



Year Group	Pre - Year 1		
Point	1	3	5
Grade	Emerging	Developing	Secure
Assessment Milestone	Autumn	Spring	Summer
<b>Phonics &amp; Writing</b>	<ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks they draw and paint.</li> <li>• Gives meaning to marks they make as they write and draw.</li> <li>• Letter shapes used but no grapheme/phoneme correspondence.</li> <li>• <b>Hears and says the initial sound in words.</b></li> <li>• <b>Some initial letter shapes used to represent words.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</b></li> <li>• Can segment the sounds in simple words and blend them together to write VC, CVC, CCVC and CVCC words.</li> <li>• <b>Writes own name and other things such as labels and captions</b></li> <li>• <b>An awareness of finger spaces.</b></li> <li>• <b>Attempts to write short sentences in meaningful contexts.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Uses their phonic knowledge to write words in ways which match their spoken sounds.</b></li> <li>• Writes some irregular common words from Phase 3/4 phonics.</li> <li>• Says out loud what they are going to write about.</li> <li>• <b>Writes simple sentences and phrases which can be read by themselves and others.</b> <ul style="list-style-type: none"> <li>- Some words are spelt correctly and others are phonetically plausible.</li> </ul> </li> <li>• <b>Begins to use fingers spaces within a sentence.</b></li> </ul>
<b>Handwriting</b> (dependent upon each school's programme of learning)	<ul style="list-style-type: none"> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• <b>Holds pencil near point between first two fingers and thumb</b></li> </ul>	<ul style="list-style-type: none"> <li>• Shows a preference for a dominant hand.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• <b>Begins to form recognisable letters.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</b></li> </ul>

**Key**

P = Pre-level



Year Group	Year 1		
Point	7	9	11
Grade	Emerging	Developing	Secure
Assessment Milestone	Autumn	Spring	Summer
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• <b>Most common exception words from Y1 list are spelt correctly.</b></li> <li>• <b>Most words containing previously taught phonemes are spelt correctly.</b></li> <li>• Spell words containing each of the 40+ phonemes already taught</li> <li>• Know vowel digraphs and trigraphs: ai (rain), oi (join), ay (day), oy (toy), a-e (made), e-e (these), i-e (five), o-e (home), u-e June), ar (car), ee (see), ea (sea), ea (head), er (stressed as in her), er (unstressed as in sister), ir (girl), ur (turn), oo(food), oo (book), oa (boat), oe (toe), ou (out), ow (now), ow (blow), ue (clue), ew (grew), ie (pie), ie (field), igh (high), or (for), ore (more), aw (saw), au (August), air (fair), ear (dear), ear (bear), are (dare)</li> <li>• Spell words containing –ph- and –wh- e.g. dolphin, alphabet, when</li> <li>• Use k rather than c before e, i and y e.g. Kent, skin, kit</li> <li>• Spell common exception words that do not fit in with the graphemes-phonemes taught so far e.g. the, said, she, push</li> <li>• Spell the days of the week</li> <li>• Name the letters of the alphabet in order</li> <li>• Use letter names to distinguish between alternative spellings of the same sound</li> <li>• Use suffixes: -ff, -ll, -ss, -zz, -ck, -nk, -tch, -ve e.g. off, well, miss, buzz, back, bank, think, catch, fetch, hutch, have, live, give</li> <li>• Use the prefix un- e.g. unhappy, unfair</li> <li>• Divide words into syllables</li> <li>• Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs e.g. cats, dogs, spends, thanks</li> <li>• Spell words ending in –y e.g. very, happy, family</li> <li>• Use –ing, –ed, –er and –est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest</li> <li>• Spell compound words e.g. football, playground</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>		
<b>Handwriting</b> <i>(dependent upon each school's programme of learning)</i>	<ul style="list-style-type: none"> <li>• Orientate writing correctly (top to bottom, left to right)</li> <li>• <b>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</b></li> <li>• Begin to form capital letters.</li> <li>• Begin to form digits 0-9.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sit correctly at a table, holding a pencil comfortably and correctly.</b></li> <li>• <b>Some spaces are left between words.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</li> <li>• Form letters and numbers with correct orientation.</li> <li>• <b>Spacing between words is mostly appropriate.</b></li> </ul>
<b>Composition</b> <i>planning drafting evaluating editing proof reading</i>	<ul style="list-style-type: none"> <li>• Say out loud what they are going to write about before writing.</li> <li>• Creates simple poems.</li> <li>• Recognise letters and simple words and phrases are used to convey meaning.</li> <li>• Writing may need to be mediated to be understood.</li> <li>• Sequence several pictures and describe orally in sentences.</li> <li>• Read/retell writing with an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a sentence orally before writing it.</li> <li>• Begin to write in different forms; e.g. lists, captions, simple stories.</li> <li>• Begin to use story language.</li> <li>• Sequence several given sentences.</li> <li>• Re-read their own work and, with support, recognise if it makes sense.</li> <li>• <b>Use the drafting process to write down ideas or key words, including some new vocabulary drawn from listening to and talking about whole books.</b></li> <li>• Discuss what they have written with the teacher or other pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>• <i>Writing can generally be read without mediation.</i></li> <li>• <b>Sequence sentences to form short narratives.</b></li> <li>• Sequence ideas appropriately e.g. stories have a beginning, middle or end or instructions are in the correct order.</li> <li>• Begin to link some simple appropriate vocabulary to the context e.g. once upon a time, happily ever after.</li> <li>• <b>Include some interesting descriptive language used, e.g. for appearance, feelings, characters and settings.</b></li> <li>• <b>Re-read what they have written to check that it makes sense.</b></li> </ul>



