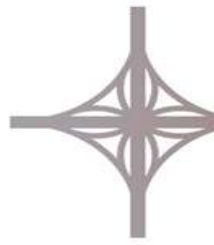


Review and Editing						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Re-read writing to check it makes sense and make simple changes.	Evaluate own writing and make improvements.	Evaluate own writing through discussion and make improvements through redrafting the grammar and vocabulary	Evaluate own writing through discussion and making improvements through redrafting the grammar and vocabulary.	Discuss and evaluate own writing and make improvements.	Discuss and evaluate own writing and make improvements.
	Read own writing aloud clearly.	Use grammar and spelling skills to check and edit writing.	Use grammar and spelling skills to check and edit own writing.	Use grammar and spelling skills to check and edit own writing.	Use grammar and spelling skills to check and edit own writing.	Use grammar and spelling skills to check and edit own writing.
		Read writing own aloud clearly, with appropriate intonation.	Read own writing aloud with appropriate intonation and volume to make the meaning clear.	Read own writing aloud with appropriate intonation, volume and tone to make the meaning clear.	Perform own writing using appropriate intonation, volume and movement.	Perform own writing using appropriate intonation, volume and movement.
			Checking after writing the spelling of KS1 common exception or tricky words.			

Drafting and Writing

Reception	Y1
Sometimes gives meaning to marks as they draw and paint. (30-50)	Sequence sentences to form simple stories.
Ascribes meanings to marks that they see in different places. (30-50)	Sequence own sentences to form simple non-fiction texts.
Gives meaning to marks they make as they draw, write and paint. (40-60)	Use simple language features of non-fiction.
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (40-60)	Use simple story language features.
Writes own name and other things such as labels, captions. (40-60)	Use simple organisation features in fiction.
Attempts to write short sentences in meaningful contexts. (40-60)	Use simple organisation features in non-fiction.
Children use their phonic knowledge to write words in ways which match their spoken sounds. (ELG)	
They also write some irregular common words. (ELG)	
They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG)	

Draws lines and circles using gross motor movements. (PD 30-50)	
Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (PD 30-50)	
Holds pencil near point between first two fingers and thumb and uses it with good control. (PD 30-50)	
Can copy some letters, e.g. letters from their name. (PD 30-50)	
Shows a preference for a dominant hand. (PD 40-60)	
Begins to form recognisable letters. (PD 40-60)	
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (PD 40-60)	
They handle equipment and tools effectively, including pencils for writing. (PD - ELG)	



Almondsbury

Church of England Primary School

Creating our Past

Y2	Y3
Write for a range of audiences and purposes.	Write for a range of purposes and audiences across the curriculum.
Create simple plots in narratives.	Create and describe plots in narratives.
Create simple characters in narratives.	Create and describe settings in narratives.
Write simple poetry.	Create and describe characters in narratives
Use the main language features of fiction.	Write simple poetry.
Use the main language features of non-fiction writing.	Consistently use the language features of narrative.
Use the main organisational features in fiction.	Consistently use the language features of non-fiction
Use the main organisational features in non-fiction.	Use a range of organisation features in fiction.
Group related information.	Use a range of organisation features in non-fiction.

	Start to use paragraphs to group related ideas.

Y4	Y5
Write for an increasing range of purpose and audiences, including across the curriculum.	Identify the audience and purpose of writing and select the appropriate form for own writing
Create and develop plots in narratives.	Write an interesting plot in a narrative from beginning to end.
Create and develop the range of settings in narratives	Develop setting and atmosphere in detail.
Create and develop the characters in narratives.	Develop characters in detail.
Write free verse poetry, focusing on meaning.	Write detailed free verse poetry of increasing complexity, with specific purpose
Expand the use of narrative language features.	Select and use a range of narrative language features throughout writing.
Expand the use of non-fiction language features.	Select and use a range of non-fiction language features.
Use nouns and pronouns to make links between sentences.	Select and use organisational features in fiction and non-fiction.
Organise content into relevant paragraphs across the text.	Make links between paragraphs.

	Link sentences in a paragraph.

Y6

Identify the audience and purpose for writing and select the appropriate genre or mix of genres.

