

## Key Objectives to be completed independently at the end of year.

	FS2 (Y1 Ready)	Y1 (Y2 Ready)	Y2 (Y3 Ready)	Y3 (Y4 Ready)	Y4 (Y5 Ready)	Y5 (Y6 Ready)	Y6
<b>Composition and Effect</b>	After discussion with the teacher, write simple sentences which can be read by self and others.	After discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional)	After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others.	After discussion with the teacher, the pupil can write for different purposes.	The pupil can write effectively for a range of purposes.	The pupil can write for a range of purposes and audiences.	The pupil can write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader (e.g. first person in a diary; direct address in instructions and personal writing.)
		After discussion with the teacher, write sentences about real events.	Write about real events, recording these simply and clearly.				
	Have been introduced to and can talk about the purpose of different text types, with an adult.	Through discussion with the teacher, recognise that writing has many purposes and begin to identify what these are.	After discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.	The pupil can write effectively and coherently for a range of purposes, drawing on their reading to inform the vocabulary and grammar of their writing	The pupil can write effectively for a range of purposes and audiences, drawing on their reading to inform the vocabulary and grammar of their writing.	The pupil can write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader (e.g. first person in a diary; direct address in instructions and personal writing.)	The pupil can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
		After discussion with the teacher, write sentences that reflect some of these different purposes		The pupil can recognise and talk about the audience of a particular text, drawing on some of its language features/vocabulary to inform thinking.			

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				Features of writing <b>mainly</b> appropriate to the selected task.	Features of text type or genre are appropriate for task e.g. layout, verb form and formality.	<b>Some</b> evidence of selecting vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
				In discussion with teacher, show an awareness of audience and purpose through formal/ informal language choices.	Distinguish between the language of speech and writing.	Distinguish between the language of speech and writing and <b>sometimes</b> choose the appropriate register.	Distinguish between the language of speech and writing and choose the appropriate register.
					Language choices demonstrate <b>some</b> awareness of audience in terms of formality and/or informality.	Writing shows some awareness of levels of formality although this may not be well managed.	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

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				In narratives, describe settings and characters	In narratives, describe settings and characters	In narratives, describe settings, characters and atmosphere	In narratives, describe settings, characters and atmosphere
				<b>Some</b> use of expanded noun phrases to describe adding relevant and meaningful detail.	Use expanded noun phrases, adverbs and adjectives for precision, clarity and impact.	<b>Some</b> use of adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision	
				<b>Some</b> evidence of adjectives being used for precision, clarity and impact.			
	<b>FS2 (Y1 Ready)</b>	<b>Y1 (Y2 Ready)</b>	<b>Y2 (Y3 Ready)</b>	<b>Y3 (Y4 Ready)</b>	<b>Y4 (Y5 Ready)</b>	<b>Y5 (Y6 Ready)</b>	<b>Y6</b>
<b>Organisation of text, paragraphs and cohesion</b>				<b>Some</b> use of simple adverbials and pronouns to link sentences, sections or paragraphs.	Use of fronted adverbials and pronoun referencing to link within and between paragraphs.	Using <b>some</b> cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs	Use a range of devices to build cohesion. Examples include: <ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Adverbials of time</li> <li>• Adverbials of place</li> <li>• Pronouns</li> </ul>
<b>Sentence Structure, Clauses and Conjunctions</b>	Write simple sentences independently.	Use co-ordinating conjunction 'and' to join <b>some</b> main clauses.	Use co-ordination (e.g. or/and/but) and <b>some</b> subordination (e.g. when/if/that/because) to join clauses	<b>Some</b> use of simple adverbials and pronouns to link sentences, sections or paragraphs.  <b>Some</b> use of subordinating and co-ordinating conjunctions to	Use of fronted adverbials and pronoun referencing to link within and between paragraphs.  Using a range of conjunctions (Subordinating and coordinating) to join sentences	Using <b>some</b> cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs  Using a wider range of conjunctions	Synonyms

