

Domain	Aspect	Nursery	YR	Y1	Y2	Y3	Y4	Y5	Y6
Transcription	spelling rules and	Hear and say the initial sound in words and begin to orally segment the sounds in simple words.	Spell words by identifying the sounds and then writing the sounds with letters.	Spell words containing taught phonemes.	Use a range of spelling strategies to spell many words correctly, including segmenting and applying spelling rules.				
	common exception	Use mark making to represent familiar people and events and write some or all of their name.	Begin to spell some simple common exception words, such as the, to, no, go and I.	Spell age-appropriate common exception words and days of the week.	Spell age-appropriate common exception words with increasing confidence and accuracy.	range of strategies to spell words that are	Spell words that are often misspelt with increasing accuracy.	Recognise words with 'silent' letters, such as knight and solemn.	Spell some words with 'silent' letters.
	– spelling – alphabet	Use some of their print and letter knowledge in their early writing.	of the alphabet with the corresponding phoneme.						
		Join in with oral segmenting activities.	Use phonic knowledge to spell words.	Add the prefix un- and the suffixes -ing, -ed, -er, -est, -s or -es where no change is needed in the spelling of root words.	Add suffixes to spell longer words, including the suffixes –ment, –ness, –ful, –less and –ly.		-	Use further prefixes and suffixes, with their knowledge of morphology and etymology, to spell words.	Choose appropriate spelling strategies depending on the context, referring to prefixes, suffixes, morphology and etymology where appropriate.
		Give meaning to the marks they make as they draw, write or paint and share this with others.	sound-letter	Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs and common exception words.	been dictated by the teacher and include	from memory that have been dictated by the	Write simple sentences from memory that have been dictated by the teacher and include words and punctuation taught in Year 4.		



		-	Develop the foundations		Write lowercase letters,				
		dominant hand and uses	of a handwriting style by	correctly and begin to	capital letters and digits				
		a comfortable grip with	using a tripod grip to	form lower-case letters,	of the correct size,				
	– letter	good control when	form lower-case and	capital letters,	orientation and				
Handwriting	formation	holding pens and pencils.	capital letters correctly.	handwriting families and	relationship to one				
		Writes some letters		digits correctly.	another, with spaces				
		accurately.			between words that				
					reflect the size of the				
					letters.				
		Begin to use mark	Use writing to	Write a sentence or	Write longer sequences	Begin to group related	Organise sentences with	Use a wide range of	Link ideas within and
		making to communicate	communicate thoughts,	sequence of sentences	of sentences for a range	ideas into paragraphs.	the same theme in	devices to build cohesion	across paragraphs using
	drafting	thoughts.	ideas, experiences and	for a given purpose.	of genres, including		paragraphs.	within paragraphs.	a wider range of
Handwriting	- drafting		events.		fiction, non-fiction and				cohesive devices.
	paragraphs				poetry, using some age-				
					appropriate features of				
					the genre.				
T		Use mark making to	Use writing to support	Write for a range of	Write for a range of	Use simple	Use a range of		Use a range of
	– audience and purpose	support their play.	their play.	purposes.	purposes with increasing	organisational devices in	-	organisational and	organisational devices
					stamina and positivity.	non-narrative writing.	effectively to structure	presentational devices	effectively, adapting
							non-narrative writing.	to structure texts that	their text to suit the
ľ								are appropriate for the	audience and purpose.
								audience and purpose of	
								their writing.	
			••	Say out loud what they	Write down or say what		Make increasingly	Choose the most	Make detailed notes on
			•.		they want to write about		detailed notes on a	appropriate planning	an appropriate planning
		as they are drawing,		making simple pictorial	before beginning,	writing frame, using	range of given planning	format and note initial	format, drawing on
	– planning	writing or painting.		or written records where	-	similar writing to	formats, using similar	ideas effectively.	reading and research
				appropriate.	vocabulary.	support with structure	writing to support with		where necessary.
							structure, vocabulary		
							and grammar.		
		Talk about their pictures		Orally rehearse and		Orally compose and	Make some choices		Select appropriate
		and mark making as they		write short sentences.	a time, what they want	write sentences using an	about vocabulary and		grammar and vocabulary
	 sentences 	create.	before writing.		to write.		sentence structure.		to change and enhance
						vocabulary and sentence		for the genre of writing.	meaning.
						structures.			



