

Year R	Step 1	Step 2	Step 3	End of year Expectations
Writing	<ul style="list-style-type: none"> - I use and enjoy mark making materials and give meaning to my marks. - I can write my name, although some letter formations may be incorrect and there is a mixture of lower/upper case letters. - I can write single letters or groups of letters that represent meaning. 	<ul style="list-style-type: none"> - I can write some coherent statements, although spelling and letter formation may not be accurate. - I can hold a pencil effectively. - I show an awareness of sequencing of letters by spelling common single syllable words correctly in my writing. 	<ul style="list-style-type: none"> - I can spell some common words and make phonic attempts at spelling other words. - I can write 3 or more simple sentences that can be read without my help and that make sense. 	<ul style="list-style-type: none"> - I can use my phonic knowledge to write words that match my spoken sounds. - I can write some irregular common words. - I can write simple sentences that can be read by me and others. - I can write words that are spelt correctly or are phonetically plausible.

Year 1		Step 4	Step 5	Step 6	End of Year Expectations
Writing Transcription	Spelling	<ul style="list-style-type: none"> - I am beginning to spell common exception words. - I am beginning to name the letters of the alphabet. - I can 'ing' to basic root words (verbally). - I know a verb as a 'doing word'. - I can say a word slowly to hear all the phonemes - I can segment spoken words into individual phonemes - I can represent the phonemes I hear with phonically plausible spellings (ie not always correctly) 	<ul style="list-style-type: none"> - I can apply simple spelling rules. - I can recall the letters of the alphabet from memory. - I can add 'ed', 'er', 'est' to a basic root word where no change is needed in spelling. - I can spell the days of the week. - I am beginning to understand the difference between singular and plural. - I can represent the phonemes I hear with increasing phonic plausibility 	<ul style="list-style-type: none"> - I can confidently spell words containing the 40 phonemes. - I can confidently use letter names to distinguish between different spellings with the same sound. I can add the prefix 'un' and recognise its impact. - I understand and use singular and plural and add correct suffixes. - I am able to use different ways of spelling long vowel phonemes. - I can add suffix ing to a root word where no change is needed in spelling - I can write a simple dictated sentence 	<ul style="list-style-type: none"> - I can make phonetically plausible attempts at words I have not yet learnt. - I can name the letters of the alphabet in order - I accurately spell all year 1 words. - I can add the taught prefixes and suffixes correctly. - I can write simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far. - I can spell words containing each of the 40+ phonemes already taught - I can spell common exception words* *as suggested according to the school's phonic programme
	Handwriting	<ul style="list-style-type: none"> - I can sit correctly at the table. - I can hold a pencil comfortably and correctly, appropriately to my 'preferred' hand - I am beginning to write lower case letters in the correct direction, starting and finishing in the correct place. - I can form the digits 0-9. - I can form some capital letters 	<ul style="list-style-type: none"> - I can write lower case letters in the correct direction, starting and finishing in the correct place. - I can form an increasing number of capital letters correctly. - I am beginning to form full stop, question mark and exclamation mark. - I am beginning to identify letters that belong to the same 'handwriting families'. 	<ul style="list-style-type: none"> - I am beginning to write letters that are all a consistent size. - I am beginning to join letters that belong to the same 'handwriting families.' - I can form full stop, question mark and exclamation mark, increasingly without a reminder - I can form the majority of capital letters 	<ul style="list-style-type: none"> - I can form lower-case letters of a consistent size. - I am starting to join letters that are in the same 'handwriting family'. - I can write capital letters and digits. - I can use spacing between words that reflects the size of the letters.
Writing Composition		- Working towards Step 6	- Working towards Step 6	<ul style="list-style-type: none"> I can plan or say out loud what I am going to write about. - I can compose a sentence orally before writing. - I can repeat my sentence before writing so that it is clear in my head and helps me to remember it - I can sequence sentences to form short narratives 	<ul style="list-style-type: none"> - I can plan or say out loud what I am going to write about. - I can compose a sentence orally before writing. - I can sequence sentences to form short narratives - I can write in a variety of different genre including: poetry, real events, fictional experiences and for different

