

30-50	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupil can demonstrate an understanding of print	Pupil can spell words by identifying the sounds and then writing the sound with letter/s.			Begin to plan and write across different genres with purpose and audience in mind	Plan and write across different genres with purpose and audience in mind - all year	Write confidently across different genres and styles to engage the reader (SPR 1 & 2)	Write for a range of purposes and audiences
Pupil can demonstrate phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother	Pupil can write short sentences with words with known sound-letter correspondences.			Begin to use ambitious vocabulary	Use ambitious vocabulary - all year	Begin to select vocabulary and grammatical structures which are appropriate for the piece of writing (AUT 2)	Select vocabulary and grammatical structures which are appropriate for the piece of writing AUT 1 (TMN)
Pupil can engage in extended conversations about stories, learning new vocabulary.		Pupil can join sentences using joining words, 'and'.	Pupil can use subordination (e.g. when/ if/ that/ because) to join clauses.Aut 1	Begin to vary sentence starters and sentence length	Vary sentence starters and sentence length - spr 1	Vary sentence starters and sentence length for effect (SPR 2)	Make choices about using sentences of varying complexity (e.g. sentence fragments; simple, compound and complex sentences) for effect AUT 1 (TMN)
Pupil can use some of their print and letter knowledge in their early writing.			Pupil can use co-ordination (e.g. and/or/but) to join clauses.Aut 1/2	Use a variety of conjunctions	Use a variety of fronted adverbials and demarcate with a comma - aut 1	Use a wider range of linking words including adverbials, conjunctions and modal verbs (AUT 2)	Build complex sentences using the range of clauses taught in KS2, punctuating for clarity
Pupil can write some or all of their name.				Begin to use adverbs and prepositions	Use subordinate clauses in various positions - spr 2	Use relative clauses including relative pronouns with accuracy (SPR 2)	Use a range of modal verbs, precisely and appropriately, to suggest degrees of possibility
Pupil can write some letters accurately.				Use apostrophes for contraction	Begin to use irregular forms of apostrophes for contraction - Aut 1	Use all forms of apostrophe for contraction accurately and consistently (SUM 2)	Use all forms of apostrophe consistently and accurately, avoiding unnecessary apostrophes
					Begin to use apostrophes for possession - Aut 2	Use apostrophes for possession, including irregular forms, mostly accurately and avoiding unnecessary apostrophes (SUM 2)	Know when to use contracted forms, for example in direct speech
		Pupil can spell phonetically or phonically-plausible words.	Pupil can spell many words correctly and making phonically-plausible attempts at others. Daily	Begin to use inverted commas for dialogue	Punctuate direct speech within a narrative - Start Aut 1 & continue	Punctuate direct speech accurately within extended dialogue, varying the position of the reporting clause (SPR 2)	Integrate dialogue to convey character and advance the action AUT 1 (TMN)
			Pupil can spell many common exception words Weekly	Use commas for lists of nouns, mostly accurately	Use commas for lists of nouns and adjectives accurately and consistently - Aut 1	Begin to use commas and other punctuation for listing phrases, thoughts, actions and feelings (AUT 1)	Punctuate all types of list, accurately and consistently
		Pupil begins to use capital letters and full stops to punctuate sentences.	Pupil is beginning to use capital letters and full stops to punctuate sentences in most of their writing. Aut 1/2	Use punctuation to demarcate sentences consistently: full stop, question mark, exclamation mark	Use commas to demarcate clauses - Spr 2	Use a colon to introduce a list (AUT 1) (SUM 1)	Know when to use a colon to introduce a list in their writing
		Pupil begins to use question mark to punctuate sentences.	Pupil can use question marks correctly when required.Aut 1/2			Use parenthesis (dashes, commas, brackets) and understand how and when to select them (SPR 1)	Use the range of punctuation to demarcate clauses (including colons and semicolons), knowing how and when to select them
		Pupil begins to use exclamation mark to punctuate sentences.		Use headings in non-fiction writing	Begin to punctuate bullet points - Summer 1	Correctly punctuate bullet points (AUT 1)	Make conscious choices about when to use bullet points, which are appropriately brief and correctly punctuated
				Use sub-headings in non-fiction writing	Use simple layout for different genre of non-fiction text - Spr 1	Use appropriate layout for different genre of non-fiction text (SPR 2 & SUM 2)	Select appropriate layout for different genre of non-fiction text drawing from different models
					Know that some nouns are made up of more than one word - Sum 1	Begin to use hyphens (SUM 2)	Use hyphens appropriately to avoid ambiguity in their writing
			Pupil can use present and past tense correctly and consistently. Spring	Use the correct tense mostly consistently (past and present)	Use and maintain tense throughout piece of writing - Aut 2	Use and adapt verb tense accurately (SPR 2)	Use and adapt verb tenses accurately and for effect
		Pupil can write sentences that are sequenced to form a short narrative (real or fictional).	Pupil can write simple, coherent and narratives about personal experiences and those of others (real or fictional). Aut 1 - Summer	Describe settings and characters in a way that will engage the reader	Engage the reader with detailed narrative including description of settings and characters using noun-phrases and adjectives - Aut 2, Spr 2, Sum 2	Use a range of language to build detailed descriptions of settings and characters including prepositions, adverbs and adverbials (AUT 1)	Create atmosphere when writing a setting description AUT 1 (TMN)
				Link together sentences within paragraphs to create cohesion	Begin to use synonyms and pronouns to aid cohesion and avoid repetition - Spr 1 & Spr 2	Write cohesively by linking paragraphs together, using conjunctions, synonyms, adverbials and pronouns (SPR 2 & SUM 1)	Build cohesion within and across paragraphs and avoid repetition by using a range of devices (e.g. punctuation, conjunctions, adverbials, pronouns, synonyms) and through themes / content
				Begin to use paragraphs to group ideas	Use paragraphs consistently and accurately to group ideas - Aut 2		
				Begin to change voice and, where appropriate, draw on their wider reading	Change voice where appropriate and draw on their wider reading - Sum 2	Change voice where appropriate, across and within pieces of writing, and draw on their wider reading (SPR 1)	Write using the passive voice where appropriate
		Pupil can form lower case letters of the correct size relative to one another in some of their writing.	Pupil can form capital letters and digits of the correct size and orientation Weekly	Begin to recognise when formal and informal styles are needed in writing	Use formal and informal styles of writing where appropriate. - Sum 1	Begin to adapt degree of formality for a range of purposes (SUM1)	Adapt degree of formality for a range of purposes
		Pupil can form lower-case letters	GD: Pupil can write effectively and				GD: Write with a distinctive voice for
		Pupil can form capital letters	GD: Pupil can use sentences with different				GD: Select the appropriate form for their
		Pupil can use spacing between words.	GD: Pupil can use punctuation taught at				GD: Demonstrate command over
			GD: Pupil can add suffixes to spell most				GD: Consistently use the full range of
							GD: Select vocabulary, sentence structures