

Writing Thresholds to be crossed by the end of Year 1 (“Year 2 ready”)

Transcription (Spelling and Handwriting)

Spell words containing each of the 40+ phonemes already taught

Spell many common exception words

Spell opposites using prefix -un

Add suffixes to spell some words correctly in their writing e.g. -ing, -ed, -er and -est

Begin to write capital letters, lower case letters and digits of the correct size, orientation and relationship to one another

Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Use finger spaces to separate words

Composition

Form short narratives

Compose a sentence orally before writing it

Write from memory simple dictated sentences using the GPCs and common exceptions words taught so far

Sequence sentences to form short narratives

Vocabulary, Grammar and Punctuation

Demarcate some sentences with capital letters and full stops and experiment with use of question marks and exclamation marks

Join words and sentences using ‘and’

Writing Thresholds to be crossed by the end of Year 2 (“Year 3 ready”)

Transcription (Spelling and Handwriting)

Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

Spell many common exception words (NC Appendix 1)

Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

Use spacing between words that reflects the size of the letters

Spell some words with contracted forms*

Add suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly*

Use the diagonal and horizontal strokes needed to join letters in some of their writing

Composition

Write simple, coherent narratives about personal experiences and those of others (real or fictional)

Write about real events, recording these simply and clearly

Compose and rehearse sentences orally before writing them

Begin to organise paragraphs around a theme

Vocabulary, Grammar and Punctuation

Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

Use present and past tense mostly correctly and consistently

Use co-ordination (or / and / but) and some subordination (when / if / that / because) to join clauses

Writing Thresholds to be crossed by the end of Year 3 (“Year 4 ready”)

Transcription (Spelling and Handwriting)

Spell correctly some words from the year 3 / year 4 spelling list and begin to use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Spell homophones

Begin to use possessive apostrophes accurately

Use further prefixes and suffixes and understand how to add them

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Consistently use appropriate spacing between words

Composition

Write coherent texts (real or fictional)

Compose and rehearse sentences orally including dialogue

Organise paragraphs around a theme

Vocabulary, Grammar and Punctuation

Use commas in a list and to separate 2 ideas in clauses

Use and punctuate direct speech

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Use some expanded noun phrases to describe and specify

Extend the range of sentences with more than one clause by using a wide range of conjunctions, including *when, if, because, although*

Writing Thresholds to be crossed by the end of Year 4 (“Year 5 ready”)

Transcription (Spelling and Handwriting)

Spell correctly most words from the year 3 / year 4 spelling list and begin to use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Spell further homophones

Use possessive apostrophes accurately

Increase the legibility, consistency and quality of their joined handwriting

Consistently use appropriate spacing between words, sentences and paragraphs

Composition

Write coherent texts (real or fictional) that show some awareness of the reader

Compose sentences with varied vocabulary and a range of sentence structures

In non-narrative material, use simple organisational devices (e.g. headings and subheadings)

In narratives, create settings, characters and plot

Vocabulary, Grammar and Punctuation

Use commas to demarcate clauses and after fronted adverbials

Use bullet points to form lists

Indicate possession by using the possessive apostrophe with plural nouns

Use the present perfect form of verbs in contrast to the past tense

Use conjunctions, adverbs and prepositions to express time and cause

Writing Thresholds to be crossed by the end of Year 5 (“Year 6 ready”)

Transcription (Spelling and Handwriting)

Spell correctly some words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Spell some words with silent letters

Continue to distinguish between homophones and other words which are often confused

Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters

Composition

Write for a range of purposes and audiences, selecting language that shows an increasing awareness of the reader

Write sentences that contain appropriately selected grammar and vocabulary

Use further organisational and presentational devices to structure texts and to guide the reader (e.g. headings, bullet points, underlining)

In narratives, create settings, characters and atmosphere

Select the appropriate verb form and use other similar writing as models for their own

Vocabulary, Grammar and Punctuation

Use commas to clarify meaning or avoid ambiguity

Use brackets, dashes or commas to indicate parenthesis

Punctuate bullet points consistently

Use relative clauses beginning with who, which, where, when, whose or that

Use modal verbs or adverbs to indicate degrees of possibility

Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)

Writing Thresholds to be crossed by the end of Year 6 (“Year 7 ready”)

Transcription (Spelling and Handwriting)

Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Maintain legibility in joined handwriting when writing at speed

Composition

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. The use of the first person in a diary; direct address in instructions and persuasive writing)

In narratives, describe settings, characters and atmosphere

Integrate dialogue in narratives to convey character and advance the action

Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

Include adverbials, within and across sentences and paragraphs

Use a wide range of clause structures, sometimes varying their position within the sentence

Use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision

Vocabulary, Grammar and Punctuation

Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)

Use verb tenses consistently and correctly throughout their writing