

GHS Writing - Skills and Knowledge Progression Map

National Curriculum Requirements						
Writing: Transcription Spelling**	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect</p> <p>To apply Y1 spelling rules and guidance. (see below)</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance. (see below)</p>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs' e.g. musician, electrician, magician, politician, mathematician).</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/ incredibly, sensible/ sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel</p>

			<p>the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	To spell words with the /s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).		letter using 'tial' (e.g. partial, confidential, essential).
Common Exception Words	To spell all Y1 common exception words correctly.* To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.
Prefixes and Suffixes	To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.	To spell most words with the prefixes dis-, mis-, bi-, re- and decorrectly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning)	To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred,

						reference, referee, preference, transference).
Further Spelling Conventions	To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male. To use the first two or three letters of a word to check its spelling in a dictionary	To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To use their spelling knowledge to use a dictionary more efficiently.	To spell complex homophones and nearhomophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/- sy (e.g. practice/practise, licence/license, advice/advise). To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.
Writing: Transcription Handwriting	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant;	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be	To write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding

	correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.		that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	whether or not to join specific letters; - choosing the writing implement that is best suited for a task.
Joining Letters	To begin to use the diagonal and horizontal strokes needed to join letters	To begin to use the diagonal and horizontal strokes needed to join letters	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form)
Writing: composition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, Writing and Editing	To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or	To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary,

	to describe.	<p>other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>		cohesion.	<p>irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
Awareness of Audience, Purpose and Structure	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and nonfiction pieces using a consistent and appropriate structure (including genrespecific layout devices). To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To 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 (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>

Writing: VGP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Construction and Tense	To use simple sentence structures.	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
Use of Phrases and Clauses	To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.	To using co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g	To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing.
Punctuation	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions.	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semicolons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

Use of Terminology	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
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Target Tracker statements for Assessment:

	Spelling	Handwriting	Composition	VGP
Year 1	<ul style="list-style-type: none"> I can break down spoken words into their sounds and spell some correctly <i>I can spell words containing each of the letter sounds I have been taught</i> I can spell some common exception words I can spell the days of the week <i>I can name the letters of the alphabet in order</i> I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound I know the plural rule and can use -s and -es in the right place I can add un- to the start of a word to make a different word I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest I can use simple spelling rules <i>I can write the correct spellings in simple sentences I hear my teacher say</i> 	<ul style="list-style-type: none"> I can sit correctly at a table, holding a pencil comfortably and correctly <i>I can write lower-case letters in the correct direction, starting and finishing in the right place</i> I can write capital letters I can write numbers 0-9 I can see which letters belong to which handwriting 'families' 	<ul style="list-style-type: none"> I can write sentences by saying out loud what I am going to write about I can say my sentence out loud before I write it <i>I can join my sentences together to make a story</i> <i>I can read my sentence and check that it makes sense</i> I can talk about my writing with my teacher or children in my class I can read my sentence out loud so that children in my class can hear and understand me 	<ul style="list-style-type: none"> I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes I can add -ing and -er to the end of a word to make a new word e.g. helping, helper I can show you how un- added to the beginning of a word can change its meaning I can put words together to make sentences I can use joining words like 'and' I can use spaces between words <i>I can use capital letters and full stops</i> <i>I can use question marks and exclamation marks</i> I can use capital letters for names, places, the days of the week and the word 'I' I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

