



**THE 21**  
**STEPS**

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

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

Year 1	Step 4	Step 5	Step 6	End of Year Expectations
			<ul style="list-style-type: none"> <li>- I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes.</li> <li>- I can use and apply what I have learnt through sentence and word work</li> <li>- I can re-read what I have written to check that it makes sense.</li> <li>- I can read aloud my writing clearly enough to be heard by my peers and the teacher.</li> <li>- I can evaluate what I have written with the teacher or another pupil.</li> </ul>	<p>purposes.</p> <ul style="list-style-type: none"> <li>- I can use and apply what I have learnt through sentence and word work</li> <li>- I can re-read what I have written to check that it makes sense.</li> <li>- I can read aloud my writing clearly enough to be heard by my peers and the teacher.</li> <li>- I can discuss what I have written with the teacher or another pupil.</li> </ul>
<b>Vocabulary &amp; Grammar</b>	<ul style="list-style-type: none"> <li>- I use a simple sentence structure.</li> <li>- I understand what a statement is.</li> <li>- I can understand what a question is.</li> <li>- I understand what an exclamation is.</li> </ul>	<ul style="list-style-type: none"> <li>- I am beginning to use the conjunction 'and', call it a 'joining word' and am beginning to use other joining words e.g. but.</li> <li>- I can use a simple sentence structure.</li> <li>- I can use a question.</li> <li>- I can use an exclamation.</li> <li>- I am beginning to use adjectives (colour, shape, size, emotion).</li> </ul>	<ul style="list-style-type: none"> <li>- I can use the conjunction 'and'.</li> <li>- I am beginning to use a series of simple sentence structures which may be repeated to write a story or recount.</li> <li>- I can write a statement, question and exclamation appropriately.</li> <li>- I can use adjectives to create an effect.</li> <li>- I can write a simple sentence dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use coordinating conjunctions: 'and'.</li> <li>- I can use and identify statements, questions and exclamations.</li> <li>- I can use a range of adjectives for effect.</li> <li>- I can write simple sentences for memory dictated by the teacher.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>- I can leave spaces between my words to help the reader see what I have written.</li> <li>- I use full stops.</li> <li>- I can match familiar looking capital and lower case letters</li> <li>- I can write capital letters at the start of some words e.g. my name</li> </ul>	<ul style="list-style-type: none"> <li>- I use capital letters and full stops throughout my writing.</li> <li>- I understand what a sentence is and that it has a capital letter and a full stop.</li> <li>- I can match capital letters and lower case letters which are visually dissimilar</li> <li>- I can write an increasing number of capital letters (e.g. in the days of the week and my friend's names)</li> </ul>	<ul style="list-style-type: none"> <li>- I can use capital letters for proper nouns.</li> <li>- I can use capital letters, full stops, question marks and explanation marks to demarcate sentences.</li> <li>- I am aware of all capital letters/lower case pairs</li> </ul>	<ul style="list-style-type: none"> <li>- I can use spaces to separate words.</li> <li>- I can use capital letters, full stops, question marks and explanation marks to demarcate sentences.</li> <li>- I can use capital letters for proper nouns and the personal pronoun 'I'.</li> </ul>

