

| | | EFYS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Dim. | Sub-dim. | All of these objectives are progressive and build upon each other, year on year. In each year group, the previous years' expectations should still be evidenced along with the new objectives for the current year group. | | | | | | |
| Writing | Handwriting | | Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | | | |
| | | Sit correctly at a table. | Sit correctly at a table, holding a pencil comfortably and correctly | | | | | |
| | | Writes some letters accurately. | Form lower-case letters, in the correct direction, that sit on the line and are the correct height. | Form lower-case letters of the correct size relative to one another and the lines on the page. | | | | |
| | | Form lower-case letters and capital letters correctly. | | Start to use the diagonal and horizontal strokes needed to join letters. | Use the diagonal and horizontal strokes that are needed to join letters accurately and with increasing speed. | Write cursive text legibly, fluently and with increasing speed. | Write legibly, fluently and with increasing speed, choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters depending on the context. | Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task |
| | | Writes recognisable letters, most of which are correctly formed. | Write capital letters and numerals of the correct size, orientation and relationship to one another and to lower-case letters. | | | | | |
| | | Uses finger spaces | Use spacing between words that reflects the size of the letters. | | | | | |
| | | | Form digits 0–9 accurately. | | | | | |
| | Planning | | With teacher guidance, copy key information from age-appropriate teacher-chosen research sources to use as a basis for writing. | Find pertinent information from a range of age-appropriate, teacher-chosen research sources, highlighting key/pertinent information. | With teacher guidance, make notes from a range of teacher-chosen research sources, highlighting key/pertinent information and noting the key nouns and verbs. | Make notes from teacher-chosen research sources, highlighting key/pertinent information and noting the key nouns and verbs. | Précis longer passages | |
| | | | Plan what they are going to write on a planning frame with teacher guidance to: refer to WAGOLLS and modelled plans as templates for the text structure. | Plan what they are going to write on a planning frame with open-ended questioning from the teacher that guides them to: refer to WAGOLLS and modelled plans as templates for the text structure. | Plan their writing by: referring to prior learning for text structure; discussing and sharing ideas; independently recording ideas for plot on a planning frame. | Plan their writing by referring to prior learning for text structure, discussing and sharing ideas then independently recording ideas for plot on a planning frame, developing initial ideas and drawing on reading and research. | Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own | |

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| | Orally segment phonemes in words. | Plan what they are going to write on a planning frame with teacher guidance to: choose appropriate nouns, verbs and adjectives based the level of positivity or negativity for each plot-point/paragraph. | Plan what they are going to write on a planning frame with open-ended questioning from the teacher that guides them to refer to displays, resources and previous learning to support them in choosing appropriate vocabulary base on the level of positivity or negativity of each plot-point/paragraph. | Plan their writing by: referring to prior learning for text structure; discussing and sharing ideas; independently recording ideas for language on a planning frame. | Plan their writing by referring to prior learning for text structure, discussing and sharing ideas then independently recording ideas for language on a planning frame, developing initial ideas and drawing on reading and research where necessary. | | |
| | Orally compose a sentence. | Consider what they are going to write before beginning, using their plan to say out loud what they are going to write (probably paraphrased). | Consider what they are going to write before beginning, using their plan to talk it through out loud. | | | | |
| Independence | | Build stamina for writing, writing independently but with scaffolded plans and teacher guidance. | Build stamina for writing, writing independently but with scaffolded plans.. | Increase stamina for writing, independently putting ideas for plot and vocabulary into full sentences and paragraphs. | | | |
| | | Independently plan and write own ideas with teacher guidance to refer to WAGOLLS and modelled plans as templates | Independently plan and write own ideas with open-ended questioning from the teacher that guides them to: refer to WAGOLLS and modelled plans as templates | Independently plan and write own ideas, referring to all available resources and prior learning as a guide for text structure. | | | |
| | | Independently plan and write own ideas with teacher guidance to: choose appropriate nouns, verbs and adjectives | Independently plan and write own ideas with open-ended questioning from the teacher that guides them to refer to displays, resources and previous learning to support them in choosing appropriate vocabulary. | Independently plan and write own ideas, referring to all available resources and prior learning to support them in choosing appropriate vocabulary.. | | | |
| Text Type coverage | | Write based on personal experience (1st or 2nd hand) of people, places and events. | | Write based on personal or imagined experience of people, places and events. | | | |