Maintain more complex plots with a series of events, and use dialogue to advance action.

Develop settings and atmosphere in detail.

Experiment with and write a range of more sophisticated poetry.

Select and control a range of narrative language features to write an effective story.

Select and control the use of non-fiction language features.

Select and control the use of organisational features in fiction and non-fiction.

Make links in and between paragraphs.

Grammar, vocab and punctuation

Reception	Y1
	Use nouns to name people, places and things.
	Use the conjunction and to list.
	Use 'and' to join simple sentences to make compound sentences.
	Use the present tense and the past tense accurately.
	Write so that other people can understand the sentences.
	Begin to use a capital letter for proper nouns.
	Use capital letters to start simple and compound sentences
	Use full stops to end simple and compound sentences.

Begin to use question marks.

Begin to use exclamation marks.



Almondsbury

Church of England Primary School

Creating our Pathways

Y2	Y3	Y4
Use noun phrases to describe people, places and things	Use noun phrases appropriately in a range of text types to clarify and add detail.	Carefully select noun phrases to add detail.
Use co-ordinating conjunctions to form compound sentences.	Add descriptive words and phrases to writing to interest the reader.	Use prepositional phrases to add detail.
Use subordinating conjunctions to add extra information.	Use a range of adverbs; next and prepositions, in, across, to show how, when or where something has occurred.	Engage the reader through the use of interesting word choices and descriptive phrases.
Write different types of sentences such as a statement, question, exclamation and command.	Use similes and alliteration.	Use fronted adverbials for effect.
Write accurately in the present and past tense.	Use a mixture of simple and compound sentences in my writing.	Use figurative language.
Use accurate verb/ tense	Start to write complex sentences by using subordinating conjunctions correctly.	Use a mixture of simple, compound and complex sentences.
Use some features of standard written English.	Use the present perfect form of verbs.	Use a wider range of conjunctions to extend the range of complex sentences.
Consistently use full stops and capital letters accurately.	Consistently use features of standard English and explore when non-standard written English could be used.	Use past and present tense accurately throughout a piece of writing.

Use commas in lists.	Consistently use commas in lists in fiction and non-fiction.	Control the use of standard and non-standard English
Consistently use question marks and exclamation marks accurately.	Use inverted commas to show direct speech	Use a comma after fronted adverbials.
Use apostrophes for contractions.	Consistently use apostrophes for contractions.	Use inverted commas and other punctuation accurately to indicate direct speech.
Use apostrophes to show when something belongs to someone.	Use apostrophes for singular possession.	Use apostrophes to indicate plural possession. Possessive apostrophe with singular proper nouns

Y5	Y6
Use expanded noun phrases to add detail to a piece of writing.	Use expanded noun phrases to add detail to a piece of writing.
Use precise word choices.	Use ambitious vocabulary precisely to give additional detail, create impact and make something clearer
Use adverbs to show how likely something is to happen.	Use the passive voice.
Use modal verbs to show how likely something is to happen.	Use figurative language such as extended metaphors, detailed personification and colloquialisms.
Use figurative language such as metaphors, personification and repetition for effect.	Use a range of sentence structures, including sentences with multiple clauses.
Use embedded clauses.	Vary sentence structure and length to add detail and create specific effects to engage the reader.
Use relative clauses beginning with who, which, where, when, whose and that.	Use the appropriate verb tense to show time and cause in my writing, using the perfect tense of verbs.
Change the position of a subordinate clause in a sentence for effect.	Use formal structures in speech and writing.

Use the appropriate tense throughout a piece of writing, switching between past and present when necessary.	Use semi-colons or dashes to separate clauses accurately.
Use the appropriate subject specific language in different text types.	Use a colon to introduce a list and semi-colons within a list.
Use commas accurately to separate clauses in complex sentences.	Use inverted commas and other punctuation for direct speech, reported speech and quotations.
Use inverted commas and other punctuation to indicate direct speech.	Use hyphens to avoid confusion.
Use reported speech.	Punctuate using bullet points consistently.

