

Reception	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Composition</b>	<b>Composition</b>	<b>Composition</b>	<b>Composition</b>	<b>Composition</b>	<b>Composition</b>
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
<b>Punctuation, Spelling and Handwriting</b>	<b>Punctuation, Spelling and Handwriting</b>	<b>Punctuation, Spelling and Handwriting</b>	<b>Punctuation, Spelling and Handwriting</b>	<b>Punctuation, Spelling and Handwriting</b>	<b>Punctuation, Spelling and Handwriting</b>
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)	Begins to use modal verbs to indicate degrees of possibility (will, might, should, must, could)
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 uses relative clauses.
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	Confidently use punctuation for effect: commas, hyphens, brackets, colons, parentheses, and dashes.
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...)	Identify the audience for purpose.
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)	Develop ideas, drawing on reading and research. Use techniques from authors to develop characters and settings.
Holds pencil correctly	<b>Punctuation, Spelling and Handwriting</b>	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.	To understand how selecting appropriate grammar and vocabulary can enhance meaning. Characterisation through description, dialogue and action.
	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	Précising longer passages e.g. Topic sentences
	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	Using a variety of cohesive devices within and between paragraphs.
	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	Present/organise different texts appropriately for the intended audience.
	Spells most HFWs from list 1	Begins to give viewpoint/opinion	Gives viewpoint/opinion and expresses reasons	Uses paragraphs to expand ideas in more depth using a range of layout devices (e.g. headings, subheadings, bullet points, topic sentences)	To consistently evaluate and edit theirs and other's writing by proposing changes to their SPAG, including tense.
	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	Compares text types to improve their own writing.	Verbs and subject used to enhance and clarify meaning.
	Spells days of the week	<b>Punctuation, Spelling and Handwriting</b>	Accurate use of capital letter and full stops	Avoids repetition and builds cohesion through appropriate choice of pronouns and nouns within and across paragraphs	Proof read and correct SPAG errors.
	Uses sounds from set 1&2 to make phonetically plausible attempts at unfamiliar words	Consistently uses capital letters and full stops (usually correctly)	Mostly accurately uses exclamation mark and question marks	Continuing to use specific technical language	Uses further organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining)
	Spells words with simple suffixes (-ing,-ed,-s/-es,-er/-est)	Consistently uses exclamation marks and question marks (usually correctly)	Uses commas in a list, ellipses, parentheses, and inverted commas (speech marks) for direct speech	Gives viewpoint/opinion, expresses reasons and is able to develop an argument	Understands the difference between formal and informal language
	Holds a pencil correctly	Begins to use commas in a list, ellipses, parentheses, and inverted commas (speech marks) for direct speech	Uses capital letters for proper nouns (e.g. names, places, days of the week, months) the pronoun I	Understands the difference between formal and informal language	Accurate use of capital letter, full stops, exclamation marks, question marks, commas in a list, ellipses, parentheses and inverted commas (speech marks)
	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	Begins to use apostrophes to mark missing letters in contractions (e.g. I'm ,I'll, It's, don't, can't)	Understands the difference between formal and informal language	Accurate use of apostrophes to mark missing letters in contractions and apostrophes to show possession
	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)	Begins to use apostrophes to show possession	Understands the difference between formal and informal language	Beginning to use colons, semi colons, hyphens
		Spells most HFWs from list 2 and some HFWs from list 3	Spells most HFWs from list 2 and some HFWs from list 3	Understands the difference between formal and informal language	Correctly spell most words from Appendix year 3 and 4
		Makes phonetically plausible attempts at spelling longer words.	Makes phonetically plausible attempts at spelling longer words.	Understands the difference between formal and informal language	Mostly accurate spelling of suffixes, prefixes, homophones, near homophones, words with silent letters
		Spells words with suffixes/prefixes (un-, dis-, -ly, -ing,-ed, -s, -es, -er/-est, -ment, -less, -ness, -ful)	Spells words with suffixes/prefixes (un-, dis-, -ly, -ing,-ed, -s, -es, -er/-est, -ment, -less, -ness, -ful)	Understands the difference between formal and informal language	Writes with joined legible handwriting, fluently and with increasing speed
		Forms letters with the correct sequence and direction of movements and begins to join	Forms letters with the correct sequence and direction of movements and begins to join	Understands the difference between formal and informal language	
		Write dictated sentences with mostly accurate punctuation	Write dictated sentences with mostly accurate punctuation	Understands the difference between formal and informal language	