| | Write simple stories using simple story language they are familiar with. | Write third person, past tense stories in which the beginning and ending are signalled. | Write stories in which sentences and paragraphs are: sequenced chronologically; linked with time adverbials; linked by the use of pronouns referring to previously mentioned characters. | Write stories in which times and places are referenced to guide the reader through the text. | Write stories in which: a link is made between the opening and ending; links are made between paragraphs through the use of mirrored or contrasting FANTASTICS. | Write stories with a well-considered opening and ending and dialogue to move the action on. | Write well-constructed stories which: raise intrigue; have developed characterisation; include deliberate ambiguity that is cleared up later in the story. |
| | Write simple noun phrases to describe. | Write a sequence of events with simple noun phrases. | Write a sequence of expanded events, including questions and noun phrases to describe familiar characters and settings. | Write narratives with description of settings, characters and plot using a range of FANTASTICS. | Write narratives with deliberate choices about the use FANTASTICS to engage the reader.. | Write narratives that integrate dialogue to advance the action and include descriptions that infer rather than state in order to create a desired response in the the reader.. | Write narratives that integrate dialogue to convey character. |
| | | Write a wide range of story genres based on the seven basic plot types (Voyage and Return, Overcoming the Monster, .Tragedy, Comedy, Rebirth, Rages to Riches, Quest). | | | | | |

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| Write simple instructions in the correct order. | Write simple instructions with the support of an independent but scaffolded plan. | Independently write simple instructions, including an equipment/materials section | | | | |
| | | Write a biography containing the key events of a persons life in chronological order. | Write a biography containing the key events of a persons life in chronological order, with a clear introduction and conclusion. | | Write a biography, with a developed introduction and conclusion, that engages the reader. | Write a detailed and well-constructed biography that gives clues as to the writer's perspective. |
| | Write a diary entry in the first person. | | Write a diary entry to describe personal experiences or feelings. | Write a diary entry including opinions and emotive language | | |
| Write a simple recount of the main events. | Write a simple recount of the main events in a familiar episode using the first person and the past tense. | Write a recount of the main events in a familiar episode in chronological order | | Write a recount with a clear introduction and conclusion, along with detail that reveals the writer's emotions and responses at key points. | | |
| Write a simple non-chronological report including facts. | Write a simple non-chronological report, in the third person, based on basic facts that grouped according to similarity. | Write a simple non-chronological report: based on facts learned and noted from teacher-chosen sources; containing pictures that match the subject focus. | Write a non-chronological report with facts grouped around key topics and signalled with sub-headings and accompanied by diagrams and photographs. | Write a non-chronological report, with a clear introduction and conclusion, based on facts learned across the wider curriculum and noted from a range of sources. | Write a non-chronological report with: a developed introduction and conclusion; technical and formal language; diagrams and photographs that support the reader's understanding of the text. | |
| | Write a simple letter, in the first person, with an appropriate greeting, sign-out and sender's address. | Write an informal letter with a brief introduction and conclusion. | Write an informal letter with a clear introduction and conclusion and the main body organised into paragraphs. | | Write an informal email with informal language clearly of a different tone to that used in more formal text types. | |
| | | | Write a formal letter with clear arguments. | | Write a formal letter with clear formal-language choices. | |
| | | Write an explanation to explain an action process or event. | | Write an explanation, with an introduction and conclusion, sub-headings and diagrams, that shows an understanding of the process. | | Write a well-constructed explanation with: a developed introduction and conclusion; technical and formal language; carefully chosen diagrams and photographs that support the reader's understanding of the text. |
| | Write a persuasive text using imperative verbs. | | Write a persuasive text with; a clear introduction and conclusion; paragraphs organised around key points; topic vocabulary. | Write a persuasive text with: links between paragraphs; emotive language and the power of three. | Write a persuasive text with key points and information prioritised according to the writer's point of view. | Write a well-constructed persuasive text with a detailed introduction and conclusion, and use of the active and passive voices to heighten the reader's engagement. |
| | | | | Write a newspaper report in the third person, past tense, with: a headline; photograph and caption; key facts in chronological order; columns. | Write a newspaper report with: an orientation that summarises the key facts of when, who, what, where; a reorientation; quotes that add extra information and detail. | Write a succinct and informative newspaper report with direct and indirect quotes and formal language. |
| | | | | | Write a well-constructed balanced argument in which points are clearly explained. | Write a well-constructed balanced argument in which points are clearly explained and backed up with evidence. |

