

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being ready to write and approaching a writing task		Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer oral explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Orally express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Before a writing task, write down some key words or ideas to use in my writing, including some new vocabulary from books. Talk about what I am going to write about before writing it. Say my sentences out loud before writing them, knowing where one sentence ends and another one begins.	Before a writing task, talk about what I am going to write, using key words and new vocabulary. Know how to produce my best writing and keep going when writing a longer piece.	Plan my writing based around the features I know it needs to include. Discuss and plan my writing, including jotting down vocabulary and phrases to interest the reader.	Plan my writing based around the features I know it needs to include. Discuss and plan my writing, including jotting down vocabulary and phrases to interest the reader. Use a varied and rich vocabulary to enhance my writing.	Plan my writing based on identifying the audience and purpose of the task. Select the appropriate form for writing. Demonstrate awareness of my audience by using techniques to entertain and engage them. Use modal adverbials, mostly appropriately. Use modal verbs, mostly appropriately.	Plan my writing based on identifying the audience and purpose of the task. Make appropriate grammar and vocabulary choices according to my audience and purpose. Use vocabulary and grammatical structures to suit the formality of my writing. Use a range of modal verbs and adverbials, generally appropriately.

Narrative writing	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Orally express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Write short narratives that are in order and use some simple description.	Write narratives that match their purpose and audience.	Create my own setting, characters and plot for a story. Write consistently in the 1st or 3rd person in narrative writing. In a story, use some dialogue to show the relationship between two characters.	In a story, use character descriptions which include some detail and evoke a response in the reader.	Know, and use, different ways to open a story. Develop characterisation by showing the reader what characters say and do, and how they feel and react, at different points in a story. Adapt a familiar story by adding scenes, characters and dialogue. In narrative, use figurative language and other descriptive language to develop the time, place and atmosphere of a setting.	In narrative, use dialogue to advance the action and/or reveal interesting new information. Create and fully describe a setting, using descriptive (including figurative language), and by describing how it makes a character feel. Create convincing characters, and gradually reveal more of them as the narrative unfolds, through showing how they talk, act and interact with others.

Coherence and cohesion	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Orally express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Begin to link my sentences and ideas together using pronouns.	Extend and link sentences by using conjunctions and pronouns.	Use adverbials and prepositions to help sequence events or ideas. Choose content that generally matches the purpose of my writing. Use paragraphs to organise my ideas or the different parts of my story. Sequence and organise ideas using features that match the genre of writing.	Use pronouns and nouns to link ideas, both within and across sentences, and to avoid ineffective repetition. Use paragraphs to organise my non-fiction writing. Use paragraphs in longer stories. Use a variety of ways to introduce and connect paragraphs. Use some organisational devices to help my writing look clear and easy to read.	Use paragraphs to organise more complex information, including in non-fiction writing and longer stories. Use a wide range of devices to build cohesion within a paragraph. Build cohesion across paragraphs using a range of devices, including adverbials and tense choices.	Use paragraphs to develop and expand ideas, description, themes or events in depth. Use a wide range of cohesive devices to link ideas both within, and across paragraphs. Choose tenses so that they help make my writing cohesive and clear.

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Expanding description and detail			Write short narratives that are in order and use some simple description.	Use some expanded noun phrases to add description or to be specific. Use adjectives and adverbs to add description or to be specific.	Use expanded noun phrases to add description or to be specific. Use adverbials to give information about how, when or where. Use prepositions to help give information about when or where. Correctly choose between 'a' and 'an' when writing. Use a varied and rich vocabulary.	Use noun phrases which have been made by adding adjectives, nouns or preposition phrases. Use fronted adverbials effectively. Use some determiners to add more detail about the noun.	Use noun phrases to convey information precisely.	Use expanded noun phrases, adverbials and preposition phrases to express complicated information concisely and to add detail.