**Composition**  
Vocabulary,  
Grammar and  
Punctuation

- Use capital letters for own name, places, days of the week and personal pronoun 'I'
- Join words and clauses with 'and' e.g. fish AND chips
- **Some appropriate use of spaces between words**
- Adjectives used for description
- Show some awareness of how full stops are used in writing e.g. *end of a line*.
- **There is some use of capital letters to demarcate sentences.**
- Write simple sentences and phrases

- **Leave spaces between words.**
- Use capital letters for days of the week and months.
- Adjectives used for description.
- Begin to join ideas with 'and'.
- Begin to show an awareness of how full stops are used e.g. *the end of a sentence*.
- **Begin to use capital letters and full stops to demarcate sentence.**
- **There is some use of question and exclamation marks.**

- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- **Join words and join clauses using 'and' 'but'.**
- Some appropriate use of expanded noun phrases.
- **Punctuate sentences using a capital letter and full stop and some use of question mark or exclamation mark.**
- Write simple sentences that makes sense.
- Sometimes attempt to match sentence structures to purpose.
- **Spacing between words is mostly appropriate.**



Year Group	Year 2		
Point	13	15	17
Grade	Emerging	Developing	Secure
Assessment Milestone	Autumn	Spring	Summer
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• <b>Most common exception words from Y2 list spelt correctly.</b></li> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>• Learn phonemes for which one or more spellings are already known: -dge and -ge used for 'j' after short vowels e.g. badge, edge, bridge, dodge, fudge; the sound 's' spelt 'c' before e, i and y e.g. race, ice, cell, city, fancy; the 'n' sound spelt 'kn' and 'gn' at the beginning of words e.g. knock, know, knee, gnat, gnaw; the 'r' sound spelt 'wr' at the beginning of words e.g. write, written, wrote, wrong, wrap; the 'l' sound spelt '-le' at the end of words e.g. table, apple, bottle, little, middle; the '-el' spelling for 'l' at the end of some words (not very common) e.g. camel, tunnel, travel; the 'l' sound spelt '-al' e.g. metal, pedal, capital, hospital, animal; spells the 'or' sound before -l or -ll with an 'a' e.g. all, ball, walk, always; spells the 'U' sound 'o' e.g. mother, other, Monday; 'ee' sound spelt '-ey' e.g. key, donkey, chimney; 'o' as in 'hot' spelt with an 'a' after w and qu e.g. want, watch, quantity, squash; the 'er' sound spelt 'or' e.g. words, work, worm and learn some words with each spelling, including a few common homophones.</li> <li>• Learn to spell common exception words e.g. door, floor, find, kind, both</li> <li>• Learn to spell words with contracted forms e.g. can't, didn't, hasn't, couldn't, it's, I'll</li> <li>• Learn the possessive apostrophe (singular) [e.g. the girl's book]</li> <li>• Learn the contraction apostrophe</li> <li>• Distinguish between homophones and near homophones e.g. there/their/they're, here/hear</li> <li>• Add suffixes to spell longer words, incl: -ment, -ness, -ful, -less, -ly</li> <li>• Use the suffix -il correctly e.g. pencil, fossil, nostril</li> <li>• Use the suffix -tion e.g. station, section, motion</li> <li>• Spell words that end in '-y' e.g. cry, fly, dry, try, reply, July</li> <li>• Change a 'y' to 'i' before '-es' is added e.g. cries, flies, tries, replies, babies, carries</li> <li>• Adds -ed, -ing, -er and -est to a root word ending in -y with a consonant before it e.g. copy – copied – copier, happy – happier – happiest</li> <li>• Adds -ing, -ed, -er, -y and -est to words ending in -e with a consonant before it e.g. hiking, nicest, shiny</li> <li>• Doubles the consonant letter of the root when adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter e.g. patting, patted, sadder, saddest</li> <li>• 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> <i>(dependent upon each school's programme of learning)</i>	<ul style="list-style-type: none"> <li>• Leave spaces between words that reflect the size of the letters.</li> <li>• <b>Handwriting is legible with almost all lower case letters, capital letters and digits accurately and consistently formed and of the correct size, orientation and relationship to one another.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Form lower-case letters of the correct size relative to one another.</b></li> <li>• <b>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not-joined.</b></li> </ul>
<b>Composition</b> <i>planning drafting evaluating editing proof reading</i>	<ul style="list-style-type: none"> <li>• Plan or say out loud what they are going to write about.</li> <li>• Write down ideas and/or key words, including new vocabulary.</li> <li>• <b>Begin to show characteristics of chosen written form based on the structure of known texts.</b></li> <li>• <b>Write narratives about personal experiences and those of others (real and fictional/poetry)</b></li> <li>• Write about real events.</li> <li>• Use the drafting process to gather ideas and key words drawn from reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Group related ideas together.</li> <li>• <b>Write for different purposes attempting to maintain form.</b></li> <li>• Use appropriate vocabulary, making choices between alternatives supplied, e.g. <i>word banks</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Produce a variety of written pieces for different purposes, maintaining form when writing narratives and poetry.</b></li> <li>• Use simple, appropriate text features.</li> <li>• Show an awareness of paragraphs.</li> <li>• Use dialogue or actions to show character and viewpoint.</li> <li>• Consider and select from alternative word choices related to the subject matter.</li> <li>• Choose words for effect.</li> <li>• Use detail to engage the reader.</li> <li>• <b>Make simple additions, revisions and corrections to writing.</b></li> <li>• <b>Evaluate their writing with the teacher and other pupils for effective word choice, grammar and punctuation.</b></li> </ul>