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| Composition | Uses some of his/her print and letter knowledge in his/her early writing e.g. writing a shopping list. | Write a sentence at a time by identifying the idea for the sentence (subject and verb) then composing the sentence orally before writing it. | Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence | Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) | Accurately construct sentences containing indirect speech | | | |
| | Writes some or all of his/her name. | Write a sequence of simple and compound sentences to form short narratives. | Expand upon the simple idea of each plot point and write a few sentences for each. | To format sentences written for each plot point into paragraphs. | Organise paragraphs around a theme, starting a new paragraph for a change of time, place or event. | Expand plot points into multiple paragraphs, starting a new paragraph for a change of time, place or event. | | |
| | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. | Use a range of simple adverbials of time to build cohesion across paragraphs. | Use a range of adverbials of time (words and phrases) to build cohesion across paragraphs. | Use a range of adverbials of time and place to build cohesion within and across paragraphs. | Use a range of adverbials of time, place and manner to build cohesion within and across paragraphs. | Use mirrored or contrasting FANTASTICs to create cohesion between paragraphs. | | |
| | Writes simple phrases and sentences that can be read by others. | | | Write non-narrative material, using simple organisational devices: e.g. <i>headings and sub-headings</i> | Write non-narrative material, using simple organisational devices: e.g. <i>as headings and sub-headings</i> | Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) | | |
| Editing | Note: The activity of proofreading for errors in grammar, spelling and punctuation is essentially unchanged across the age range. Progression lies in the growing knowledge they bring to bear on the task. A pupil should not be assessed as meeting or exceeding expectations unless they can demonstrate that they are applying their recently acquired, age-expected knowledge to the task as well as drawing on all their earlier learning. Pupils should be expected to feed back appropriately to others and to make corrections in their own writing. | | | | | | | |
| | Re-reads what he/she has written to check that it makes sense. | Discuss what they have written with the teacher or other pupils. | Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. | Evaluate and edit by assessing the effectiveness of their own and others' writing against key objectives in the success criteria and suggesting improvements. | Evaluate and edit by assessing the effectiveness of their own and others' writing against the objectives in the success criteria and suggesting improvements . | | | |
| | | | | Evaluate and edit by proposing changes to grammar, punctuation and vocabulary to improve consistency, including the accurate use of pronouns in sentences. | Evaluate and edit by proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. | Evaluate and edit by proposing changes to grammar, vocabulary and punctuation that engage the reader. | | |
| | | | Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. | Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. | | | | |
| | | Evaluate and edit, using word banks to ensure accurate spelling of tricky words. | Evaluate and edit, using word banks and vocabulary displays to ensure accurate spelling of tricky words, age-related vocabulary and topic words. | Evaluate and edit, using word banks, vocabulary displays and dictionaries to ensure accurate spelling of tricky words, age-related vocabulary and topic words. | | | | |
| | | | | Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, | | Evaluate and edit by distinguishing between the language of speech and writing and choosing the appropriate register | | |

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| Language and vocabulary | Use adjectives to describe a noun. | Read aloud their writing clearly enough to be heard by their peers and the teacher | Read aloud what they have written with appropriate intonation to make the meaning clear | Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | Read aloud their own writing, to a group or the whole class, using appropriate intonation, tone, volume and movement so that the meaning is clear. | Engage and entertain a group or the whole class with a reading their own writing, using appropriate intonation, tone, volume and movement so that the meaning is clear. | |
| | Understand what a noun is. | Make reasoned word choices from on-going built up vocabulary displays. | Make reasoned word choices from on-going built up synonym word banks and displays. | To use wordbanks, displays, WAGOLLS and an age-appropriate thesaurus to find synonyms for KS1-level vocabulary, considering shades of meaning to inform word choices. | To use wordbanks, displays, WAGOLLS and an age-appropriate thesaurus to find synonyms for KS1-level vocabulary, making careful word choices based on shades of meaning. | To make careful and considered word choices based on shades of meaning, using a range of sources of vocabulary, including their own reading and research, using a thesaurus to check the meaning of new synonyms. | |
| | Understand what an adjective is. | Use words relating to colour, size and texture to describe a noun. | Use expanded noun phrases to describe and specify. | Use expanded noun phrases, choosing when to use two preceding adjectives which are not synonyms. | Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases beginning with 'with'. | Use expanded noun phrases with a wide range of prepositional phrases. | Use expanded noun phrases to convey complicated information concisely. |
| | | Use rhyme, repetition, onomatopoeia and similes for effect. | Use alliteration for effect. | | Use personification for effect. | Use metaphors for effect. | Use symbolism for effect. |