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Proofreading, editing and evaluating <i>NB: A lot of the progression in this area stems from expectations, which increase with year group, about what errors ought to be addressed during proofreading.</i>			Read my work aloud, with other pupils and the teacher, to check it makes sense. Read my work aloud clearly.	Read my work back to myself to check it makes sense and that I have written in the correct tense. Read my work aloud with appropriate intonation. With support if needed, proofread my work. Explain how choices about vocabulary, grammar and punctuation have helped make a piece of writing effective.	Read my work back to myself to check it makes sense and that I have written in the correct tense. Proofread my work. Begin to evaluate the effectiveness of my writing and others' writing, and suggest grammar and vocabulary improvements. Look up words in a dictionary, using their first 2 or 3 letters.	Proofread my work. Use a dictionary efficiently. Edit words and phrases to make writing more effective, which can be in response to teacher or peer marking. Use Standard English in my writing.	Proofread my work. With some support as needed, edit my writing, making it as effective and clear as possible. Use Standard English in my writing.	Proofread my work. Edit my writing, making it as effective and clear as possible. Use a dictionary and thesaurus to check word meaning and appropriateness.

Sentence structure and function	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Orally express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Write sentences that can be read by others, although they may not be punctuated.	Write simple sentences. Use 'and' to join words and clauses. Write some exclamation sentences, each ending with an exclamation mark. Write some question sentences, each ending with a question mark.	Use compound sentences. Begin to use complex sentences. Use some appropriate exclamation sentences. Use some appropriate question sentences. .	Use simple, compound and complex sentences, using a variety of conjunctions. Use statements, questions, exclamations and commands purposefully.	Use a variety of sentence structures to enhance my writing.	Use relative clauses - using a range of relative pronouns, or omitted pronouns - to add appropriate detail and description. Adapt sentence length and vocabulary to enhance the meaning of my writing.	

Punctuation	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Use a capital letter for the pronoun 'I' and for the names of people and places, and the days of the week. Begin to use capital letters and full stops for my sentences.	Most of my sentences start with a capital letter and end with a full stop, question mark or exclamation mark. Begin to use commas to separate items in lists. Begin to use apostrophes in contractions. Begin to use an apostrophe to show singular possession. Use a capital letter to start a proper noun.	Use full stops and capital letters, including for proper nouns, mostly accurately. Use exclamation marks and question marks, mostly accurately. Use commas in lists, mostly accurately. Begin to use direct speech which is correctly punctuated with inverted commas. Use apostrophes in contractions, mostly accurately. Often use an apostrophe to show singular possession.	The following punctuation is used correctly in my writing: full stops and capital letters (including for proper nouns); exclamations marks; question marks; commas for lists; and apostrophes for contractions. Use apostrophes for singular possession, mostly accurately. Use commas after fronted adverbials, mostly accurately. Use direct speech which is mostly punctuated accurately, and which uses 'new speaker, new line'. Begin to use an apostrophe for plural possession. Use apostrophes to show possession, and not in an attempt to pluralise a word.	The following punctuation is used correctly in my writing: full stops; capital letters; exclamation marks; question marks; commas for lists; commas after fronted adverbials; speech punctuation; and apostrophes for contractions and singular possession. Use brackets to show parenthesis, mostly accurately. Use dashes to show parenthesis, mostly accurately. Use commas to show parenthesis, mostly accurately. Begin to use commas to clarify meaning. Use apostrophes for plural possession, mostly accurately.	Use commas to clarify meaning, mostly accurately. Use, mostly accurately, a colon to connect clauses. Use, mostly accurately, a semi-colon to connect clauses. Use parenthesis appropriately in a range of writing. Use, mostly accurately, a dash to connect clauses. Use speech punctuation accurately. Use lists introduced by a colon and with semi-colons to separate items within them. When a hyphen is needed to avoid ambiguity, at least sometimes, one is used. Use consistently-punctuated bullet points.