<p><b>Composition</b> Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"><li>• Use full stops and capital letters more consistently.</li><li>• Begin to use commas in lists.</li><li>• Show some evidence of the use of other punctuation such as exclamation, speech marks and question marks.</li><li>• <b>Use simple sentences and compound sentences joined by 'and'.</b></li><li>• Begin to use subordination to show time and reason e.g. when, because.</li><li>• Begin to use the past and present tense correctly.</li><li>• <b>Expand noun phrases to describe and specify (for example, the blue butterfly)</b></li></ul>	<ul style="list-style-type: none"><li>• Use full stops, capital letters, exclamation marks and question marks more consistently.</li><li>• Begins to experiment with apostrophise for contraction/possession.</li><li>• <b>Use a range of connectives to make a compound sentence e.g. and, but, because, so.</b></li><li>• <b>Use conjunctions or &amp; that.</b></li><li>• Use pronouns to avoid repetition.</li><li>• Start some sentences in different ways e.g. subjects; pronoun.</li><li>• <b>Use adjectives to describe.</b></li><li>• Use past and present tense.</li></ul>	<ul style="list-style-type: none"><li>• <b>Use full stops, capital letters, exclamation marks, question marks almost always accurately.</b></li><li>• <b>Use commas for lists.</b></li><li>• <b>Use apostrophes for contracted forms and the possessive (singular).</b></li><li>• Use sentences with different forms: statement, question, exclamation, command.</li><li>• <b>Use or, and, but appropriately.</b></li><li>• <b>Use 'when, if, that, or because' to subordinate clauses.</b></li><li>• <b>Use the present and past tenses correctly and consistently including the progressive form.</b></li><li>• <b>Use some features of written Standard English I was/they were/he was/you were/it was/we were.</b></li></ul>
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Year Group	Year 3		
Point	19	21	23
Grade	Emerging	Developing	Secure
Assessment Milestone	Autumn	Spring	Summer
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Approximately ½ the common exception words from the year 3 and 4 list are spelt correctly.</li> <li>Is able to write from memory simple sentences dictated by the teacher that include words from appendix 12 and punctuation.</li> <li>Use further prefixes and understand how to add them: un- (Set G List 5), dis- (Set G List 6), mis- (Set G List 7), in- (set G List 13), re- (Set G List 8), sub- (Set G List 9), inter- (Set G List 9)</li> <li>Use further suffixes and understand how to add them: doubled consonants when adding –ed, -ing &amp; -er (Set G List 1), single consonants when adding –ed, -ing &amp; -er (Set G List 2), -ation (Set G List 10), -ly suffix for nouns (Set G List 11), -ly suffix for adjectives (Set G List 12), -sure (Set G List 14), -ture (Set G List 15), -sion (Set G Lists 16 &amp; 17), -ous where the root word does not change (Set G List 18), -tion (Set G Lists 19, 20 &amp; 21), -sion (Set G List 25)</li> <li>Spell words that end in 'y' that sound like an 'i' sound (Set G List 3)</li> <li>Spell words that make an U sound when spelt 'ou' (Set G List 4)</li> <li>Spell ch words that make a k sound (Set G List 22)</li> <li>Spell ch words that make a s sound (Set G List 23)</li> <li>Spell ei and ey sounds (Set G List 24)</li> <li>Spell further homophones and homonyms: Set G Lists 27, 28 &amp; 29</li> <li>Spell words that are often misspelt: Set G Lists 30, 31, 32, 33, 34, 35 &amp; 36</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>		
