



Key skills

End of year 1 - Expectations in Writing

Transcription

- I can spell my word list accurately.
- I can spell some unusual words correctly.
- I can spell the days of the week.
- I know the names of all the letters of the alphabet in order.
- I know some sounds can be spelled in different ways using different letters.
- I use word endings such as -s and -es to change a word to mean more than one.
- I know how to add un- at the beginning of a word to create a new word.
- I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper.
- I can spell the words correctly in my Year 1 spelling list.
- I can write out a sentence told to me by my teacher.

Handwriting

- When writing, I sit and hold a pencil correctly.
- I can write some of my letters correctly, starting and finishing in the right place.
- I can write some capital letters.
- I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.
- I can tell you how some letters are similar and can be put into groups.

Composition

- Before I write a sentence, I can say out loud what I am going to write.
- I can think of and say a sentence before I write it.
- I can write a text by thinking of a list of sentences in the order I need.
- I check my sentences make sense by re-reading them.
- I can discuss what I have written with the teacher or my friends.
- I can read aloud my own writing so my friends and the teacher can hear me.

Vocabulary, Grammar and Punctuation

- When I write, I leave spaces between my words.
- I can add together two sentences using 'and'.
- I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.
- I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.
- I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.
- I can add endings such as -ing and -ed to words to make new words.
- I understand how adding un to the beginning of some words changes the word to mean the opposite.
- I know that words can be put together to build sentences.
- I can use the grammar rules set out in my grammar list.



Key skills

End of year 2 - Expectations in Writing

Transcription

- I can spell words correctly by saying them out loud.
- I am learning new ways for spelling words which sound the same but have different meanings.
- I know how to spell words that do not follow a spelling pattern.
- I can spell more words by using 'rules' I already know.
- I have learnt how to correctly use the possessive apostrophe (singular) (for example, the girl's book) in my spelling.
- I can show I know the difference between homophones and near-homophones in my spelling.
- I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.
- I can spell the words correctly in my Year 2 spelling list.
- I can write out a sentence told to me by my teacher and use the correct punctuation.

Handwriting

- When I write, my letters are the same size.
- I am learning which letters to join up in my handwriting, and which ones are best left unjoined.
- I can write letters and numbers that are the right way round and the right size.
- I know where to leave spaces between words.

Composition

- I am beginning to write stories about things that have happened to me or other people.
- I am able to write longer stories about real things that have happened.
- I can write my own poems.
- I like to write for different purposes, for example, for my teacher, myself or for a class assembly.
- Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.
- I think about what I am going to write by writing down my ideas and important words which will help me.
- I can write down brief descriptions about what I want to include in my writing, before I begin.
- I can make changes in my writing by listening to what others have to say about it.
- Once finished, I will re-read my work to make sure it makes sense.
- I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.
- I can read aloud my work in a way which helps people understand it.

Vocabulary, Grammar and Punctuation

- I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.
- I can use commas correctly when making a list of things.
- I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.
- I am learning to write sentences which convey different meaning for different purposes.
- I am able to write more interesting sentences by adding further detail.
- I try to write in the present or past tense when writing.
- I can use words such as 'when, if, that, or, and, because' or 'but' when I write sentences.
- I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.
- I can add -ful and -less to words to make adjectives.
- I know what changes happen to the meaning of words when I add -er, -est and -ly to words.
- When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.



Key skills

End of year 3 - Expectations in Writing

Transcription

- I use some prefixes and suffixes and understand how to use them in my writing.
- I can spell some homophones.
- I am able to spell some words that are often misspelt.
- I know how to use the possessive apostrophe in some plurals.
- When using a dictionary, I am able to use the first two letters of a word to check its' meaning.
- I can write simple sentences that have been read to me, using the correct punctuation.

Handwriting

- I am beginning to join my letters when writing.
- I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.

Composition

- I plan my writing by looking at similar texts written before.
- I am able to make notes about what I will write about.
- I use different sentence structures and some better vocabulary in my writing.
- I can draft my work into short paragraphs.
- I can organise my writing using settings, characters and plot.
- I can organise my writing by using headings.
- I can edit my own work add some improvements to the texts.
- I can edit written work to improve the use of vocabulary.
- When I finish a piece of work I will read it through to correct some spelling and punctuation errors.
- I can read my writing out to an audience in a clear manner.