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			<ul style="list-style-type: none"> - I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes. - I can use and apply what I have learnt through sentence and word work - I can re-read what I have written to check that it makes sense. - I can read aloud my writing clearly enough to be heard by my peers and the teacher. - I can evaluate what I have written with the teacher or another pupil. 	<p>purposes.</p> <ul style="list-style-type: none"> - I can use and apply what I have learnt through sentence and word work - I can re-read what I have written to check that it makes sense. - I can read aloud my writing clearly enough to be heard by my peers and the teacher. - I can discuss what I have written with the teacher or another pupil.
Vocabulary & Grammar	<ul style="list-style-type: none"> - I use a simple sentence structure. - I understand what a statement is. - I can understand what a question is. - I understand what an exclamation is. 	<ul style="list-style-type: none"> - I am beginning to use the conjunction 'and', call it a 'joining word' and am beginning to use other joining words e.g. but. - I can use a simple sentence structure. - I can use a question. - I can use an exclamation. - I am beginning to use adjectives (colour, shape, size, emotion). 	<ul style="list-style-type: none"> - I can use the conjunction 'and'. - I am beginning to use a series of simple sentence structures which may be repeated to write a story or recount. - I can write a statement, question and exclamation appropriately. - I can use adjectives to create an effect. - I can write a simple sentence dictated by the teacher. 	<ul style="list-style-type: none"> - I can use coordinating conjunctions: 'and'. - I can use and identify statements, questions and exclamations. - I can use a range of adjectives for effect. - I can write simple sentences for memory dictated by the teacher.
Punctuation	<ul style="list-style-type: none"> - I can leave spaces between my words to help the reader see what I have written. - I use full stops. - I can match familiar looking capital and lower case letters - I can write capital letters at the start of some words e.g. my name 	<ul style="list-style-type: none"> - I use capital letters and full stops throughout my writing. - I understand what a sentence is and that it has a capital letter and a full stop. - I can match capital letters and lower case letters which are visually dissimilar - I can write an increasing number of capital letters (e.g. in the days of the week and my friend's names) 	<ul style="list-style-type: none"> - I can use capital letters for proper nouns. - I can use capital letters, full stops, question marks and explanation marks to demarcate sentences. - I am aware of all capital letters/lower case pairs 	<ul style="list-style-type: none"> - I can use spaces to separate words. - I can use capital letters, full stops, question marks and explanation marks to demarcate sentences. - I can use capital letters for proper nouns and the personal pronoun 'I'.