<p>Year 2</p>	<ul style="list-style-type: none"> ● <i>I can break down spoken words into their sounds and write them mostly correctly</i> ● <i>I can learn new spellings by using words I already know how to spell</i> ● <i>I can spell many common exception words</i> ● <i>I can spell most common exception words</i> ● I can spell some words which have been shortened ● I can spell words which use an apostrophe to show possession e.g. the girl's book ● I can spell words that sound the same but are spelt differently e.g. buy bye by ● I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words ● <i>I can add the endings -ment, -ness, -ful, -less, -ly to spell most longer words</i> ● I can use simple spelling rules ● I can write the correct spellings and punctuation in simple sentences I hear my teacher say 	<ul style="list-style-type: none"> ● I can write lower-case letters that are all the same size in some of my writing ● I can write lower-case letters that are all the same size in most of my writing ● I can use the diagonal and horizontal strokes I need to join letters in some of my writing ● <i>I can use the diagonal and horizontal strokes I need to join letters</i> ● I know which letters, when they are next to one another, are best left un-joined ● <i>I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters</i> ● <i>I can use spacing between words that fits with the size of the letters</i> 	<ul style="list-style-type: none"> ● <i>I can write about things I have done and things that others have done</i> ● <i>I can write a long piece of text about a real event in one go</i> ● I can write poetry ● <i>I can write for different purposes, using ideas and languages from things I have read</i> ● I can plan my writing by writing down my ideas or talking about them ● <i>I can plan my writing by writing down my ideas or talking about them for each sentence</i> ● I can change my writing and make corrections after I have spoken to a teacher or another child about it ● I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time ● <i>I can proof read my work and check for spelling, punctuation and grammar errors and sometimes choosing better words</i> ● I can read my work aloud with confidence using the tone of my voice to make the meaning clear 	<ul style="list-style-type: none"> ● I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman ● I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless ● <i>I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly</i> ● <i>I can use these words in my writing: when, if, that, because, or, but</i> ● I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon ● I can tell if a sentence is a question, command, exclamation or a statement ● <i>I can use the correct tense in my writing</i> ● I can use the correct verb form to indicate actions in progress in the present time or in the in past e.g. she is drumming, he was shouting ● <i>I can use capital letters and full stops to show where sentences start and end and sometimes use question marks and exclamation marks</i> ● <i>I can use commas when I am writing a list</i> ● <i>I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat</i> ● I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present), apostrophe and comma ●
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<p>Year 3</p>	<ul style="list-style-type: none"> • I can use the prefixes un-, dis-, mis-, re-, pre- • I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited • I can use the suffix -ly • I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature • I can spell words with endings which sound like 'zhun' e.g. division, decision • I can spell words which sound the same but have different meanings brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane • I can spell words that are often misspelt • I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym • I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double • I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo • I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine • I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they • I can use the first two or three letters of a word to check its spelling in a dictionary • I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know 	<ul style="list-style-type: none"> • I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left un-joined • I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap 	<ul style="list-style-type: none"> • I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like • I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it • I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because • I can use paragraphs to organise my writing so that blocks of text group related material • I can draft and write descriptive work that creates settings, characters/ plots • I can draft and write material such as instructions, using headings and sub-headings to organise my work • I can re-read my work to improve it for my audience • I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting • I can proof read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed • I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice 	<ul style="list-style-type: none"> • I can create new words using a range of prefixes including super-, anti-, auto- • I can understand when to use 'a' or 'an' in front of a word • I can identify word families based on root words e.g. solve, solution, dissolve, insoluble • I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of • I can use paragraphs • I can use headings and sub-headings • I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play • I can use speech marks correctly sometimes • I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas
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<p>Year 4</p>	<ul style="list-style-type: none"> • I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto • I can understand and add the suffixes -ation, -ous • I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician • I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique • I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's • I can spell more complex words that are often misspelt e.g. caught, occasionally, interest • I can spell words with the 's' sounds spelt 'sc' e.g. science, scene • I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's • I can use the first three or four letters of a word to check its spelling in a dictionary • I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> • I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined • I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap 	<ul style="list-style-type: none"> • I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar • I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times • I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can • I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together • I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience • I can organise my non narrative writing so that it has headings and sub headings • I can assess my work and that of others and suggest improvements • I can edit my work by changing the grammar to improve the way my work reads • I can proof read my writing for spelling and use of punctuation • I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear 	<ul style="list-style-type: none"> • I can explain the difference between the plural and possessive –s • I can use the correct form of the verb inflection e.g. we were instead of we was • I can make my writing interesting by using adjectives and other descriptive methods • I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news • I can use paragraphs to organise ideas around a theme • I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated • I can use inverted commas and other punctuation to indicate direct speech • I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names • I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news • I can understand and use the following terms: Determiner. Pronoun, possessive pronoun. Adverbial
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<p>Year 5</p>	<ul style="list-style-type: none"> • I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious • I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial • I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance • I can spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly • I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough • I can spell some words with 'silent' letters e.g. knight, psalm, solemn • I can spell some more complex words correctly including words that are often misspelt • I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically • I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • I can use a thesaurus 	<ul style="list-style-type: none"> • I can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters • I can write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work • I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary • I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films • I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' () – • I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood • I can draft and write by summarising longer passages • I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph • I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place, e.g. nearby and number, e.g. secondly or tense choices e.g. he had seen her before • I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions • I can use different verb forms with consideration for the audience and purpose • I can give feedback on and improve my 	<ul style="list-style-type: none"> • I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify • I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re- • I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun • I can use a wide range of different sentence structures • I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must • I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly • I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before • I can use brackets and can also use dashes or commas for the same purpose • I can use commas to make my writing clear to the reader • I can understand the following terms: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity
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			<p>own writing and my classmates' writing</p> <ul style="list-style-type: none"> • I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer • I can mark and edit work to have the correct tense throughout • I can mark and edit work to have the correct subject and verb agreement • I can read work looking for spelling errors and correct them using a dictionary • I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose • I can perform my own work to a group with some confidence changing the tone and volume of my voice to make the meaning clear 	
Year 6	<ul style="list-style-type: none"> • I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference • I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter • I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose • I can use dictionaries to check the spelling and meaning of words • I can spell most words correctly including words that are often misspelt • I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically 	<ul style="list-style-type: none"> • I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose • I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary • I can plan a detailed character and / or setting to have an effect in the reader and use ideas from what I have read, heard and seen in other stories, plays or films • I can use grammar and vocabulary which is suited to the purpose of my writing • I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well 	<ul style="list-style-type: none"> • I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing • I can understand how words are related by meaning as synonyms and antonyms • I can use the passive to affect the presentation of information in a sentence • I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing • I can manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes • I can link ideas across paragraphs using

			<p>as moving the action forward</p> <ul style="list-style-type: none"> • I can draft and write by accurately précising longer passages • I can use different techniques to make my writing flow and link paragraphs • I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader • I can give reasoned feedback on mine and others' work to improve it • I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer • I can mark and edit work to have the correct tense throughout • I can mark and edit work to have the correct subject and verb agreement • I can read work looking for spelling errors and correct them using a dictionary • I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens • I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear 	<p>a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis</p> <ul style="list-style-type: none"> • I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text • I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up • I can use the colon to introduce a list and use semi-colons within lists • I can use bullet points to list information • I can use hyphens for clarity e.g. man eating shark or man-eating shark • I can understand the following words: subject, object, active, passive, synonym antonym, ellipsis, hyphen, colon, semi-colon and bullet points • I can use the perfect form of verbs to mark relationships of time and cause • I can use expanded noun phrases to explain complicated information simply • I can use the full range of punctuation I have been taught, including colons and semi-colons to mark the boundary between independent clauses
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