

## English writing

Year 4

### Word

Understands the grammatical difference between plural and possessive –s.

planning to write and understands and learns from its structure, vocabulary and grammar..

Identifies commonly misspelt words and corrects them. (See Appendix 1).

Discusses and records ideas..

Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done')..

### Draft and write:

Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures..

Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)..

Use the first two or three letters of a word to check its spelling in a dictionary..

### Sentence

Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)..

Organises paragraphs around a theme: paragraphs/ sections help to organise content..

Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far..

Uses fronted adverbials (eg 'Later that day, I heard the bad news')..

In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases)..

Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined..

### Text

Uses paragraphs to organise ideas around a theme..

In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings)..

Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant.

Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition..

### Evaluate and edit:

**Assesses** the effectiveness of their own and others' writing and suggests improvements..

Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch..

### Punctuation

Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")..

Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences..

Proof-reads for errors in spelling and punctuation..

Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).

Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear..

Uses commas after fronted adverbials (e.g. 'Later that day, I heard the bad news')..

Uses further prefixes and suffixes and understands how to add them (Appendix 1).

### Plan and write:

Discusses writing similar to that which they are

Spells further homophones..

# English Writing

Year 3

## Word

Shows understanding of formation of nouns, using a range of prefixes (e.g. super-, anti-, auto-)..

Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)..

Shows knowledge of word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)..

## Sentence

Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because)..

Expresses time, place and cause using adverbs (e.g. then, next, soon, therefore).

Expresses time, place and cause using prepositions (e.g. before, after, during, in, because of)..

## Text

Attempts to use paragraphs as a way to group related material..

Shows awareness of headings and sub-headings to aid presentation..

Makes some use of the present perfect form of verbs, instead of the simple past (e.g. 'He has gone out to play', contrasted with, 'He went out to play'..

## Punctuation

Limited use of inverted commas to punctuate direct speech..

## Plan and write:

Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar..

Discusses and records ideas..

## Draft and write:

Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures..

Makes some attempt to define paragraphs by organising ideas with related points placed next to each other. (e.g. one sentence paragraphs, or ideas loosely organised)..

In narratives creates settings, characters and plot, with some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives)..

In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings)..

## Evaluate and edit:

Assesses the effectiveness of their own and others' writing and suggests improvements.

Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences..

Proof-reads for spelling and punctuation errors.

Reads aloud their own writing, to a group or the whole class, using appropriate intonation, and controls the tone and volume, so that the meaning is clear..

Uses further prefixes and suffixes and understands how to add them (Appendix 1).

Spells further homophones..

Identifies commonly misspelt words and attempts to correct them. (See Appendix 1).

Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys').

Uses the first two or three letters of a word to check its spelling in a dictionary..

Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far..

Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.

Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant..

Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Year 2	English writing		
<p><b>Word</b></p> <p>Shows understanding of formation of nouns, using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman).</p>	<p>Uses apostrophes to mark singular possession in nouns (e.g. the girl’s name).</p> <p><b>Plan and write:</b></p> <p>Plans or says out loud what they are going to write about.</p>	<p>Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p>	
<p>Shows understanding of formation of adjectives using suffixes such as –ful, –less.</p>	<p>Writes down ideas and/or key words, including new vocabulary.</p>	<p>Learns to spell common exception words.</p>	
<p>Some use of the suffixes –er, –est in adjectives.</p>	<p>Encapsulates what they want to say, sentence by sentence.</p>	<p>Learns to spell more words with contracted forms.</p>	
<p>Uses suffix –ly to turn adjectives into adverbs.</p>	<p><b>Draft and write:</b></p> <p>Writes narratives about personal experiences and those of others (real and fictional).</p>	<p>Spells by learning the possessive apostrophe (singular).</p>	
<p><b>Sentence</b></p> <p>Uses subordination (using when, if, that, because) and co-ordination (using or, and, but).</p>	<p>Writes about real events.</p>	<p>Adds suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.</p>	
<p>Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).</p>	<p>Writes poetry.</p>	<p>Applies spelling rules and guidance, as listed in English Appendix 1.</p>	
<p>Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command.</p>	<p>Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.</p>	<p>Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	
<p><b>Text</b></p> <p>Correct choice and consistent use of present tense and past tense throughout writing.</p>	<p><b>Evaluate and edit:</b></p> <p>Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p>	<p>Forms lower-case letters of the correct size relative to one another.</p>	
<p>Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</p>	<p>Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>	<p>Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.</p>	
<p><b>Punctuation</b></p> <p>Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Proof-reads to check for errors in spelling, grammar and punctuation.</p>	<p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p>	
<p>Uses commas to separate items in a list.</p>	<p>Reads aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Uses spacing between words that reflects the size of the letters.</p>	
<p>Uses apostrophes to mark where letters are missing in spelling.</p>	<p>Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p>		