Year 2		Step 7	Step 8	Step 9	End of Year Expectations
Writing Transcription	Spelling	<ul style="list-style-type: none"> - I can segment spoken words into phonemes and represent these using graphemes spelling correctly and in the right order. - I can segment multi-syllabic words - I can identify a homophone 	<ul style="list-style-type: none"> - I can use suffixes in adjectives and adverbs. - I can identify a near homophone. <p>I can write simple sentences using Grapheme Phoneme Correspondences (GPC).</p>	<ul style="list-style-type: none"> - I can add suffixes to spell longer words (less, mint, ness, ful, ly,) - I can distinguish between homophones and near homophones. - I am aware that words are not always spelt like they sound - I am learning an increasing number of common exception words - I can spell contractions 	<ul style="list-style-type: none"> - I can add suffixes to spell longer words (less, ment, ness). - I can use the suffixes 'er', 'est' in adjectives and 'ly' to turn adjectives into adverbs. - I can distinguish between a homophone and a near homophone. - I can spell more words with contracted forms - I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
	Handwriting	<ul style="list-style-type: none"> - I can form lower-case letters of the correct size relative to one another. 	<ul style="list-style-type: none"> - I am starting to use lead-ins* <p>*depending on the school's handwriting policy</p>	<ul style="list-style-type: none"> - I can use spacing between words that reflects the size of the letters. - I am developing a joined style 	<ul style="list-style-type: none"> - I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - I can form lower-case letters of the correct size relative to one another - I can start using some of the diagonal and horizontal strokes needed to join letters - I can understand which letters, when adjacent to one another, are best left unjoined
Writing Composition		<ul style="list-style-type: none"> - I enjoy writing simple messages for myself, my friends and other adults to read <p>I am beginning to write simple narratives from personal experiences.</p> <ul style="list-style-type: none"> - I need to plan or say out loud what I am going to write, sentence by sentence. - I can reread my writing with the teacher to check for improvements. 	<ul style="list-style-type: none"> - I am happy to improve aspects of my writing - I can write simple narratives from personal experiences. - I can create a simple written plan using some key words to help - I am beginning to independently reread to check my writing makes sense. 	<ul style="list-style-type: none"> - I take pride in my writing - I can write for different purposes. - I can write a simple plan including a range of features. - I can check my writing makes sense and make improvements. - I can develop and order my ideas through participation in drama/role play/improvisation - I can use new vocabulary in my writing, which I have taken from my reading/whole class discussions 	<ul style="list-style-type: none"> - I am positive about writing and I am building a writing stamina - I can use a range of writing genres e.g. personal experiences, narrative, fiction, real events, poetry, writing for difference purposes. - I can construct and use a plan to order my writing. - I can proof read to make improvements to spelling, grammar and punctuation. - I can write down ideas and/or key words, including new vocabulary to

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				<p>plan my writing</p> <p>-I can re-read to check that my writing makes sense</p> <p>-I can check that verbs are used correctly & consistently</p> <p>- I can read aloud my writing with intonation, to make the meaning clear.</p> <p>- I can evaluate my writing with the teacher and other pupils</p>
Vocabulary & Grammar	<ul style="list-style-type: none"> - I can use 'and' or 'but' to join my sentences. - I can identify subordinating conjunctions within a text such as: when, if, that, because. - I can use statements, questions, exclamations and commands for effect. - I can identify adjectives and their effect on the reader. - I can identify past and present tense verbs. -I can write sentences dictated by the teacher. 	<ul style="list-style-type: none"> - I can consistently use 'and' or 'but' to join my sentences. - I can use subordinating conjunctions such as: when, if, that, because. - I can use adjectives to add information about a noun. - I can identify imperative verbs. - I can use the past and present tense verbs correctly - I can use simple gender forms. - I can use a string of capital letters for effect 	<ul style="list-style-type: none"> - I can use appropriate conjunction in my writing. - I can select appropriate sentences for effect. - I can use appropriate adjectives in my writing. - I am beginning to use appropriate imperative verbs. - I can consistently use the present and past tense of verbs in my writing. -I can write simple sentences using exception words and punctuation. -I can discuss language using an increasing number of technical terms 	<ul style="list-style-type: none"> - I can use coordinating conjunctions: 'and, or, but' . - I can use subordinating conjunctions such as: when, if, that, because. - I can use and identify statements, questions, exclamations and commands. - I can use adjectives to add information about a noun (i.e. expand a noun phrase to describe and specify). - I can consistently use the present and past tense of verbs. - I can understand the effect of imperative verbs.
Punctuation	<ul style="list-style-type: none"> - I can use spaces between words that reflect the size of the letters. - I can explain why a proper noun needs a capital letter. - I can identify different apostrophes and discuss how they are used. - I can explain what a comma does. 	<ul style="list-style-type: none"> - I can use capital letters, full stops, question marks and explanation marks to demarcate sentences - I can use capital letters for proper nouns. - I am beginning to use apostrophes for possession. - I am beginning to use commas in a list. - I can identify speech marks in a text 	<ul style="list-style-type: none"> - I can use apostrophes for contractions e.g. don't - I can use apostrophes for possession. - I can use commas to form a list. - I can use speech marks 	<ul style="list-style-type: none"> - I can use and understand the effect of appropriate punctuation to demarcate sentences. - I can use capital letters for proper nouns. - I can use apostrophes for possession. - I can use commas in a list. - I can use speech marks