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		•		Sequence sentences to	• •	-	Describe settings and	-	Describe settings,
				form short texts using		characters and plots in	characters in detail and	•	characters and
		meaning.	sentence.	some sequencing words		narratives, using	create well-developed	characters and settings,	atmosphere using well-
	– narrative			or formulaic phrases,	those of fictional	inverted commas to	plots, using inverted	describe their own	chosen vocabulary,
	narrative			including those to	characters.	punctuate direct speech.	commas and other	settings and use	integrating dialogue
Composition				indicate the start or end			punctuation to indicate	dialogue to convey	effectively.
composition				of a text.			direct speech.	character and advance	
								the action.	
		Begin to talk about what	Begin to read back what	Reread their writing to	Reread their writing to	Proofread to check for	Proofread to check for	Proofread to check the	Proofread to check the
		their mark making	they have written to	check that it makes	check for spelling,	errors in spelling,	errors in spelling,	spelling, punctuation	spelling, punctuation,
	-	represents.	check it makes sense.	sense.			grammar, vocabulary		degree of formality
	proofreadin	•			grammar errors and the	and punctuation,	and punctuation,	correct use of tense	(register) and subject
	g					noticing some errors and	noticing and acting on an	throughout a piece of	and verb agreement
	U				indicate time.	attempting to make	increasing range of		throughout a piece of
						appropriate corrections.	errors.		writing.
		Talk about their drawing	Talk about their writing	Discuss their writing	Evaluate their writing	Assess the effectiveness	Assess the effectiveness	Assess the effectiveness	Assess the effectiveness
		and mark making with	with the teacher.	with the teacher or	with the teacher and	of their own and others'	of their own and others'	of their own and others'	of their own and others'
		the teacher.		other pupils.		writing, noticing some	writing, suggesting and	writing, proposing and	writing, proposing and
	-					ways to improve the	making changes to	making changes to	making changes to
	evaluating				revisions and	grammar, vocabulary or	grammar and vocabulary		spelling, grammar,
	and editing				corrections.	conventions of the	to improve consistency.	• •	vocabulary and
						genre.		-	punctuation to enhance
						0		•	effects and clarify
									meaning.
		Share their mark making	Share their writing with	Read their writing aloud,	Read their writing aloud	Read aloud their own	Read aloud their own	Perform their own	Perform their own
			others, reading it aloud	clearly enough to be	-		writing to a group or the		compositions effectively,
	-		where appropriate.	heard by other children	appropriate intonation.	intonation and volume	whole class, using	appropriate intonation	using appropriate
	performing			and the teacher.		so that the meaning is	appropriate intonation	and volume, and some	intonation, volume and
	and					clear.	and controlling their	consideration of	movement so that
	presenting						tone and volume so that	movement.	meaning is clear.
							the meaning is clear.		
	– grammar	Communicate their ideas	Talk in full sentences and	Apply the grammar rules	Apply the grammar rules	Apply the grammar rules	Apply the grammar rules	Apply the grammar rules	Apply the grammar rules
	rules,			and concepts, and use		and concepts, and use	and concepts, and use		and concepts, and use
	concepts	•		suitable grammatical	-	-	suitable grammatical		suitable grammatical
	and		simple conjunctions.	terminology.	-	terminology.	terminology.	-	terminology.
	terminology			0,	0,	0,	0,	07	0,
	01								



Vocabulary, grammar and punctuation	– sentences	Begin to understand that writing is a representation of speech.	into words.	words and join words	Use coordination and subordination to extend their sentences.	-	Use fronted adverbials, pronouns and conjunctions to vary their sentence structure.	Use relative clauses to give more information about the noun.	
	– punctuation		different punctuation marks in books.	question mark,	Use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes).	Use taught punctuation and new punctuation (inverted commas).	Use taught punctuation and new uses of punctuation (apostrophe, inverted comma, comma).	Use taught punctuation and the new uses of punctuation (commas, brackets, dashes).	Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens).
Transcription	– spelling – using apostrophes				Spell an increasing number of words with contracted forms and words that use the singular possessive apostrophe.	Use the possessive apostrophe to show singular possession and begin to use the possessive apostrophe for plural possession.	Use the possessive apostrophe correctly to show singular and plural possession.		
	– spelling – homophone s				Distinguish between homophones and near- homophones.	Recognise and spell an increasing range of homophones.	Spell further homophones with increasing accuracy.	Recognise age- appropriate homophones and other words that are often confused.	Distinguish confidently between homophones and other words that are often confused.
Handwriting	– joining and legibility				Start using some diagonal and horizontal strokes to join letters.	Write increasingly legibly and consistently, often using the diagonal and horizontal strokes that are needed to join letters.		Write legibly, fluently and with increasing speed, choosing the most appropriate writing implement for the task.	Write legibly, fluently and with increasing speed by choosing the appropriate letter shape and joining method where appropriate.