Verbs	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Orally express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Use the past tense and present tense as needed, although irregular verbs may not always be formed correctly.	Form my past and present tense verbs mostly correctly. Use some progressive verbs, where they make sense.	Use the correct tense or tenses in my writing Use progressive verbs confidently. Show some use of the present perfect tense.	Use a variety of verb tenses correctly and appropriately.	Use modal verbs, mostly appropriately.	Use a variety of verb tenses effectively. Use the passive voice for effect. <i>Use a range of modal verbs and adverbials, generally appropriately.</i>

Spelling	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Write some or all of their name	Write sentences that can be read by others.	Write Y1 dictated sentences, generally correctly.	Write Y2 dictated sentences, generally correctly.	Write Y3 dictated sentences, generally correctly.	Write Y4 dictated sentences, generally correctly.	Write Y5 dictated sentences, generally correctly.	Write Y6 dictated sentences, generally correctly.
	Hear initial sounds in words.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	All Reception key words are spelt correctly.	Many Y1 and Y2 key words are spelt correctly.	All Y1 and Y2 key words are spelt correctly.	All Y3 key words are spelt correctly.	All Y4 key words are spelt correctly.	All Y5 key words are spelt correctly.
	Use some of their print and letter knowledge in their early writing.	Spell most Reception key words correctly.	Most Y1 key words are spelt correctly.	Spell some contractions correctly.	Most Y3 key words are spelt correctly.	Most Y4 key words are spelt correctly.	Most Y5 key words are spelt correctly.	Most Y6 key words are spelt correctly.
			Days of the week are spelt correctly.	Generally spell simple words (including those with more than one syllable) correctly, including appropriate homophones.	Use prefixes and suffixes from Y2 and Y3 mostly correctly.	Generally spell words correctly - including those with prefixes and suffixes from Y2 and Y3, and appropriate homophones - although errors may occur with some trickier spellings.	Spell a range of homophones, and other commonly confused words, often correctly.	Spell a range of homophones, and other commonly confused words, mostly correctly.
			Use my phonics knowledge to make sensible attempts at words I am unsure how to spell.	Apply my phonics knowledge so that many words are spelt correctly.	.	Apply my spelling learning from Y3 and Y4 accurately.	Apply my spelling learning from Y3 and Y4 accurately.	When a word contains one or more silent letters, I generally remember to include the silent letters(s) when spelling it.
			Apply my phonics knowledge so that some words are spelt correctly.	Add suffixes such as 'ing', 'ed', 'er' and 'est' to root words, including where a change is needed to the root word.		Use prefixes and suffixes from Y4 mostly correctly.	Use prefixes and suffixes from Y5 often correctly.	Use a range of prefixes and suffixes mostly correctly.
			When a noun or verb needs 's' or 'es' adding to make it plural, I remember to do this.	Add suffixes such as 'ment', 'ness', 'ful', 'less' and 'ly' to root words, including where a change is needed to the root word.		Apply my spelling learning from Y3 and Y4 mostly accurately.		Apply my spelling learning from Y5 and Y6 spelling mostly accurately.
			Add suffixes such as 'ing', 'ed', 'er' and 'est' to root words.	When a noun or verb ending in 'y' I can pluralise it correctly.				
			Add the prefix 'un' to some root words.					

Handwriting	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Write some letters accurately.	Write recognisable letters, most of which are correctly formed.	Hold a pencil comfortably and correctly.	All letters and digits are generally formed, sized and orientated correctly.	Use joined writing, with both diagonal and horizontal strokes, throughout my writing.	Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency.	Writing is mostly fluent and legible, with appropriate joins.	Writing is mostly fluent and legible with appropriate joins, and produced at an appropriate speed.
	<i>Use some of their print and letter knowledge in their early writing.</i>	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Lower case letters are accurately formed.	Some letters are joined, and some are deliberately left unjoined.				
	Show a preference for a dominant hand.	Use a range of small tools, including scissors, paint brushes and cutlery.	Capital letters are mostly accurately formed.					
	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Begin to show accuracy and care when drawing.	The digits 0-9 are mostly accurately formed.					
	Use a comfortable grip with good control when holding pens and pencils.		Leave sensibly-sized spaces between most words.					