

Year 1 Writing	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
Emerging	Pupils who have achieved ELG's but are not demonstrating the required descriptors to meet Expected by the end of the year are Emerging.			
Expected	Write from memory, simple dictated sentences containing the GPCs and words taught so far.	Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.	Compose sentences orally before writing; talk about where the sentence begins and ends.	Write sentences or sentence-like structures which can be clearly understood.
	Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.			Know what a noun and a verb is.
	Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word.	Capital letters formed correctly for some names of people, places and the days of the week.	Attempt to write appropriately to the task.	Often use the coordinating conjunction 'and' to join words and clauses.
	Accurately spell most common exception words in the YR 1 spelling appendix.			Sometimes use a capital letter and full stop to show sentence boundaries.
	Recognise and spell a set of simple compound words.			Some spaces are left between words, although inconsistent.
	Understand and use the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches; and to 3rd person singular e.g. catches.	Most letters sit on the line correctly.	Re-read writing to check it makes sense.	Begin to use some features of Standard English e.g. I did.
Name the letters of the alphabet in order.	Discuss own writing with others; make simple changes where suggested.			
Exceeding	Spell words containing all of the 40+ phonemes; demonstrate confidence with consonant digraphs and vowel digraphs.		Always write appropriately to the task.	Write sentences which are usually grammatically accurate.
	Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word; know how the affix affects the meaning of the word.		Write sequences of accurate sentences to form narratives based on real or fictional experiences.	Experiment with a range of joining words.
	Spell at least all the common exception words in the YR 1 spelling appendix.		Orally compose and write a variety of simple poems, sometimes independently.	Reliably use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.
	Understand the difference between singular and plural. Add suffixes -s and -es to words (e.g. cats, witches, catches) and recognise the impact of these suffixes.		Discuss own writing with others; attempt to make appropriate revisions independently.	Use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.
	Name the letters of the alphabet in order, quickly and confidently.			Often include adjectives for description.
			Use some features of Standard English e.g. I did, we were.	
Please see attached spelling appendix for year 1 expectations				

Year 2 Writing	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
Emerging	Pupils who have achieved Year 1 Expected but are not demonstrating the required descriptors to meet Expected by the end of the year independently are Emerging.			
Expected	Write from memory, simple dictated sentences which include familiar words and GPCs.	Holds pencil correctly. Writing is legible.	Compose sentences orally. Use the planning and drafting process to gather and write down ideas and key words.	Write a range of sentence types which are grammatically accurate e.g. commands, questions, exclamations and statements.
	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.	All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.		Co-ordinate sentences using conjunctions (e.g. and, or, but) to join clauses coherently
	Spell common decodable two and three syllable words which include familiar graphemes.	Spacing is appropriate to the size of letters.	Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.	Sometimes use subordination (e.g. when, if, because, that) to join clauses coherently.
			Write about real events, maintaining form and purpose.	Punctuate most sentences with capital letters, full stops and some use of question marks.
			Perform own compositions with attention paid to intonation and actions.	Begin to use exclamation marks and commas to separate items in a list.
	Begin to use the singular apostrophe and apostrophes for contractions.			
	Spell many common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Compose orally and write poetry in a variety of forms.	Identify inverted commas for dialogue.
	Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.		Make simple additions, revisions and corrections with the teacher or peer.	Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.
	Spell some common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.			Identify word classes: noun, adjective, verb and adverb.
				Choose the past or present tense, mostly correctly and consistently. Experiment with the progressive form e.g. she was swimming.
		Use appropriate features of Standard English.		
Exceeding	Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	Use the diagonal and horizontal strokes needed to join some letters.	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.	Consistently write a range of sentence structures which are grammatically accurate e.g. commands, questions and statements.
	Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, -er, -est including those requiring a change to the root word.			
	Spell some common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.		Maintain appropriate narrative form, through longer pieces of writing about personal experiences or those of others, whether real or imagined.	
	Spell confidently at the national standard, using phonemic knowledge and familiarity with YR 2 spelling rules and conventions.		Write about real events, independently maintaining form and purpose.	
	Attempt to spell more ambitious vocabulary.		Confidently and independently write poems which are effective, in a variety of forms.	
	Spell most common exception words in the YR 2 spelling appendix accurately.		Make simple additions, revisions and proof-reading corrections to their own writing.	Independently vary the ways in which clauses are joined, whether by co-ordination (using and, or, but) or subordination (when, if, because).
	Spell all common homophones in the YR 2 spelling appendix.			Use the full range of punctuation taught in KS1 mostly correctly.
	Spell most contractions accurately e.g. it's, can't, didn't; or to mark singular possession.			Consistently use varied vocabulary to create detail and interest.