Year 3		Step 10	Step 11	Step 12	End of Year Expectations
Writing Transcription	Spelling	<ul style="list-style-type: none"> - I can use the first letter of a word to check its spelling in a dictionary. - I can use some strategies to help me learn to spell words 	<ul style="list-style-type: none"> - I can use the first two or three letters of word to check its spelling in a dictionary. - I am using an increasing range of strategies to help me learn new words - I am able to practice new spellings and check whether I have written them correctly 	<ul style="list-style-type: none"> - I use a dictionary to edit my writing. - I can talk about how I use apostrophes in my writing. - I can spell further homophones - I can spell words that are often misspelt 	<ul style="list-style-type: none"> - I can use the first two or three letters of word to check its spelling in a dictionary. - I understand the words 'omit; omission', possess; possession' in relation to the use of apostrophes. - I can write from memory simple sentences, dictated by the teacher, - I can use a range of strategies to help me learn to spell new words correctly
	Handwriting	<ul style="list-style-type: none"> - I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - I can use spacing between words that reflects the size of the letters. - I am beginning to use the lead in and lead out strokes to join my letters (see school h/writing policy). - I can check that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> - I understand which letters are best left un-joined. - I can check on the consistency of my handwriting e.g. ensuring that the downstrokes of letters are parallel and equidistant 	<ul style="list-style-type: none"> - I correctly form my ascenders and descenders. - I take pride in how my writing looks - I can check all aspects of clarity and consistency in my handwriting 	<ul style="list-style-type: none"> - I can write legibly with letters of consistent size and orientation in a cursive style. - I am writing with increasing legibility, consistency and quality
Writing Composition		<ul style="list-style-type: none"> - Working towards Step 12 	<ul style="list-style-type: none"> - Working towards Step 12 	<ul style="list-style-type: none"> - I can talk about a genre of writing identifying its structure, vocabulary and grammar - I can discuss and record my ideas. - I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. - I can organise my writing in paragraphs around a theme. - I can use the features of non-narrative material. - I can create settings, characters and plot in narrative writing. 	<ul style="list-style-type: none"> - I can talk about a genre of writing similar to that which I am planning to write, in order to identifying its structure, vocabulary and grammar - I can discuss and record my ideas. - I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. - I can organise my writing in paragraphs around a theme. - I can use simple organizational devices and features of non-narrative material

			<ul style="list-style-type: none"> - I can write in a variety of genre. - I can proof read my work to check for spelling, grammar and punctuation errors. - I can assess the effectiveness of my own and others writing and suggest improvements. - I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. - I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. - I can evaluate what I have written with the teacher or another pupil. 	<ul style="list-style-type: none"> - I can create settings, characters and plot in narrative writing. - I can write in a variety of genre. - I can proof read my work to check for spelling, grammar and punctuation errors. - I can assess the effectiveness of my own and others writing and suggest improvements. - I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. - I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. - I can evaluate what I have written with the teacher or another pupil.
Vocabulary & Grammar	<ul style="list-style-type: none"> - I am beginning to use a variety of conjunctions, adverbs and prepositions to express time and cause. - I am beginning to identify and understand the main clause in a sentence. - I understand the term paragraph as a way of grouping related material. - I understand what a noun or pronoun is and am beginning to use these in my writing. - I understand that bossy verbs are known as imperative verbs. - I understand the term preposition in relation to position. - I can develop the range of time and linking words used to start sentences. - I can classify adjectives. - I can develop my use of adverbs. - I understand how to use the determiner a, or, an according to 	<ul style="list-style-type: none"> - I can use a variety of conjunctions, adverbs and prepositions to express time and cause. - I am developing the use of the main clause in a sentence. - I can plan to use paragraphs to group related material. - I can identify regular and irregular verbs. - I understand the difference between a clause and a phrase. - I can use preposition to show position of objects in relation to one another. - I can use a variety of sentence openers to add interest. - I can use selected adjectives to create variety and add impact. 	<ul style="list-style-type: none"> - I can use the main clause in a sentence. - I am beginning to identify the subordinate clause in a sentence. - I am confidently using paragraphs to structure my writing in a variety of genre. - I can use nouns or pronouns appropriately to avoid repetition. - I am beginning to use a range of regular and irregular verbs. - I can accurately use preposition to show position of objects in relation to one another. - I can develop my repertoire of sentence openers. - I can consider the impact that different adjectives have in my writing. - I consistently use the correct determiner. 	<ul style="list-style-type: none"> - I can use pronouns appropriately for clarity. - I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). - I can identify the main and subordinate clause in a sentence. - I can use paragraphs as a way to group related material. - I can use imperative, regular and irregular verbs accurately when required in a range of genre. - I can write, from memory complex sentences dictated by a teacher with the correct punctuation. - I can confidently use a range of sentence openers to create variety and effect. - I can confidently use a range of adjectives and adverbs to create variety and effect.