Year 1	English writing		
		<b>Evaluate and edit:</b>	Understands that words are divided into 'beats' or syllables.
<b>Word</b>			
Shows understanding of regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.	Re-reads what they have written to check that it makes sense.	Discusses what they have written with the teacher or other pupils.	Distinguishes between homophones and near-homophones.
Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)		Reads aloud their writing clearly enough to be heard by their peers and the teacher.	Sits correctly at a table, holding a pencil comfortably and correctly.
Shows understanding of how the prefix un– changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)		Spells words containing each of the 40+ phonemes already taught.	Begins to form lower-case letters in the correct direction, starting and finishing in the right place
<b>Sentence</b>		Spells common exception words.	Forms capital letters.
Understands how words can combine to make sentences.		Spells the days of the week.	Form digits 0-9.
Joins words and clauses using 'and.'		Names the letters of the alphabet in order.	Understands which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practises these.
<b>Text</b>			
Sequences sentences to form short narratives.		Uses letter names to distinguish between alternative spellings of the same sound.	
<b>Punctuation</b>			
Separates words with spaces.		Uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.	
Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences.		Uses the prefix un–	
Uses capital letters for names and for the personal pronoun 'I'.		Uses –ing, –ed, –er and –est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest).	
<b>Plan and write:</b>			
Says out loud what they are going to write about.		Applies simple spelling rules and guidance, as listed in English appendix 1.	
Composes a sentence orally before writing it.		Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	
<b>Draft and write:</b>			
Sequences sentences to form short narratives.			

**Word**  
Occasionally uses a capital letter for first name and surname.

Chooses an appropriate layout depending on purpose.

Begins writing on the left side of the page.

**Sentence**  
Writes simple sentences that can be read by themselves and others.

Uses appropriate vocabulary when dictating text for a picture or diagram.

Writes a list for a purpose.

**Text**  
Sometimes uses a full stop in own writing.

Uses key words appropriately to label a simple diagram.

**Punctuation**  
Begins to recognise a question mark

**Evaluate and edit:**  
Writes some irregular common words.

Begins to recognise an exclamation mark

Sounds out and writes unfamiliar words.

Recognises capital 'I' for personal pronoun.

Uses phonic knowledge to write words in ways which match spoken sounds.

Understands capital letter use for places.

Spells some words correctly and others are phonetically plausible.

Understands capital letter use for days of the week.

Writes some common irregular words.

**Plan and write:**  
Can use phonic knowledge to write words in ways which match their spoken sounds.

Consistently uses correct initial letter of word.

Contributes own ideas to brainstorming.

Increases accuracy of letter sound knowledge in writing.

Contributes ideas to group letter writing.

Shows some recognisable cvc, ccvc and cvcc words in writing.

**Draft and write:**  
Writes simple sentences which can be read by themselves and others.

Begins some letters in the correct direction.

Adds own ideas to group story writing activities.

Writes some lower case letters correctly.

**Word**  
Uses capital letter to begin first name.

Uses letter sound knowledge in writing.

Attempts to write words other than name.

Writes in:- lines, lists.

**Sentence**  
Uses lower and upper case letters appropriately when writing own name.

Uses some recognisable words in writing.

Dictates caption or narrative for different purposes.