| Grammar | | Join final words onto lists and join clauses using 'and'. (No running sentences - 1 'and' per sentence.) | Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) accurately to join clauses. | Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although | Extend the range of sentences with fronted subordinate clauses. | Use subordination and coordination within varying sentence lengths to avoid repetitive rhythm. | Make conscious choices about sentence length and structure for effect. |
| | | | Use pronouns to refer to previously mentioned nouns. | Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | | | |
| | | | | Use relative clauses beginning with 'that' (not embedded) | Use relative clauses beginning with who, which, where, when, whose or that (not embedded). | Use relative clauses beginning with who, which, where, when, whose or that (embedded and demarcated with commas). | Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun |
| | | Begin to use sentences with different form: statement, question, exclamation, command. | Use sentences with different forms: statement, question, exclamation, command, using correct sentence demarcation as required. | | | | |
| | | | Use the present and past tenses correctly and consistently including the progressive form | Use the present perfect form of verbs in contrast to the past tense. | | Use modal verbs or adverbs to indicate degrees of possibility | Use the perfect and past perfect form of verbs to mark relationships of time and cause |
| | | | | | | | Use passive verbs to affect the presentation of information in a sentence |
| | | Begin to use the correct form of 'a' or 'an' following the next word's initial letter. | Use the correct form of 'a' or 'an' following the next word's initial letter. | Use the correct form of 'a' or 'an' with nouns beginning with 'h'. | | | |
| Punctuation | Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. | | | | | Use semi-colons, colons and dashes to mark the boundary between independent clauses. | |

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| | Use full stops. | | | Use inverted commas to signal the beginning and end of direct speech. | Use direct speech punctuation to accurately punctuate direct speech. | | |
| | Use capital letters. | Use capital letters for proper nouns and the pronoun 'I'. | | | | | |
| | | | Use apostrophes for contraction and singular possession. | | Use apostrophes to mark plural possession. | | |
| | | | Use commas to separate items in a list. | | | | Use of the colon to introduce a list and use of semi-colons within lists |
| | | | | Use commas after fronted adverbials | Use a comma to separate a fronted subordinate clause from the main clause. | Use brackets, dashes or commas to indicate parenthesis. | Use hyphens to informally introduce further detail or an afterthought |
| | | Use grammatical terms to discuss their writing: | Use and understand grammatical terms to discuss their writing: | | | | |
| | | letter, capital letter, word, singular, plural, sentence, punctuation, full stop, exclamation mark and question mark, pronoun, noun, verb tense (past/present) | noun phrase, statement, question, command, exclamation, compound, suffix, adjective, adverb, verb, tense (present continuous), apostrophe and comma. | preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter and inverted commas. | determiner, pronoun, possessive pronoun and adverbial, tense (present perfect) | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, tense (past perfect) | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. |
| | | All terms should be understood with the meanings set out in the NC glossary. | | | | | |
| | | plural noun suffixes, suffixes, verbs, prefix, adjectives, words, clauses, sentences and pronoun | nouns, suffixes, adjectives, adverbs, subordination, coordination, how grammatical patterns in a sentence indicate its function, present tense and past tense, progressive form of verbs, sentences and apostrophes | nouns, prefixes, forms (a or an), word, consonant, vowel, word families, conjunctions, adverbs, prepositions, present perfect, verbs and punctuate | plural, possessive, verb inflections, fronted adverbials, pronoun, noun, sentences, cohesion, punctuation and apostrophes | nouns, adjectives, verbs, suffixes, verb prefixes, relative clauses, adverbs, cohesion and adverbials | passive, sentence, subjunction, cohesive devices, word, adverbials, ellipsis, clause and punctuation |
| Spelling | Identify and write initial sounds of words. | He/She accurately spells familiar CVC words containing phase 2 sounds | He/She accurately spells familiar words with the -ing, -est, -er, -ed and -y endings (no doubling of the consonant). | He/She accurately spells familiar homophones and near homophones. | He/She accurately spells words with a range of taught suffixes. | He/She accurately spells words with a range of taught suffixes. | He/She uses a wide and varied vocabulary, which is mostly accurately spelt |
| | Is able to spell words by identifying the sounds and then writing the sound with letter/s. | He/She accurately spells familiar words containing phase 3 sounds | He/She accurately spells familiar words with the -ing, -est, -er, -ed and -y endings, including doubling of the final consonant. | He/She accurately spells most of the Year 3 statutory spelling words. | He/She accurately spells words with a range of taught prefixes. | He/She accurately spells words with a range of taught prefixes. | He/She spells correctly most words from the Year 5/Year 6 statutory spelling list. |
| | Spells words by identifying sound in them and representing the sounds with a letter or letters. | He/She accurately spells familiar words containing consonant blends (phase 4). | He/She accurately spells common contractions. | He/She can add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly). | He/She accurately spells a wide range of homophones. | He/She accurately spells a wide range of homophones. | He/she accurately spells words with taught word endings such as -ably, -ibly, -sure, -ture. |