	whether the next word begins with a consonant or vowel.			- I use the determiner <i>a/an</i> correctly in all forms of writing.
Punctuation	<ul style="list-style-type: none"> - I can confidently use capital letters and full stops to demarcate a sentence. - I am developing confidence in using inverted commas in direct speech. - I am confidently using commas in a list. 	<ul style="list-style-type: none"> - I can punctuate speech accurately in my writing. - I am beginning to use a comma to mark a pause in a complex sentence. 	<ul style="list-style-type: none"> - I can use speech appropriately in my writing. - I can use commas to mark a pause in a complex sentence. 	<ul style="list-style-type: none"> - Continue to use a variety of punctuation for effect. - I can use inverted commas to punctuate direct speech. - I can use a comma to mark a pause in a complex sentence. - I can use apostrophes accurately when spelling contractions (possessive apostrophe in words with regular and irregular plurals).

Year 4		Step 13	Step 14	Step 15	End of Year Expectations
Writing Transcription	Spelling	<ul style="list-style-type: none"> - I understand the basic rules for singular and plural nouns. - I can apply rules when using an apostrophe for possession. 	<ul style="list-style-type: none"> - I can use the standard English forms verb inflections (e.g. we were not we was). - I can use the first two or three letters of word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> - I can use and apply each of the rules within my writing. - I can locate words which are often misspelt in my own and other's writing - I can practice these words in order to learn the accurate spelling 	<ul style="list-style-type: none"> - I can use the first three letters of a word to check the spelling and meaning of new words. <p>I can write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far</p>
	Handwriting	<ul style="list-style-type: none"> - I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - I can use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> - I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. 	<ul style="list-style-type: none"> - I am increasing the legibility, consistency and quality of my handwriting. 	<ul style="list-style-type: none"> - I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. - I am writing at length with increasing legibility, consistency and quality; for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Writing Composition		- Working towards Step 15	- Working towards Step 15	<ul style="list-style-type: none"> - I can talk about a genre of writing identifying its structure, vocabulary and grammar. - I can discuss and record my ideas. - I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. - I can organise my writing in paragraphs around a theme. - I can use the features of non-narrative material. - I can create settings, characters and plot in narrative writing. - I can write in a variety of genre. - I can proof read my work to check for spelling, grammar and punctuation errors. 	<ul style="list-style-type: none"> - I can talk about a genre of writing identifying its structure, vocabulary and grammar. - I can discuss and record my ideas. - I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. - I can organise my writing in paragraphs around a theme. - I can use the features of non-narrative material. - I can create settings, characters and plot in narrative writing. - I can write in a variety of genre. - I can proof read my work to check for spelling, grammar and punctuation errors.