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				join sentences with more than one clause (eg and, but, so, or, because, when, if)	with more than one clause.	(Subordinating and co-ordinating) to join sentences with more than one clause.	
	FS2 (Y1 Ready)	Y1 (Y2 Ready)	Y2 (Y3 Ready)	Y3 (Y4 Ready)	Y4 (Y5 Ready)	Y5 (Y6 Ready)	Y6
<b>Tense and Verb forms</b>	Use present and past tense <b>mainly</b> correctly and consistently in speech.	Use present and past tense <b>mainly</b> correctly and consistently.	Use present and past tense <b>mostly</b> correctly and consistently.	Tense choice <b>mostly</b> consistent and grammatically accurate including use of present perfect tense where appropriate.	Using different verb forms which are <b>mostly</b> accurate (present and past progressive, present perfect and ing verbs)	Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.	Use verb tenses consistently and correctly throughout writing.
	<b>Some</b> correct use present and past tense in writing.						
<b>Punctuation</b>	Demarcate <b>some</b> sentences in writing with capital letters and full stops.	Demarcate <b>some</b> sentences in writing with capital letters and full stops. <b>Some</b> correct use of question marks when required.	Demarcate <b>most</b> sentences in writing with capital letters, and use question marks correctly when required.	Capital letters and full stops consistently used accurately.	Capital letters, full stops, question marks and exclamation marks consistently used accurately. (Correct sentence boundary demarcation)	Use the full range of punctuation taught in lower Key Stage 2 <b>mostly</b> correctly.	Use the range of punctuation taught in KS2 <b>mostly</b> correctly.
	Demarcate <b>many</b> sentences in writing with capital letters and full stops.	Demarcate <b>most</b> sentences in writing with capital letters and full stops and use question marks correctly when required.	Use the punctuation taught at KS1, <b>mostly</b> correctly.	Use the range of punctuation taught, correctly.	Use the range of punctuation taught, correctly.	Use the range of punctuation taught, correctly.	Use the range of punctuation taught at KS2, correctly (e.g. semi-colons, dashes, colons, hyphens) and where necessary use such punctuation precisely to avoid ambiguity.

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				Some correct use of inverted commas	Inverted commas used <b>mainly</b> correctly	Inverted commas used <b>mostly</b> correctly	
				Some correct use of inverted commas Commas used correctly in lists	Inverted commas used <b>mainly</b> correctly Commas used to mark fronted adverbials – <b>mainly</b> correctly	Some correct use of punctuation for parenthesis.  Commas (clarify meaning and marking phrases and clauses)	
				Apostrophes for singular possession used <b>mostly</b> correctly	Apostrophes for singular and plural possession used <b>mainly</b> correctly	Apostrophes for singular and plural possession used <b>mostly</b> correctly	
	<b>FS2 (Y1 Ready)</b>	<b>Y1 (Y2 Ready)</b>	<b>Y2 (Y3 Ready)</b>	<b>Y3 (Y4 Ready)</b>	<b>Y4 (Y5 Ready)</b>	<b>Y5 (Y6 Ready)</b>	<b>Y6</b>
<b>Spelling</b>  <b>A pupil's standard in spelling should be evident throughout their writing</b>  <b>Phonically plausible but incorrect spellings</b>	Spell irregular words (I, no go, into ,the, to) <b>mostly</b> correctly	Spell <b>many</b> Y1 common exception words and <b>some</b> Y2 common exception words.	Spell <b>many</b> common exception words  Spell <b>most</b> common exception words	Spelling KS1 common exception words correctly	Spelling KS1 common exception words correctly	Spelling KS1 common exception words correctly	Spell correctly most words from the Y5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious words.
	Segment spoken words into phonemes and represent these by taught (phase 3) graphemes, spelling some of	Segment spoken words into phonemes and represent these by taught <b>(phase 5)</b>	Segment spoken words into phonemes and represent these by graphemes, spelling <b>many</b> of these	Spelling many words correctly* (year 3/4)	Spelling most words correctly* (year 3/4)	Spelling many words correctly* (year 5/6)	

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<p><b>should be regarded as errors unless stated otherwise</b></p> <p><b>Incorrect spelling of words outside year group expectations should be disregarded</b></p>	these words correctly and making some phonically plausible attempts at others	graphemes, spelling <b>some</b> of these words correctly and making phonically-plausible attempts at others.	words correctly and making phonically-plausible attempts at others.				
		Add Y1 taught suffixes to spell <b>most</b> words correctly in writing	Add suffixes to spell <b>most</b> words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)				
				Begin to use the first 2 or 3 letters in a word to check its spelling in a dictionary	Use the first 2 or 3 letters in a word to check its spelling in a dictionary	Begin to use the first 3 or 4 letters in a word to check its spelling in a dictionary	
						Begin to use dictionaries to check the spelling and meaning of words.	

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<b>Handwriting</b>	Form many lower-case letters in the correct direction, starting and finishing in the right place.	Form lower-case letters in the correct direction, starting and finishing in the right place.	Form capital letters and digits of the correct size, orientation and relationship to each other and to lowercase letters.	Letters are consistent in size and proportion with both letters and words evenly spaced.	Letters are consistent in size and proportion with both letters and words evenly spaced.		
		Form lower-case letters of the correct size relative to one another in <b>some</b> writing.					
	Use spacing between words.	Use spacing between words that <b>mainly</b> reflects the size of the letters.	Use spacing between words that reflects the size of the letters.				
			Use the diagonal and horizontal strokes needed to join <b>some</b> letters.				
<b>Redrafting and editing</b>	Discuss what has been written with the teacher	Re-reading what has been written to check that it makes sense	Make simple additions, revisions and proof-reading corrections to own writing.	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning		
				Proofread for spelling and punctuation errors	Proofread for spelling and punctuation errors.		

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