Uses single letter to represent a word.

**Text**  
Shows understanding of how text is arranged on the page eg: by writing, or producing letter sequences going from left to right.

Spells out letter sounds in own name.

Writes first name correctly most of the time.

Writes all letters in own name.

Writes first name correctly all of the time.

Writes own name in correct sequence.

Writes surname correctly all of the time.

Writes surname correctly most of the time.

**Punctuation**  
Puts spaces between groups of words.

Writes first name and surname correctly.

Writes two other words correctly sometimes.

Reads what they have written.

Holds pencil correctly.

Writes two other words consistently.

**Plan and write:**  
Joins in brainstorming for writing.

Uses second hand to hold paper while writing.

Holds pencil correctly.

**Draft and write:**  
Joins in group story writing activities .

Lessens arm movement and has greater use of hand to write.

Has a preferred hand.

Uses different layouts depending on purpose

Positions paper correctly.

With assistance, produces letters in the correct place.

Is aware of the different uses for writing.

Copies writing patterns.

Moves around circular in the correct direction.

Dictates extended text for picture or diagram

Copies underneath writing.

Is aware of the size of one shape in comparison to shape next to it.

Writes a simple list.

Copies from whiteboard or blackboard.

Returns up a vertical stroke as in 'n', 'p'

Labels a simple diagram.

Writes some recognisable numbers to 5.

Forms some letters correctly.

Joins in group letter writing.

p7

**Punctuation**  
Groups letters and leaves spaces between them as though they are writing separate words.

Attempts to write numbers to 5.

**Evaluate and edit:**  
Asks how to write a word.

**Draft and write:**  
Uses writing in role-play.

Frequently uses correct initial letter of word.

Starts writing on left of page

Uses a group of letters to indicate word.

## English writing

p6

### Word

Finds own name on a picture.

Recognises own name in environment.

### Sentence

Copies letters or words from the environment.

### Draft and write:

With assistance, produces captions for pictures.

Shows visible patterns in their writing ie spaces between symbols.

Separates pictures and writing.

Uses writing in a variety of situations.

Reads own writing to staff.

Watches adults write text on the computer.

Identifies initial letter of first name.

Attempts to write first letter of name independently.

Writes first letter of first name.

Writes several letters from name.

With assistance, produces captions for pictures.

Uses writing in a variety of situations.

Attempts to write name on computer.

Develops a preferred hand.

Traces simple shapes.

Traces letter shapes.

Copies simple shapes.

Makes marks for name with some recognisable letters.

Copies letters or words from the environment.

Copies underneath from left to right.

Orientates most letters correctly.

Illustrates writing.

Produces lines of scribble that contain a variety of shapes.

Produces lines of scribble that contain a variety of letters.

Varies letter size.

p5

### Word

Watches adult label object.

Attempts to copy label.

### Draft and write:

Observes adults use writing for a variety of purposes.

Chooses to use pencil and paper.

Writes own marks in or about a piece of work.

Dictates caption for a picture.

Gives picture a name.

Uses writing in play.

Attempts to add own name.

Shows some control of writing implement.

Uses whole arm when writing.

Uses a variety of colours.

Overwrites shapes and patterns.

Traces horizontal, vertical, circular movements.

Traces a writing pattern.

Copies horizontal, vertical, circular movements.

Copies a writing pattern.

With support, pupils create patterns.

Makes lines of zigzag scribble across the page.

Attempt to copy shapes such as a cross.

Writes over adult writing.

Draws pictures.

p4

### Word

Matches 2 symbols or pictures or photographs or words to real objects.

### Draft and write:

Makes marks.

Chooses to write.

Puts marks or symbols alongside a picture.

Watches the paper as marks are made.

Watches an adult write their name

Picks up and uses writing tool such as crayon, pencil, pens, paint.

Uses dagger or pincer grip on paper, blackboard or whiteboard.

Uses uncontrolled scribble with either hand.

Makes large random strokes.

Imitates vertical or horizontal or circular strokes.

Makes vertical or horizontal scribble with writing tool.