Year 4	Step 13	Step 14	Step 15	End of Year Expectations
			<ul style="list-style-type: none"> - I can assess the effectiveness of my own and others writing. - I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. - I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. - I can evaluate what I have written with the teacher or another pupil. 	<ul style="list-style-type: none"> - I can assess the effectiveness of my own and others writing. - I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. - I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. - I can evaluate what I have written with the teacher or another pupil.
Vocabulary & Grammar	<ul style="list-style-type: none"> - I can explain what the present perfect form of verbs means. - I can express time, place and cause using conjunctions (when, before, after). - I can identify the main clauses in sentences I have written. - I can understand and identify fronted adverbials. - I am developing my use of specific nouns and powerful verbs. - I am beginning to use a dictionary to check the meaning of new words. - I am becoming familiar with using a thesaurus to expand vocabulary. - I am using a range of nouns or pronouns. 	<ul style="list-style-type: none"> - I can use the present perfect form of verbs in contrast to the past tense. - I can use pronouns appropriately to avoid repeating the noun. - I can express time, place and cause using conjunctions, adverbs or prepositions. - I can identify the main and subordinate clause in a sentence. - I can use paragraphs as a way to group related material. - I am beginning to use fronted adverbials. - I can choose specific nouns and powerful verbs depending on the purpose of my writing. - I can compare the apostrophe for omission with the apostrophe for possession. - I can explain and demonstrate the difference between plural and possessive 's'. 	<ul style="list-style-type: none"> - I can correctly use the present perfect tense in contrast to the past tense in my work. - I use pronouns accurately in my work. - I use these accurately in my work. - I can use a variety of sentences with more than one clause. - I can demonstrate my understanding in my writing. - I can use fronted adverbials - I can confidently use nouns and pronouns. 	<ul style="list-style-type: none"> - I can use the present perfect form of verbs in contrast to the past tense. - I can use pronouns appropriately to avoid repeating the noun. - I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or prepositions (before, after, during). - I can identify the main and subordinate clause in a sentence. - I can use paragraphs as a way to group related material. - I can write, from memory complex sentences dictated by a teacher with the correct punctuation. - I use a fronted adverbial correctly using a comma. - I use specific nouns and powerful verbs effectively and purposefully. - I can use pronouns to avoid repetition or ambiguity. - I can explain and demonstrate the difference between plural and possessive 's'. - I can use the standard English forms verb inflections (e.g. we were not we was).

Year 4	Step 13	Step 14	Step 15	End of Year Expectations
Punctuation	<ul style="list-style-type: none"> - I can use inverted commas to punctuate direct speech. - I can apply rules when using an apostrophe for possession. 	<ul style="list-style-type: none"> - I can punctuate speech accurately in my writing. - I can use commas after fronted adverbials. - I can use a comma to mark a pause in a complex sentence. - I can indicate possession by using the possessive apostrophe with plural nouns. 	<ul style="list-style-type: none"> - I consistently use speech punctuation, commas and apostrophe in my writing. 	<ul style="list-style-type: none"> - I can use inverted commas to punctuate direct speech. - I can use commas after fronted adverbials. - I can use a comma to mark a pause in a complex sentence. - I can indicate possession by using the possessive apostrophe with plural nouns. - I can indicate omission by using the ommissive apostrophe.