		Identify four word classes and select appropriate usage of word.		
		Choose the past or present tense appropriately, including the progressive form.		
		Consistently use appropriate features of Standard English.		
Please see attached spelling appendix for year 2 expectations				

YR 3 Writing	Transcription		Composition		
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation	
Emerging	Pupils who have achieved Year 2 Expected but are not demonstrating the required descriptors to meet Expected by the end of the year independently are Emerging				
Expected	Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	Writing is legible.	Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.	Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. Use Standard English correctly (we were, I was, they were...)	
	Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.	Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.	Write to suit purpose, and show some features of the genre being taught.	Use adverbial phrases to express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. Use expanded noun phrases for clarity and description.	
	Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.		Perform own compositions with attention paid to intonation and actions.		
	Write words spelt ei, eigh or ey e.g. vein, weight, obey.	Writing is usually spaced sufficiently so that ascenders and descenders do not meet.	Create chronological narratives; write in sequence. Write simple beginning, middle, ending.	Use singular and possessive apostrophes. Identify and use a range of prepositions. Use vocabulary which is precise and ambitious where appropriate.	
	Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear.		With scaffold, organise sections broadly, within a theme. Use headings and subheadings to aid presentation.	Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.	
	Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.		Describe characters, settings and /or plot in a simple way, with some interesting details. Can use paragraphs to organise related content and themes Use a range of sentence openers for variety and effect	Identify main and subordinate clauses in a sentence. Identify direct speech. Begin to use inverted commas for direct speech.	
	Consolidating use of the first three letters of a word to check for spelling in a dictionary and a thesaurus for synonyms.	Consolidate use and knowledge of word classes: noun, adjective, verb, adverb, pronouns and imperative verbs. Use determiners 'a' or 'an' according to whether the next word begins with a consonant or vowel.			
	Spell some words from the YR 3-4 statutory word list.		Evaluate own and others' writing, with direction; re-read and check own writing; make changes.	Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.	
	Exceeding	Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.		Write a range of forms to suit purpose and audience; show appropriate features of the genre.	Write a range of sentence types which are grammatically accurate.
		Accurately spell an increasing number of words with prefixes from the YR 3-4 appendix.		Create chronological, well-formed narratives; write in clear sequence. Shape text with beginning, middle and ending.	Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and subordinating conjunctions to join clauses.
Add further words with suffixes from the YR 3-4 appendix e.g. furniture; treasure; injection; possession.			Organise sections logically within a theme, often independently.	Identify and use a wide range of prepositions appropriately.	
Write words spelt ou e.g. young, touch, country.			Use headings and subheadings and other presentational devices.	Demarcate sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.	
Accurately spell some homophones from the YR 3-4 examples e.g. fair/fare; missed/mist.			Describe characters, settings and plot with some expansion of detail.	Identify direct speech and use inverted commas accurately.	
Use the apostrophe to mark singular and plural possession.			Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.	Identify word classes: noun, adjective, verb, adverb, and their usage within context of own writing.	
Spell accurately a range of words from the YR 3-4 statutory word list.			Discuss own and others' writing, making evaluative comments; re-read and check own writing; make purposeful revisions.	Correctly use determiners a and an. Use the past or present tense consistently. Sometimes use the present perfect e.g. He has gone out to play.	
Please see attached spelling appendix for year 3 expectations					

Year 4 Writing	Transcription		Composition		
	Spelling	Handwriting	Composition: structure, purpose	Vocabulary, grammar and punctuation	
Emerging	Pupils who have achieved Year 3 Expected but are not demonstrating the required descriptors to meet Expected by the end of the year independently are Emerging				
Expected	Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	Writing is legible.	Discuss and develop initial ideas in order to plan and draft before writing.	Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause including two main clauses and main/subordinate clauses.	
	Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-.	All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.	Write to suit purpose and genre with a growing awareness of audience, using some appropriate features.	Use a variety of coordinating and subordinating conjunctions to join clauses e.g. or, but, if, because, when, although.	
	Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes – sion, -ous, -cian and -ly e.g. completely, basically.			Organise writing into sections or paragraphs, including fiction and non-fiction.	Identify and select determiners.
		Use vocabulary which is precise and ambitious where appropriate.			
	Write words spelt ch e.g. scheme, chemist, chef.	Writing is spaced sufficiently so that ascenders and descenders do not meet.	Appropriately use a range of presentational devices, including use of title and subheadings.	Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he...	
	Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen.			Use dialogue, although balance between dialogue and narrative may be uneven.	Use content specific nouns and verbs effectively.
	Use the first three letters of a word to check for spelling in a dictionary and a thesaurus for synonyms.				Use expanded noun phrases and adverbial phrases to expand sentences.
	Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags.	Appropriate letters are joined consistently.	Describe characters, settings and plot, with some interesting details.	Use pronouns to avoid repetition.	
	Spell most words from the YR 3-4 word list.			Evaluate own and others' writing; proof read, edit and revise.	Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.
					Use inverted commas accurately for direct speech.
Exceeding	Write from memory, simple dictated sentences which include familiar GPCs, words and punctuation.		Discuss and develop initial ideas in order to plan and draft before writing.	Use inverted commas accurately for direct speech.	
	Accurately spell most words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-.			Identify the correct determiner e.g. a, an, these, those.	
	Write words with the full range of suffixes from the YR 3-4 spelling appendix e.g. enclosure, collision, courageous, musically.		Write in a variety of forms to suit purpose and audience, using many appropriate features.	Use a wide variety of connectives to join words and sentences e.g. if, because, when, although. Use varied and appropriate time connectives.	Usually use the past or present tense, and 1st/3rd person, consistently and recognise the present perfect tense.
	Spell words with endings que and gue e.g. league.				Confidently vary sentence openers, changing the pronoun or using a fronted adverbial e.g. In a panic, she...
	Spell all homophones in the YR 3-4 spelling appendix e.g. effect, affect; accept, except; meddle, medal.		Organise writing into meaningful paragraphs.	Use high quality noun phrases and adverbial phrases to expand sentences.	
	Use an apostrophe to mark singular and plural possession; include irregular plurals e.g. children's bags.		Effectively use a range of presentational devices, including use of title and subheadings.	Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.	
	Spell accurately all words from the YR 3-4 statutory word list.		Use dialogue to show character and to advance the action. Balance dialogue with narrative.	Use inverted commas accurately for direct speech.	
			Describe characters, settings and plot, with sufficient detail to capture the reader's interest.		
	Evaluate own and others' writing; proof read independently and make assured revisions.	Identify and use determiners appropriately e.g. a, an, these, those.			
		Maintain the past or present tense, and 1st/3rd person.			
Please see attached spelling appendix for year 4 expectations					

Year 5 Writing	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
Emerging	Pupils who have achieved Year 4 Expected but are not demonstrating the required descriptors to meet Expected by the end of the year independently are Emerging			
Expected	Write from memory, dictated sentences which include words from the KS2 curriculum.	Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.	Discuss and develop initial ideas in order to plan and draft before writing including ideas from authors I have read.	Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: that, who, which, where, when, whose and confidently use expanded noun phrases.
	Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.		Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.	Use high quality noun phrases and adverbial phrases to expand sentences. Use Standard English correctly (we were, I was, they were...)
	Spell correctly words with letters which are not sounded e.g. knight, solemn.		Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)	Demarcate sentences correctly. Use commas to mark clauses in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.
	Use the hyphen to join a prefix to a root e.g. re-enter.		Use a range of presentational and structural devices, including use of title, subheadings, bullet points and conjunctions between paragraphs.	Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.
	Convert nouns and adjectives into verbs using suffixes e.g. -ate; -ise; -ify		Use dialogue to indicate character and event.	Usually maintain correct tense and subject/verb agreement. Use and understand simple and perfect tenses.
	Spell some homophones from the YR 5-6 spelling appendix.		Describe characters, settings and plot, with growing precision.	Begin to recognise active and passive voice. Identify and select determiners.
	Spell most words from the YR 3-4 statutory word list and some words from the YR 5-6.		Find key words and ideas; begin to write a summary.	Choose vocabulary and grammar to suit formal and informal writing, with guidance.
	Use the first three letters of a word to check for spelling in a dictionary and a thesaurus for synonyms.		Evaluate own and others' writing; with direction, proof read, edit and revise.	Use vocabulary which is becoming more precise and ambitious.
Exceeding	Spell almost all words with prefixes and suffixes in the YR 3-4 spelling appendix and many from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence, ency.	Writing is legible and fluent. Quality is usually maintained at speed.	Discuss and develop initial ideas in order to plan and draft before writing.	Write, with confidence, a wide range of sentence structures which are grammatically accurate, including relative clauses.
			Write to suit purpose and audience, independently using appropriate features. May include humour or suspense.	Demarcate sentences correctly, using a growing range of punctuation e.g. a comma to avoid ambiguity; brackets, commas, dashes for parenthesis
			Organise writing into cohesive paragraphs. Expand on relevant detail within paragraphs.	Clarify degrees of possibility using adverbs and modal verbs e.g. possibly, certainly.
	Write words spelt ei after c e.g. deceive.	Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.	Confidently use a range of presentational devices, including use of title, subheadings and bullet points.	Maintain correct tense through sustained writing.
