k7</p> <p>- can use further cohesive devices such as grammatical connections and adverbials 6k8</p> <p>- use of ellipsis 6k9</p>
<p>Punctuation (edited to reflect content in Appendix 2) L</p>	<p>I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (., ?, !)1l1</p> <p>I use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 1l2</p> <p>I can use commas for listing sentences 1l3</p>	<p>I demarcate most sentences in my writing with capital letters and full stops 2l1</p> <p>I can use question marks correctly when required 2l2</p> <p>I am learning how to use both familiar and new punctuation correctly, including 2l4</p> <p>- exclamation marks,</p> <p>- commas for lists</p> <p>- apostrophes for contracted forms</p> <p>- apostrophes for possession</p> <p>- speech with inverted commas</p> <p>I can use spacing between words that reflects the size of the letters 2l3</p>	<p>I can use and punctuate direct speech (i.e. Inverted commas) 3l1</p> <p>I can use commas when listing more detailed ideas and fronted adverbials E.g. 2 PAIRS SENTENCES, <i>Amazingly, she jumped over a fence</i> 3l2</p>	<p>- I can use commas after fronted adverbials 4l1</p> <p>-I can indicate possession by using the possessive apostrophe with singular and plural nouns 4l2</p> <p>- I can use and punctuating direct speech (including punctuation within and surrounding inverted commas) 4l3</p> <p>-I can use and punctuate reported speech with correct punctuation 4l4</p>	<p>- I can use commas to clarify meaning or avoid ambiguity in writing 5l1</p> <p>- I can use brackets, dashes or commas to indicate parenthesis 5l2</p> <p>- I can use all previously taught punctuation in my writing (CL, FS, !, ?, "") 5l3</p>	<p>I can use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) 6l1</p> <p>I can use use hyphens to avoid ambiguity 6l1</p> <p>- I can use semicolons, colons or dashes to mark boundaries between independent clauses 6l1</p> <p>- I can use a colon to introduce a list punctuating bullet points consistently 6l1</p> <p>- I can use a semi-colon to separate items in a list 6l1</p> <p>- I can use punctuation for parenthesis mostly correctly 6l2</p>

						- I can use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. ⁴ 613
Grammatical Terminology	<i>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</i>	<i>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</i>	<i>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</i>	<i>determiner, pronoun, possessive pronoun, adverbial 4m</i>	<i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 5m</i>	<i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points 6m</i>