Vocabulary, Grammar and Punctuation

- I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.
- I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.
- I can use the grammar rules set out in my grammar list.
- I can use conjunctions, adverbs and prepositions to express time and cause in my writing.
- I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.
- I know when to use 'a' or 'an' depending on what the next word begins with.
- I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.
- I group ideas I write about into paragraphs.
- I use headings and sub-headings to structure and present my work.
- I know that inverted commas are used to open and close what some one is saying in a text.



Key skills

End of year 4 - Expectations in Writing

Transcription

- I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.
- I can spell an increasing number of homophones.
- I am able to spell words that are often misspelt.
- I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.
- When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.
- I can write simple sentences from memory that have been dictated to me, using the correct punctuation.

Handwriting

- In handwriting, I know which letters are appropriate to join.
- My joined handwriting is legible with all letters the same height and the correct distance apart from each other.

Composition

- I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.
- I am able to use ideas to plan my writing.
- I am using an increasing range of sentence structures and richer vocabulary in my writing.
- I can draft my work into paragraphs.
- I can organise my writing using different settings, characters and plot.
- I can organise my writing by using headings and sub-headings.
- I can edit my own work and that of others and add improvements to the texts.
- I can edit written work to improve the use of grammar.
- When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.
- I can read my writing out to an audience in an interesting and clear manner.

Vocabulary, Grammar and Punctuation

- I use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.
- I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.
- I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.
- I know I should not write in the same way that I talk.
- I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.
- I can punctuate speech in a text.
- I can talk about my work using the learning from my Year 4 grammar list.
- I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.



Key skills

End of year 5 - Expectations in Writing

Transcription

- I add some prefixes and suffixes.
- I can spell some words that include silent letters.
- I know some words sound the same but are spelled differently.
- I use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually.
- I am beginning to use a dictionary to check how words are spelled and what words mean.
- I use the first three letters of a word to quickly find it in a dictionary.
- I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.

Handwriting

- I make sure others can read my handwriting.
- I often choose the writing tool that is best suited for a task.

Composition

- I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.
- I plan my writing by making notes and then develop my initial ideas.
- I plan my writing by using ideas from how other authors have developed their characters and settings.
- I draft and write by selecting grammar and vocabulary to enhance my work.
- I review my work to add description to develop settings and characters.
- I can precis a passage to create a sentence with the same meaning.
- I am beginning to use details across my texts to help link paragraphs together into a full text.
- I use headings and bullet points to structure my writing.
- I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read.
- I edit my texts to improve their content.
- I use the correct tense throughout a piece of writing.
- I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech.
- I can read through my work to correct some spelling and punctuation mistakes.
- I read aloud my own work so the meaning is clear to the listeners.

Vocabulary, Grammar and Punctuation

- I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.
- I use brackets, dashes or commas to create an explanation section in a sentence.
- I can talk about my work using the learning from my Year 5 grammar list.
- I begin sentence clauses with who, which, where, when, whose, that or with.
- I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].
- I understating a range of verb prefixes (such as dis-, de-, mis-, over- and re-).
- I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.
- I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].
- I use commas to structure my sentences and clarify the meaning of a text.



Key skills

End of year 6 - Expectations in Writing

Transcription

- I add prefixes and suffixes using the rules we have worked on in class.
- I can spell some words that include silent letters, such as knight, psalm and solemn.
- I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').
- I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.
- I use a dictionary to check how words are spelled and what words mean.
- I use the first three or four letters of a word to quickly find it in a dictionary.
- I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.

Handwriting

- I make sure others can read my handwriting and decide whether or not to join specific letters.
- I choose the writing tool that is best suited for a task.

Composition

- I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.
- I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.
- I plan my writing by considering how other authors have developed characters and settings.
- I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- I review my work to further describe and develop settings, characters and the narrative atmosphere.
- I can precis a longer passage to create a short text with the same meaning.
- I use themes and details across my texts to help link paragraphs together into a flow of text.
- I use headings, bullet points and underlining to structure and guide a reader through my writing.
- I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.
- I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.
- I ensure I use the consistent and correct use of tense throughout a piece of writing.
- I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.
- I proof-read my work to correct spelling and punctuation mistakes.
- I read aloud my own work so the meaning is clear, fluent and flows correctly.

Vocabulary, Grammar and Punctuation

- I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.
- I can write out formal speech or texts using appropriate vocabulary.
- I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.
- I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).
- I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.
- I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.
- I mark out separate clauses in a sentences by using a semi-colon or colon.
- I use a colon to indicate the beginning of a list.
- I use bullet points accurately when constructing a list.
- I can talk about my work using the learning from my Year 6 grammar list.