Year 5		Step 16	Step 17	Step 18	End of Year Expectations
Writing Transcription	Spelling	<ul style="list-style-type: none"> - I understand how to use further prefixes and suffixes. - I can distinguish between more complex homophones and other words which are often confused 	<ul style="list-style-type: none"> - I can spell words on the Year 5/6 list. - I can use a dictionary to check the spelling and meaning of words. 	<ul style="list-style-type: none"> - I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. - I can use a thesaurus to define words and collect a variety of words to support writing. 	- I can use further prefixes and suffixes
	Handwriting	<ul style="list-style-type: none"> - I can write legibly and fluently. 	<ul style="list-style-type: none"> - I can write legibly and fluently with increasing speed. 	<ul style="list-style-type: none"> - I can write legibly and fluently with increasing speed. 	- I can write legibly and fluently with increasing speed.
Writing Composition		<ul style="list-style-type: none"> - I can discuss audience and purpose of writing to help me select the appropriate form of writing. - I am beginning to draft and write by selecting appropriate grammar and vocabulary. - In narratives I can describe setting, characters and atmosphere and am beginning to include dialogue. - I can proof-read for spelling and punctuation. 	<ul style="list-style-type: none"> - I am beginning to develop ideas for writing, drawing on reading and research from secondary resources. - I am beginning to organise and present my writing using devices that structure text and guide the reader. - I can usually use the correct tense throughout a piece of writing. - I am beginning to check for correct subject and verb agreement. 	<ul style="list-style-type: none"> - I can use some ideas from authors I have read, listened to, or seen performed in my own writing. - I can sometimes précis longer passages. - I can, with peer support, evaluate and edit by assessing the effectiveness of my own and others writing. - I can usually propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> - I can often use my own knowledge to plan, draft, write and edit my own composition. - I can identify the audience for and purpose of my writing, selecting appropriate form - I can usually use relative clauses beginning with <i>who, which, where, when, whose</i>, that or with an omitted pronoun. - I can usually indicate degrees of possibility using adverbs (perhaps) or modal verbs (might). - I can often use formal and informal speech accurately in independent writing - I can perform my own compositions, considering my audience using appropriate intonation, volume and movement
Vocabulary & Grammar		<ul style="list-style-type: none"> - I am beginning to understand how the passive affects the presentation of information. - I am beginning to identify the difference between formal and informal speech structures. - I am beginning to identify and explain how noun phrases convey precise information. 	<ul style="list-style-type: none"> - I can sometimes demonstrate how to use the passive to affect the presentation of a sentence. - I can sometimes write appropriate sentences using formal and informal speech. - I can sometimes show examples in my work of use of expanded noun phrases. 	<ul style="list-style-type: none"> - I can often use the passive accurately in my work. - I can often select appropriate formal or informal speech dependent on genre or audience and use the subjunctive forms. - I can often use expanded noun phrases for effect in my independent writing. 	<ul style="list-style-type: none"> - I am learning how to identify and use the passive voice - I can usually use relative clauses beginning with <i>who, which, where, when, whose</i>, that or with an omitted pronoun. - I can usually indicate degrees of possibility using adverbs (perhaps) or modal verbs (might). - I can often use formal and informal speech accurately in independent writing. - I can usually use expanded noun

Year 5	Step 16	Step 17	Step 18	End of Year Expectations
				<p>phrases to convey complicated information concisely.</p> <p>- I can select from a wide range of known imaginative and ambitious vocabulary and use precisely.</p>
Punctuation	<p>- I can identify a comma, bracket or dash within a text and explain how it is used.</p> <p>- I can identify colons within a text and explain how it is used.</p>	<p>- I can use a comma, bracket or dash with accuracy and confidence within my writing.</p> <p>- I can use colons with accuracy and confidence within my writing.</p>	<p>- I can always use commas, brackets or dashes appropriately and independently in my writing.</p> <p>- I can always use colons where appropriate independently.</p>	<p>- I can use commas, brackets or dashes to clarify meaning or avoid ambiguity.</p> <p>- I can use colons before a list (e.g. of ingredients in baking) or before speech.</p>