<b>Handwriting</b> <i>(dependent upon each school's programme of learning)</i>	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not-joined.</li> </ul>		<ul style="list-style-type: none"> <li>Handwriting is legible and joined using diagonal and horizontal strokes that are needed to join letters and understanding of which letters are best unjoined is evident.</li> </ul>
<b>Composition</b> <i>planning drafting evaluating editing proof reading</i>	<ul style="list-style-type: none"> <li>The drafting process is used to, compose and rehearse sentences orally.</li> <li>Narrative planning creates plot.</li> <li><b>Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud.</b></li> <li><b>Writing is proof-read for spelling and punctuation errors.</b></li> </ul>	<ul style="list-style-type: none"> <li>The drafting process is used to, compose and rehearse sentences orally.</li> <li>Narrative planning creates plot and characters.</li> <li><b>Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to vocabulary.</b></li> <li><b>Writing is proof-read for spelling and punctuation errors.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>The drafting process is used to make some choices of vocabulary, through composing and rehearsing sentences orally.</b></li> <li><b>Narrative planning creates settings, characters and plot.</b></li> <li><b>Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to grammar and vocabulary.</b></li> <li><b>Writing is proof-read for spelling and punctuation errors.</b></li> </ul>
<b>Composition</b> <i>structure and organisation</i>	<ul style="list-style-type: none"> <li>Show some attempts to organise and group related ideas together.</li> <li>Draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings.</li> <li>Make adventurous word and language choices appropriate to the style and purpose of the text</li> <li>Sustain form in narrative, including use of person and time.</li> <li>Structure narrative and non-fiction writing but this may not be balanced e.g. long beginnings and sudden endings.</li> <li>Evaluate the effectiveness of their own and others' writing and suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li><b>Organise ideas in sections or paragraphs, to distinguish between information, events or processes (links between paragraphs may be unclear)</b></li> <li>Use adverbs to add detail to actions.</li> <li>Begin to use technical language appropriate to text type.</li> <li>Include a beginning middle and end in narratives, with events sequenced logically and the main conflict resolved.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence ideas within paragraphs logically.</li> <li>Select nouns to be specific e.g. Ferrari instead of car.</li> <li>Express viewpoint (opinion, attitude, position) but this may not be maintained.</li> <li>Attempt to engage the reader through detail or word choices.</li> <li>Show balance and an attempt to create pace in narrative writing.</li> <li>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.</li> <li>Evaluate and edit by including the accurate use of pronouns in sentences.</li> </ul>



