

	Year 1			Year 2			Year 2 TAF Spelling
	Emerging	Developing	Secure	Emerging	Developing	Secure	
Composition	Repeat a sentence that makes sense	Say a sentence that makes sense	Write a sentence that makes sense with capital letters and full stops	Plan a narrative	Write a first person narrative (real and fictional)	Writes narratives about experiences of others (real and fictional) Write about real events, recording these simply and clearly <u>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</u> <u>Make simple additions, revisions and proof-reading corrections to their own writing</u>	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others Spell many common exception words* <u>Spell most common exception words*</u> <u>Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</u>
Punctuation	Use finger spaces	Use capital letters to start sentences Use full stops	Use capital letters for the names of people, places, days of the week and I Try to use some question marks and exclamation marks Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	Use full stops, question marks or exclamation marks at the end of my sentences	Use commas in lists Use apostrophes for contraction	Use apostrophes for singular possession <u>Use the punctuation taught at key stage 1 mostly correctly</u>	
Grammar			Use the joining word and	Use joining words or but so and	Use joining words because when, if, that	Use joining words as if Use adjectives and noun phrases Use the past and present tense correctly throughout writing inc. the progressive form	
Handwriting	Sits correctly at the table and holds a pencil comfortably and correctly	Uses knowledge of handwriting 'families' to begin to form letters correctly	Forms lower case letters in the correct direction starting and finishing in the right place Forms capital letters correctly	Forms lower case letters of the correct size relative to one another	Handwriting is legible with almost all lower case letters and capital letters accurately and consistently formed and of the correct size and orientation	Words are almost always appropriately and consistently spaced in relation to the size of the letters <u>Use the diagonal and horizontal strokes needed to join some letters.</u>	

Spring 1		Week 2 - Recount		Week 4 – Narrative*		Week 6 - Instructions
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Spring 2	Year 2	Week 2 – Information Text	Week 4 – Persuasion	Year 3	Week 6 – Narrative*	
	Emerging	Developing	Secure	Emerging	Developing	Secure
Composition	Plan a narrative	Write a first person narrative (real and fictional)	Writes narratives about experiences of others (real and fictional)	Begin to use paragraphs	Uses headings and sub-headings to aid presentation	Structures and organises writing with a beginning, middle and end across a range of text types
Punctuation	Use full stops, question marks or exclamation marks at the end of my sentences	Use commas in lists Use apostrophes for contraction	Use apostrophes for singular possession		Begin to use apostrophe for plural possession Begin to use inverted commas for direct speech	
Grammar	Use joining words or but so	Use joining words because when	Use joining words as if Use adjectives and noun phrases Use the past and present tense correctly throughout writing inc. the progressive form	Use pronouns to avoid repetition Use a or an correctly Varies sentence openers	Understand main clauses	Use adverbs (e.g. <i>then, next, soon, therefore</i>) <u>Use prepositions</u> (e.g. <i>before, after, during, in, because, of</i>) Begins to understand subordinate clauses Use the present perfect form of verbs instead of the simple past
Handwriting	Forms lower case letters of the correct size relative to one another	Handwriting is legible with almost all lower case letters and capital letters accurately and consistently formed and of the correct size and orientation	Words are almost always appropriately and consistently spaced in relation to the size of the letters			Uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined.

Spring 1		Week 2 - Recount		Week 4 – Narrative*		Week 6 - Instructions
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Spring 2		Week 2 – Information Text		Week 4 – Persuasion		Week 6 – Narrative*
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	Year 3			Year 4		
	Emerging	Developing	Secure	Emerging	Developing	Secure
Composition	Begin to use paragraphs	Uses headings and sub-headings to aid presentation	Structures and organises writing with a beginning, middle and end across a range of text types	Use appropriate choice of <u>pronoun/noun</u> within and across sentences to aid cohesion	Make links between paragraphs	Writes non-narratives using appropriate organisational devices
Punctuation		Begin to use apostrophe for plural possession Begin to use inverted commas for direct speech		Understands the grammatical difference between plural and possessive -s		Punctuates direct speech correctly, using commas after reporting clause and new speaker, new line
Grammar	Use pronouns to avoid repetition Use a or an correctly Varies sentence openers	Understand main clauses	Use adverbs (e.g. <i>then, next, soon, therefore</i>) <u>Use prepositions</u> (e.g. <i>before, after, during, in, because, of</i>) Begins to understand subordinate clauses Use the present perfect form of verbs instead of the simple past	Use fronted <u>adverbials</u> Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases	Uses commas to demarcate fronted adverbials Use Standard English when writing to ensure grammatical accuracy (I seen / I saw)	Use subordinate clauses and fronted adverbials which are correctly punctuated using commas Identifies parts of speech (now including <u>possessive pronouns</u> and <u>determiners</u>) Use a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex)
Handwriting			Uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined.			Writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)