Year 6		Step 19	Step 20	Step 21	End of Year Expectations
Writing Transcription	Spelling	<ul style="list-style-type: none"> - I can use further prefixes and suffixes. - I can spell many words with silent letters. - I can always distinguish between more complex homophones. 	<ul style="list-style-type: none"> - I can spell all words on the year 5 and 6 word list. - I can independently use a dictionary to check the spelling and meaning of words. 	<ul style="list-style-type: none"> - I can always use the first three or four letters of a word to check spelling meaning or both of these in a dictionary. - I can choose to use a thesaurus to define words and collect a variety of words to support writing. 	<ul style="list-style-type: none"> - I can use a range of strategies to support accurate spelling in my writing. - I can use my knowledge of morphology and etymology to work out how to spell and understand words - I can use a thesaurus independently and confidently
	Handwriting	<ul style="list-style-type: none"> - I can always write legibly and fluently and within increasing speed. 			<ul style="list-style-type: none"> - I can choose an appropriate handwriting style for a particular task. - I can choose the writing implement that is best suited for the task.
Composition		<ul style="list-style-type: none"> - I can select the appropriate form of writing after identifying the audience and purpose of the writing. - I can draft and write by selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning. - In narratives describe setting, characters and atmosphere and integrate dialogue to convey character and advance the action - I can proof read for spelling and punctuation errors and to improve my work. 	<ul style="list-style-type: none"> - I can develop ideas for writing, drawing on reading and secondary resources - I can organise and present my writing using devices that structure text and guide the reader, e.g. heading, bullet points and underlining. - I can ensure the consistent and correct use of tense throughout a piece of writing - I can assure correct subject and verb agreement when using singular and plural 	<ul style="list-style-type: none"> - I can use ideas from authors I have read, listened to, or seen performed in my own writing - I can précis longer passages. - I can evaluate and edit by assessing the effectiveness of my own and others writing. - I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - I can proof read my own writing 	<ul style="list-style-type: none"> - I can use my own knowledge to plan, draft, write and edit my own composition. - I can use a wide range of devices to build cohesion within and across paragraphs. - I can choose the appropriate tone for my writing (informal or formal). - I can perform my own compositions, considering my audience using appropriate intonation, volume and movement so that meaning is clear. - I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
Vocabulary & Grammar		<ul style="list-style-type: none"> - I understand how the passive affects the presentation of information. - I can identify the difference between formal and informal speech structures. - I can identify and explain how noun phrases convey precise information. 	<ul style="list-style-type: none"> - I can demonstrate how to use the passive to affect the presentation of a sentence. - I can write appropriate sentences using formal and informal speech. - I can show examples in my work of 	<ul style="list-style-type: none"> - I can use the passive accurately in my work. - I can select appropriate formal or informal speech dependent on genre or audience and use the subjunctive forms. 	<ul style="list-style-type: none"> - I can readily identify and use the passive voice. - I can confidently use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or with an omitted pronoun.

Year 6	Step 19	Step 20	Step 21	End of Year Expectations
		use of expanded noun phrases.	<ul style="list-style-type: none"> - I can use expanded noun phrases for effect in my independent writing. - I can use and understand grammatical terminology accurately and appropriately in discussing my writing and reading 	<ul style="list-style-type: none"> - I can indicate degrees of possibility using adverbs (perhaps) or modal verbs (might). - I can use formal and informal speech accurately in independent writing. - I can use expanded noun phrases to convey complicated information concisely. - I can use the perfect form of verbs to mark relationships of time and cause
Punctuation	<ul style="list-style-type: none"> - I can identify a semi-colon, colons and dashes within a text and explain how they are used (boundaries and lists). - I understand that an ellipsis is an omission of a word. - I can identify how an author uses bullet points within a text. 	<ul style="list-style-type: none"> - I can use semi-colons, colons and dashes (boundaries and lists). - I can use an ellipses as an omission of a word. - I can use bullet points to list information. 	<ul style="list-style-type: none"> - I can independently use semi-colons, colons and dashes accurately (boundaries and lists). - I can use ellipses accurately in my work. - I can use bullet points appropriately. 	<ul style="list-style-type: none"> - I can confidently use brackets, dashes or commas to indicate parenthesis. - I can use commas to clarify meaning or avoid ambiguity. - I can use ellipses to link ideas between sentences/paragraphs. - I can use bullet points effectively and consistently.