

EYFS

Child as a Writer

Gives meaning to marks they make as they draw, write and paint.
Writes own name and other things such as labels,captions.

Composition

Begins to break the flow of speech into words.
Continues a rhyming string.
Uses some clearly identifiable letters to communicate meaning. Represents some sounds correctly and in sequence.
Attempts to write short sentences in meaningful contexts.

Grammar and Punctuation

Aa .
Can use capital letters to start own name.

Spelling

Hears and says the initial sound in words.
Can segment the sounds in simple words and blend them together.
Links sounds to letters, naming and sounding the letters of the alphabet.
Represents some sounds correctly and in sequence.

Handwriting

Begins to practice shapes to support initial letter shapes.

Year 1
Key Learning
Child as a Writer
Can generate ideas from a stimulus e.g. picture
Composition
Understands how words combine to make sentences Can orally compose a sentence Can use some appropriate story language e.g. Once upon a time, happily ever after.... Can re-read writing and check for sense e.g. word missing
Grammar and Punctuation
Aa.!? Can re-read work to check it makes sense Can use full stops to end some sentences Can use capital letters at the start of some sentences Can join words or clauses using 'and'
Spelling
Can segment spoken words into taught phonemes Can begin to choose and use alternative graphemes for the vowel sounds e.g. ay, ai, a-e Can correctly write a dictated sentence
Handwriting
Can form simple letter shapes Can use spacing between words

Year 2 Key Learning
Child as a Writer
Can complete a whole text as well as sections of a text
Composition
Records key ideas and vocabulary to organise their ideas e.g. story mapping, writing frame.... Can include detail in writing to add interest, describe and specify e.g. noun phrases, expanded noun phrases and similes Can use a variety of conjunctions to extend sentences and give further information Can sustain the use of the correct tense across a range of text types Can read own and peers' writing and make suggestions for improvements Can write about real or events, recording these simply and clearly Can write simple, coherent narratives about personal experiences and those of others (real or fictional)
Grammar and Punctuation
Aa.!? Can join words or clauses using co-ordination e.g. or, and, but Can join clauses using subordination e.g. if, when, because Can use sentences with different forms e.g. statement, exclamation, question or command
Spelling
Can spell many of the common exception words from English Appendix 1 in their writing Can spell common polysyllabic words spelt correctly e.g. desktop, rainbow Can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
Handwriting
Can clearly differentiate between ascenders and descenders Can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Can use spacing between words that reflects the size of the letters

Year 3
Key Learning
Child as a Writer
Can compose and rehearse sentences orally (including dialogue) Can complete whole text as well as sections of a text
Composition Sentences
Can show some variety in sentence structure Sentences sometimes begin in a different way Can use at least one adjective to modify nouns e.g. a soft, moaning sound
Composition Punctuation
Aa.!? , " " `" Can use full stops accurately to demarcate sentences. Can use capital letters accurately, including for proper nouns. Can use exclamation marks accurately for surprise, excitement and shock. Does not overuse exclamation marks. Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineapple on it. Can indicate possession by using the possessive apostrophe for singular nouns. E.g. The girl's scooter... Can punctuate simple direct speech accurately using speech marks
Composition
Can explain the purpose and context of their writing, as well as who it is for. Can use some appropriate story language e.g. One freezing winters day when the snow lay on the ground... Can use simple organisational devices e.g. headings and subheadings Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing

Year 4
Key Learning
Child as a Writer
Can generate multiple feasible ideas from a stimulus
Composition - Sentences
Within sentences, subjects and verbs agree, e.g. 'We were playing' rather than 'We was playing ' Is beginning to use co-ordinating and subordinating conjunctions to develop the flow of writing Verbs are qualified by adverbs and adverbial phrases e.g. She ran slowly.....
Composition - Punctuation
Aa.!? , " " `
Inverted commas are nearly always in the correct place for simple speech Can use the apostrophe for omission correctly
Composition
Can include details to add interest, to persuade or to direct Is beginning to develop characterisation through describing how characters look, react, talk or behave Can proofread to check for spelling errors Can proofread to check for missing punctuation
Spelling
Can spell most of the Year 3 & 4 word list in writing

Year 5
Key Learning
Child as a Writer
Can critically evaluate their own and other people's written work.
Composition - Sentences
Can experiment with clause structures to give variety to their writing. Can use a wide range of co-ordinating and subordinating conjunctions to develop and extend their ideas. Can maintain a consistent tense through choosing and using an appropriate verb form. Cohesion and flow are promoted through the use of pronouns and determiners
Composition - Punctuation
Aa.!? , " " `
Can use commas for lists nearly always correctly. Can use commas after fronted adverbials.
Composition
Establishes a clear viewpoint in their writing and maintains this throughout a text. Can balance a range of description, dialogue and action to explain a narrative. Can paragraph to bring clarity to the text. Can identify and edit inaccuracies in grammar.
Spelling
Can use a dictionary efficiently to support accurate spelling.

Year 6
Key Learning
Child as a Writer
<ul style="list-style-type: none"> Can critically evaluate their own and other peoples' written work against a specific brief Can compose and execute whole texts, writing with fluency and stamina Can use audience feedback to support the writing/editing process
Grammar and Punctuation in writing
<p>Aa.!? , " " \... : ; ()</p> <ul style="list-style-type: none"> Can use capital letters and full stops accurately (to make and improve sentences) Can use question marks (to write question sentences which 'hook' the reader in) Can use exclamation marks (to write short sharp sentences creating excitement or suspense) Can use commas accurately Can use inverted commas for dialogue (correctly punctuated) Can use apostrophes to show omissions Can use an ellipsis Can use a colon following a heading Can use a semi-colon Can use brackets, dashes or commas for parenthesis
Composition - Sentences
<ul style="list-style-type: none"> Can describe settings and characters using adjectives (including expanded noun phrases) claws... Can describe settings and characters using adverbs (changing the place of the adverb to add variety) Can use conjunctions to extend sentences with more than one clause e.g. when, although, if, because Can integrate dialogue (effectively and sometimes combined with an additional clause) e. Can use modal verbs (to suggest possibility/certainty) e.g. might, must, should Can write in both active and passive forms Can develop cohesion within sentences: determiners/pronouns
Composition
<ul style="list-style-type: none"> Can identify the correct audience and compose an appropriate text based on this Can select and use the appropriate structure and features for a text type Can choose and sustain the use of the correct tense Can de-mark paragraphs correctly Can write using a balance between dialogue, action and description Can create cohesion across a narrative text using a range of devices (determiners, pronouns, adverbials, ellipsis etc) Can create cohesion across a non-narrative text using a range of devices (determiners, pronouns, adverbials, ellipsis etc)