Spring 1		Week 2 - Recount		Week 4 – Narrative*		Week 6 - Instructions
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Spring 2		Week 2 – Information Text		Week 4 – Persuasion		Week 6 – Narrative*
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	Year 4			Year 5		
	Emerging	Developing	Secure	Emerging	Developing	Secure
Composition	Uses appropriate choice of <u>pronoun/noun</u> within and across sentences to aid cohesion	Make links between paragraphs	Writes non-narratives using appropriate organisational devices	Demonstrates an awareness of audience and purpose	Link ideas across paragraphs using adverbials of time, place and number	Build cohesion within and across paragraphs
Punctuation	Understands the grammatical difference between plural and possessive -s		Punctuates direct speech correctly, using commas after reporting clause and new speaker, new line		Use brackets, dashes and commas to demarcate relative clauses	Use brackets, dashes and commas for clauses and parenthesis Use commas to clarify meaning or avoid ambiguity
Grammar	Use fronted <u>adverbials</u> Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases	Use commas to demarcate fronted adverbials Use Standard English when writing to ensure grammatical accuracy (I seen / I saw)	Use subordinate clauses and fronted adverbials which are correctly punctuated using commas Identifies parts of speech (now including <u>possessive pronouns</u> and <u>determiners</u>) Use a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex)	Use <u>relative clauses</u> with/without a <u>relative pronoun</u> Select vocabulary for effect	Use modal verbs	Add parenthesis to writing
Handwriting			Writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)			Knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms

Spring 1		Week 2 - Recount		Week 4 – Narrative*		Week 6 - Instructions
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Spring 2		Week 2 – Information Text		Week 4 – Persuasion		Week 6 – Narrative*
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	Year 5		Year 6			Year 6 TAF Spelling	
	Emerging	Developing	Secure	Emerging	Developing	Secure	
Composition	Demonstrates an awareness of audience and purpose	Link ideas across paragraphs using adverbials of time, place and number	Build cohesion within and across paragraphs	Select and use layout appropriate to task	Links ideas across paragraphs using a wider range of cohesive devices (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) and ellipsis within and across paragraphs Integrate dialogue in narratives to convey character and advance the action	Writes for a range of purposes and audiences selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) In narratives, describe settings, characters and atmosphere <u>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</u> <u>Distinguish between the language of speech and writing and choose the appropriate register</u>	Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Punctuation		Use brackets, dashes and commas to demarcate relative clauses Use commas to clarify meaning or avoid ambiguity	Use brackets, dashes and commas for clauses and parenthesis Use colons and semi colons in lists	Use colons and semi colons in lists	Punctuates bullet points consistently Uses hyphens to avoid ambiguity Uses expanded noun phrases to convey complicated information concisely	Uses colons, semi colons and dashes to mark boundaries between independent clauses <u>Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</u> <u>Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</u>	
Grammar	Use <u>relative clauses</u> with/without a <u>relative pronoun</u> Select vocabulary for effect	Use modal verbs	Add parenthesis to writing	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)		Use the passive voice when appropriate <u>Use the consistent and correct tense throughout writing</u> Recognises the subjunctive form <u>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</u>	
Handwriting			Knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms			Writes legibly and fluently in joined handwriting and with increasingly efficient speed Knows which letters join and which writing implement is best suited to a task	

Spring 1		Week 2 - Recount		Week 4 – Narrative*		Week 6 - Instructions
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Spring 2		Week 2 – Information Text		Week 4 – Persuasion		Week 6 – Narrative*
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