Spelling

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Hears and says the initial sound in words. (40-60)	Spell compound words e.g. football, playground, farmyard	Spell age-appropriate key words	Spell age-appropriate key words	Spell age-appropriate key words	Spell age-appropriate key words	Spell age-appropriate key words Words with 'ough' letter string; Words ending '-able' / '-ably', and '-ible' / '-ibly'; Adding suffixes beginning with vowels to words ending in '-er'; Endings that sound like /fə/ spell '-cious' or '-tious'; Words ending '-cial' and '-tial'; Words ending in '-ant', '-ance and '-ancy'; Words ending '-ent', '-ence' and '-ency'
Can segment the sounds in simple words and blend them together. (40-60)	Spell age-appropriate key words	Spell key homophones 'there/their/they're', 'here/hear', 'quite/quiet', 'see/sea', 'bare/bear', 'one/won', 'sun/son', 'to/two/too', 'be/bee', 'blue/blew', 'night/knight'	Spell homophones and words from other origins. Homophones:- brake/break, grate/great, eight/ate, weight/wait, son/sun / here/hear, knot/not, meat/meet /heel/heel/hell/, plain/plane, groan/grown, rain/ rein/reign	Spell homophones and words from other origins: peace/piece, main/mane, fair/fare, scene/seen, male/mail, bawl/ball, whether/weather, who's/whose, missed/mist, medal/meddle, team/team	Spell homophones.	Spell homophones: 'ce' / 'se'; dessert/desert, stationery/stationary, complement/compliment, principal, prophet/profit, draught/draft, dissent/descent, precede/proceed, wary/weary
Links sounds to letters, naming and sounding the letters of the alphabet. (40-60)	Spell verbs ending in 'ing', 'ed' and 'er'	Spell words using key suffixes '-ment', 'ness', 'ful', 'less' and 'ly' and rules for plurals.	Spell words using prefixes and suffixes. New prefixes: 'pre-', 'dis-', 'mis-', 're-', 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly', '-ly' with root words ending in 'le' and 'ic'	Spell words using prefixes and suffixes. Prefixes 'in-', 'il-', 'im-' and 'ir-' 'anti-' and 'inter-' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', '-ed') Suffix '-ation' '-ly' '-ous'	Spell words using prefixes and suffixes.	Spell words using prefixes and suffixes: Inter, cred, tract, dict, script, auto, tele, audi, demo, vita, port, fact
Children use their phonic knowledge to write words in ways which match their spoken sounds. (ELG)	Spell words containing a range of phonemes	Spell words containing my range of phonemes.	Use the first 2 letters of a word to check spellings in a dictionary.	Use the first 3 letters of a word to check spellings in a dictionary.	Use the first 3 letters of a word to check spellings and meanings in a dictionary.	Use the first 4 letters of a word to check spellings and meanings in a dictionary.
They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG)	Spell adjectives ending in 'er' and 'est'		Rare GPCs: The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /j/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin) The /ʃ/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) The /z/ sound spelt 'y' other than at the end of words (gym, myth) The /v/ sound spelt 'ou' (young, touch)	Rare GPCs: Review: The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /j/ sound spelt 'ch' The /j/ sound spelt 'ou' The /g/ sound spelt 'gu' Words with the /s/ sound spelt 'sc' (Latin in origin)	Use a thesaurus.	Use a thesaurus.
	Spell words using the prefix 'un'			Words ending /tʃə/ spelt 'ture' Words ending /ərə/ Endings which sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' Endings which sound like /ʒən/ spelt '-sion'		Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
	Spell plural nouns by adding 's' and 'es'			Proofread including using a dictionary		Proofread for spelling errors.

Presentation

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Can copy some letters, e.g. letters from their name. (PD 30-50)	Form lower case letters, capital letters and numbers correctly.	Write correctly sized lower-case letters, capital letters and numbers which face the right way.	Join letters.	Write in a legible and consistent style, with increased quality and speed.	Write fluently and legibly with speed and a personal style.	Write fluently and legibly with speed and a personal style.
Begins to form recognisable letters. (PD 40-60)	Leave spaces between words.	Start to join letters.	Write in a legible and consistent style.	Write letters with parallel down strokes and appropriate spacing.		
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (PD 40-60)		Space writing sensibly.				
They handle equipment and tools effectively, including pencils for writing. (PD - ELG)						