

Being a Writer

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary, grammar & punctuation		<p>I can sometimes use a capital letter and a full stop. A .</p> <p>I can sometimes use a question mark or exclamation mark. ? !</p> <p>I can use a capital letter for names of people, places and the days of the week.</p>	<p>I can sometimes use capital letters and full stops.</p> <p>I can make sure I have used capital letters, full stops and question marks correctly in most of my sentences.</p> <p>I can use present and past tense mostly correctly and consistently.</p>	<p>I can use the perfect form of verbs.</p> <p>I can check my work for errors in spelling and punctuation.</p>	<p>I can use the correct punctuation in direct speech.</p>	<p>I can use modal verbs.</p> <p>I can use commas to clarify meaning.</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p> <p>I make sure my writing is in the correct use of tense throughout.</p> <p>I can proof-read for spelling and punctuation errors.</p>	<p>I can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.</p> <p>I can use a range of punctuation</p>
Composition - Effectiveness of purpose		<p>I can say my sentence out loud before I write it.</p> <p>I can check my sentence makes sense.</p>	<p>I can use conjunctions, adverbs and prepositions to express time and cause.</p>	<p>I can say how I can improve my writing.</p> <p>I can write sentences using different conjunctions. *For example - when, if, because, although</p>	<p>I can improve my writing by thinking about changes to grammar and vocabulary.</p> <p>I can write a range of sentences with more than one clause.</p> <p>I can use fronted adverbials *For example, 'Later that day, I went shopping.'</p> <p>I can read and rehearse my sentences.</p> <p>I can use a range of nouns and pronouns in my sentences and not repeat words.</p> <p>I can use expanded noun phrases *For example, 'The strict teacher with curly hair'</p>	<p>I can develop characters through action and dialogue.</p> <p>I can establish viewpoint as the writer through commenting on characters or events.</p> <p>I know the audience and purpose of my writing.</p>	<p>I can write for a range of purposes.</p> <p>I can write effectively for a range of purposes and audiences carefully selecting purposeful vocabulary.</p>

Composition
Structure & Organisation

<p>I can write sentences about something I have done.</p> <p>I can put sentences together to write a story.</p> <p>I can use 'and' to join my sentences together</p>	<p>I can write about my personal experiences.</p> <p>I can write about real events and record them clearly.</p> <p>I can use co-ordination conjunctions or / and / but</p> <p>I can use subordinating conjunctions when / if / that / because</p> <p>I can write sentences that form a short story.</p>	<p>I can write a narrative with a clear structure, setting, characters and plot.</p> <p>I can write a non-narrative using headings and sub-headings.</p>	<p>I can write a narrative with a clear structure, setting, characters and plot.</p> <p>I can open my paragraphs with topic sentences.</p> <p>I can use relative clauses beginning with who, which, where, when, whose, that</p>	<p>I can start sentences in different ways.</p> <p>I can use sentence starters to highlight the main idea.</p> <p>I know how my grammar and vocabulary choices create impact on the reader.</p> <p>I can choose vocabulary to engage and impact on the reader.</p> <p>I can use similes, metaphors, personification to create effects in my writing.</p> <p>I can add well-chosen detail to interest the reader.</p> <p>I can summarise a paragraph or event.</p> <p>I can organise my writing into paragraphs to show different information or events.</p> <p>I can link ideas within my paragraphs.</p>	<p>I can use paragraphs to organise my ideas.</p> <p>I can structure my writing to support the reader *headings, sub-headings, bullet points</p> <p>I can describe settings, characters and atmosphere.</p> <p>I can use dialogue to convey character and advance the action.</p> <p>I can use conjunctions, adverbials of time and place, pronouns, synonyms within and across paragraphs.</p> <p>I can use verb tenses consistently and correctly.</p>
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Spelling & Handwriting

<p>I can sit at a table and hold a pencil correctly.</p> <p>I can start and finish my letters in the right place.</p> <p>I can write capital letters correctly.</p> <p>I can write the digits 0-9 correctly.</p> <p>I can leave finger spaces between words.</p> <p>I can use syllables to help me spell my words.</p> <p>I can name the letters of the alphabet in order.</p> <p>I can write some words which end in s, es, ed, er and ing</p>	<p>I can spell some words from the Year 2 word list.</p> <p>I can use spacing between words.</p> <p>I can spell many words from the Year 2 word list</p> <p>I can form capital letters and digits of the correct size</p>	<p>I can spell words with prefixes and suffixes and I understand how to add them to root words.</p> <p>I can recognise and spell homophones. *for example – he'll, heel, heal</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can correctly spell word families. *for example – solve, solution, solver</p> <p>I can spell some words from the Year 3 and 4 word list.</p> <p>I can use words I already know to help me spell unfamiliar words.</p> <p>I can find the root in longer words.</p> <p>I can use diagonal and horizontal strokes that are needed to join my letters.</p> <p>I understand which letters should not be joined.</p> <p>My handwriting is neat and consistent.</p>	<p>I can spell words with prefixes and suffixes and understand how to add them to root words. *For example – ation, ous, ion, ian</p> <p>I can recognise and spell homophones. *For example – accept and except, whose and who's</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can spell words from Year 3 and 4 word list.</p> <p>I can join my letters carefully.</p> <p>I know which letters do not need to be joined.</p>	<p>I can form verbs with prefixes. *For example, dis, de, mis, over and re.</p> <p>I can change nouns or adjectives into verbs by adding a suffix. *For example, ate, ise, ify.</p> <p>I can spell some words with 'silent' letters, *For example, knight, psalm, solemn.</p> <p>I can distinguish between homophones and other words which are often confused.</p> <p>I can spell words from Year 5 and 6 word list.</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>I can use a thesaurus.</p>	<p>I can spell some words from the year 5 / year 6 spelling list.</p> <p>I can write legibly.</p> <p>I can spell most words from the year 5 / year 6 spelling list.</p> <p>I can use a dictionary to check my spellings.</p> <p>I can use neat joined handwriting.</p>
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