<p><b>Vocabulary, Grammar and Punctuation</b></p>	<ul style="list-style-type: none"><li>• <b>Almost always accurately use full stops, capital letters, exclamation and question marks.</b></li><li>• Start sentences in a variety of ways e.g. prepositions</li><li>• Add details through use of noun phrases e.g. golden coins, and adverbs e.g. glistening brightly.</li><li>• Use conjunctions at the beginning and within sentences e.g. when, if.</li><li>• Use exclamation marks more effectively.</li><li>• Use commas in lists.</li><li>• Indicate the spoken word with speech marks.</li><li>• Use determiners a/an correctly.</li></ul>	<ul style="list-style-type: none"><li>• <b>Almost always accurately use full stops, capital letters, exclamation and question marks.</b></li><li>• Choose nouns or pronouns appropriately for clarity and cohesion.</li><li>• Compose writing of mainly simple and compound sentences which are grammatically correct.</li><li>• Choose tense appropriate for the text – type.</li><li>• Use commas when listing more detailed ideas.</li><li>• Use 'who' and 'that' appropriately.</li><li>• Inverted commas are beginning to be used but not always accurately.</li></ul>	<ul style="list-style-type: none"><li>• <b><u>Almost always accurately use full stops, capital letters, exclamation and question marks.</u></b></li><li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li><li>• <b><u>Use conjunctions, adverbs and prepositions to express time and cause e.g. after a while, eventually, because, the reason that, so.</u></b></li><li>• Indicate possession by using the possessive apostrophe with plural nouns.</li><li>• Use and punctuate direct speech.</li><li>• Use first and third person consistently.</li><li>• <b><u>Inverted commas are used more accurately.</u></b></li></ul>
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Year Group	Year 4		
Point	25	27	29
Grade	Emerging	Developing	Secure
Assessment Milestone	Autumn	Spring	Summer
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Use further prefixes and understand how to add them: un- (Set H List 5), dis- (Set H List 6), in- (set H List 13), il- (Set H List 26), im- (Set H List 7), ir- (Set H List 7), re- (Set H List 8), super- (Set H List 9)</li> <li>Use further suffixes and understand how to add them: doubled consonants when adding –ed, –ing &amp; –er (Set H List 1), single consonants when adding –ed, –ing &amp; –er (Set H List 2), –ation (Set H List 10), –ly suffix for nouns (Set H List 11), –ly suffix for adjectives (Set H List 12), –ture (Set H List 15), –ous where the root word does not change (Set H List 16 &amp; 18), –fion (Set H Lists 19, 20 &amp; 21), –sion (Set H List 25), –ssion (Set H List 17), –gue (Set H List 22), –que (Set H List 22)</li> <li>Spell words that end in ‘y’ that sound like an ‘i’ sound (Set H List 3)</li> <li>Spell words that make an U sound when spelt ‘ou’ (Set H List 4)</li> <li>Spell ch words that make a k sound (Set H List 23)</li> <li>Spell sc words that make an s sound (Set H List 24)</li> <li>Spell further homophones and homonyms: Set H Lists 27, 28 &amp; 29</li> <li>Spell words that are often misspelt: Set H Lists 30, 31, 32, 33, 34, 35 &amp; 36</li> <li>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>		
<b>Handwriting</b> <i>(dependent upon each school’s programme of learning)</i>	<ul style="list-style-type: none"> <li>Handwriting is legible, joined and consistent using diagonal and horizontal strokes which are parallel and equidistant.</li> </ul>		<ul style="list-style-type: none"> <li><b><u>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</u></b></li> </ul>