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

Year 2	Step 7	Step 8	Step 9	End of Year Expectations
				<p>plan my writing</p> <ul style="list-style-type: none"> <li>-I can re-read to check that my writing makes sense</li> <li>-I can check that verbs are used correctly &amp; consistently</li> <li>- I can read aloud my writing with intonation, to make the meaning clear.</li> <li>- I can evaluate my writing with the teacher and other pupils</li> </ul>
<p><b>Vocabulary &amp; Grammar</b></p>	<ul style="list-style-type: none"> <li>- I can use 'and' or 'but' to join my sentences.</li> <li>- I can identify subordinating conjunctions within a text such as: when, if, that, because.</li> <li>- I can use statements, questions, exclamations and commands for effect.</li> <li>- I can identify adjectives and their effect on the reader.</li> <li>- I can identify past and present tense verbs.</li> <li>-I can write sentences dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- I can consistently use 'and' or 'but' to join my sentences.</li> <li>- I can use subordinating conjunctions such as: when, if, that, because.</li> <li>- I can use adjectives to add information about a noun.</li> <li>- I can identify imperative verbs.</li> <li>- I can use the past and present tense verbs correctly</li> <li>- I can use simple gender forms.</li> <li>- I can use a string of capital letters for effect</li> </ul>	<ul style="list-style-type: none"> <li>- I can use appropriate conjunction in my writing.</li> <li>- I can select appropriate sentences for effect.</li> <li>- I can use appropriate adjectives in my writing.</li> <li>- I am beginning to use appropriate imperative verbs.</li> <li>- I can consistently use the present and past tense of verbs in my writing.</li> <li>-I can write simple sentences using exception words and punctuation.</li> <li>-I can discuss language using an increasing number of technical terms</li> </ul>	<ul style="list-style-type: none"> <li>- I can use coordinating conjunctions: 'and, or, but' .</li> <li>- I can use subordinating conjunctions such as: when, if, that, because.</li> <li>- I can use and identify statements, questions, exclamations and commands.</li> <li>- I can use adjectives to add information about a noun (i.e. expand a noun phrase to describe and specify).</li> <li>- I can consistently use the present and past tense of verbs.</li> <li>- I can understand the effect of imperative verbs.</li> </ul>
<p><b>Punctuation</b></p>	<ul style="list-style-type: none"> <li>- I can use spaces between words that reflect the size of the letters.</li> <li>- I can explain why a proper noun needs a capital letter.</li> <li>- I can identify different apostrophes and discuss how they are used.</li> <li>- I can explain what a comma does.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use capital letters, full stops, question marks and explanation marks to demarcate sentences</li> <li>- I can use capital letters for proper nouns.</li> <li>- I am beginning to use apostrophes for possession.</li> <li>- I am beginning to use commas in a list.</li> <li>- I can identify speech marks in a text</li> </ul>	<ul style="list-style-type: none"> <li>- I can use apostrophes for contractions e.g. don't</li> <li>- I can use apostrophes for possession.</li> <li>- I can use commas to form a list.</li> <li>- I can use speech marks</li> </ul>	<ul style="list-style-type: none"> <li>- I can use and understand the effect of appropriate punctuation to demarcate sentences.</li> <li>- I can use capital letters for proper nouns.</li> <li>- I can use apostrophes for possession.</li> <li>- I can use commas in a list.</li> <li>- I can use speech marks</li> </ul>

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

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



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

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

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

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

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

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

Year 6	Step 19	Step 20	Step 21	End of Year Expectations
		<p>use of expanded noun phrases.</p>	<p>- I can use expanded noun phrases for effect in my independent writing.</p> <p>- I can use and understand grammatical terminology accurately and appropriately in discussing my writing and reading</p>	<p>- I can indicate degrees of possibility using adverbs (perhaps) or modal verbs (might).</p> <p>- I can use formal and informal speech accurately in independent writing.</p> <p>- I can use expanded noun phrases to convey complicated information concisely.</p> <p>- I can use the perfect form of verbs to mark relationships of time and cause</p>
<p><b>Punctuation</b></p>	<p>- I can identify a semi-colon, colons and dashes within a text and explain how they are used (boundaries and lists).</p> <p>- I understand that an ellipsis is an omission of a word.</p> <p>- I can identify how an author uses bullet points within a text.</p>	<p>- I can use semi-colons, colons and dashes (boundaries and lists).</p> <p>- I can use an ellipses as an omission of a word.</p> <p>- I can use bullet points to list information.</p>	<p>- I can independently use semi-colons, colons and dashes accurately (boundaries and lists).</p> <p>- I can use ellipses accurately in my work.</p> <p>- I can use bullet points appropriately.</p>	<p>- I can confidently use brackets, dashes or commas to indicate parenthesis.</p> <p>- I can use commas to clarify meaning or avoid ambiguity.</p> <p>- I can use ellipses to link ideas between sentences/paragraphs.</p> <p>- I can use bullet points effectively and consistently.</p>