	Spell hyphenated words e.g. co-operate.		Use dialogue effectively to develop character and event. Achieve balance between dialogue and narrative writing.	Identify and use active and passive voice where relevant. Identify and select determiners.
	Spell a wide range of homophones and near homophones from the YR 5-6 spelling appendix.		Describe characters, settings and plot, with some precision.	Select vocabulary and grammar to suit formal and informal writing.
Spell accurately all words from the YR 3-4 statutory word list and many words from the YR 5-6.	Identify key information and independently write a summary.	Use vocabulary which is precise and ambitious where appropriate.		
	Evaluate own and others' writing; proof read, edit and revise.	Use a dictionary and thesaurus with independence to define words and expand vocabulary.		
Please see attached spelling appendix for year 5 expectations				

Year 6 Writing	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
Emerging	Pupils who have achieved Year 5 Expected but are not demonstrating the required descriptors to meet Expected by the end of the year independently are Emerging.			
Expected	Write from memory, dictated sentences which include words and punctuation from the KS2 curriculum.	Writing is legible and fluent.	Discuss and develop initial ideas in order to plan and draft before writing including ideas from authors I have read.	Write using a range of varied clause structures including: relative clauses and use of subordinating and coordinating conjunctions.
	Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.		Write effectively for a range of purposes and adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.	Use inverted commas, commas and punctuation for parenthesis mostly correctly; use some dashes, semi-colons, colons and hyphens. Use bullet points and ellipses consistently.
			Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.	Correct use of full stops and capital letters, question marks and exclamation marks maintained. Apostrophe use maintained for possessive and plural, and contractions.
			To perform my own compositions, considering my use of intonation.	Use modal verbs to indicate degrees of possibility.
	Use the appropriate range of spelling rules and conventions from the Y3/4 and Y5/6 spelling appendix to spell polysyllabic words which conform to regular patterns.	Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.	Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.	Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells. Use and understand simple, perfect, progressive and continuous tenses.
			Use a range of presentational and structural devices, including use of bullet points, tables and columns, and conjunctions to guide the reader.	Select grammatical structures that reflect what the writing requires including the use of active and passive voice.
	Integrate dialogue to convey character and advance the action.		Identify the subject and object within a sentence.	
	Describe characters, settings and atmosphere with precision.		Identify synonym and antonym.	
	Summarise longer passages when required and identify key words and ideas.		Select vocabulary and grammar to suit formal and informal writing, mostly correctly.	
	Spell most words from the YR 5-6 statutory word list.		Use vocabulary which is varied, detailed and precise, including preposition phrases and expanded noun phrases.	
Accurately spell common homophones that are often confused e.g. father, farther, further and spell some challenging homophones from the YR 5-6 spelling appendix.	Evaluate own and others' writing; proof read, edit and revise.		Use a dictionary and thesaurus to define words and expand vocabulary.	
	Conform to Standard English e.g. we were, they were, I did, those books.			
Exceeding	Write from memory, dictated sentences which include the more challenging words from the YR 5-6 curriculum, making only occasional errors with more ambitious words.	Writing is consistently legible and fluent, with a personal style. Quality is usually maintained when writing at sustained, efficient speed.	Use discussion effectively to develop ideas and language, before and during writing.	Write and control a range of sentence structures including those which contain multiple clauses.
	Accurately spell words with the full range of affixes - YR 5-6 appendix.		Select, use and adapt form and style to suit purpose and audience, using appropriate features of genre and choosing appropriate speech registers when writing in character.	Use the full range of KS2 punctuation mostly accurately, including colons, semi-colons and dashes, to mark the boundary between clauses.
	Use the full range of spelling rules and conventions from the YR 5-6 spelling appendix.		Organise and shape paragraphs effectively.	Exercise an assured and conscious level of control over levels of formality in writing.
	Spell correctly all the YR 5-6 homophones.	Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.	Use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense.	Maintain correct tense throughout; also control perfect form of verbs e.g. He has collected some shells.
	Spell accurately all words from the YR 5-6 statutory word list.		Use a range of presentational devices, which clearly guide the reader.	Present information with accurate use of the active and passive voice.
			Write an effective précis.	Identify the subject and object.
			Integrate dialogue effectively to convey and contrast characters, and advance the action.	Identify synonym and antonym.
			When planning narratives, adapt and develop characters and settings from various sources; use complex plot structures.	Select vocabulary and grammar confidently and precisely to suit formal/ informal registers.
Evaluate; make assured changes to enhance effects and clarify meaning.	Make precise vocabulary and grammatical choices.			
		Independently use a dictionary and thesaurus to define words and expand vocabulary.		
Please see attached spelling appendix for year 6 expectations				