<b>Composition</b> <i>planning drafting evaluating editing proof reading</i>	<ul style="list-style-type: none"> <li>The drafting process is used to make some choices of grammar and vocabulary, through composing and rehearsing sentences orally.</li> <li><b><u>Evaluation of the effectiveness of own and others’ writing is used to improve consistency.</u></b></li> <li><b><u>Writing is proof-read for spelling and punctuation errors.</u></b></li> </ul>	<ul style="list-style-type: none"> <li>The drafting process is used to make some choices of grammar and vocabulary, through composing and rehearsing sentences orally.</li> <li><b><u>Evaluation of the effectiveness of own and others’ writing is used, sometimes through reading work aloud, to suggest improvements to vocabulary.</u></b></li> <li><b><u>Writing is proof-read for spelling and punctuation errors.</u></b></li> <li>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>The drafting process is used to make some choices of grammar, vocabulary and structure, through composing and rehearsing sentences orally.</u></b></li> <li><b><u>Evaluation of the effectiveness of own and others’ writing is used, sometimes through reading work aloud, to suggest improvements to grammar and vocabulary.</u></b></li> <li><b><u>Proof reading ensures accurate use of pronouns</u></b></li> <li><b><u>Writing is proof-read for spelling and punctuation errors.</u></b></li> <li>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> </ul>
<b>Composition</b> <i>structure and organisation</i>	<ul style="list-style-type: none"> <li>Make some links between paragraphs.</li> <li>Use a range of technical and descriptive and figurative language.</li> <li>Vary the use of words and phrases to achieve impact.</li> <li>Create settings, characters and plot.</li> <li><b><u>Simple organisational devices, including headings and sub-headings to aid presentation are used.</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Use paragraphs to organise narrative and non-fiction writing.</li> <li>Choose vocabulary to add interest or clarity or to introduce opinion or persuasion.</li> <li>Write well-paced events in narratives.</li> <li>Carefully select and include detail to support purpose and engage reader’s interest.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Organise paragraphs around a theme with related ideas and information together.</u></b></li> <li>Write narrative with a build-up and problem/climax towards a defined ending.</li> <li>Include features of appropriate text types with increasing confidence.</li> <li>Proof-read for most spelling and most punctuation errors.</li> <li><b><u>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</u></b></li> </ul>



### Vocabulary, Grammar and Punctuation

- Use the present perfect form of verbs in contrast to the past tense.
  - Use complex sentences with adverbial starters e.g. *slowly, carefully, sometime later.*
  - **Use inverted commas to punctuate direct speech.**
  - Writing demonstrates a use of nouns and noun phrases, modified by adjectives and other nouns to add detail.
- **A range of punctuation is increasingly used including possessive apostrophes for plural nouns and other punctuation to indicate direct speech.**
  - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
  - **Use fronted adverbials.**
  - Use commas after fronted adverbials.
- **A wide range of punctuation is increasingly used including possessive apostrophes for plural nouns and other punctuation to indicate direct speech.**
  - Know and use the grammatical difference between plural and possessive.
  - Standard English forms for verb inflections are used e.g. *we were not we was, I did instead of I done.*
  - **Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition**
  - Use complex sentences with relative clauses e.g. e.g. *The boy, who was caught stealing apples, was chased by the angry man*
  - Apostrophes are used to mark singular and plural possession (e.g. *the girl's name, the boys' boots*).



Year Group	Year 5		
Point	31	33	35
Grade	Emerging	Developing	Secure
Assessment Milestone	Autumn	Spring	Summer
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Use further suffixes and understand the guidance for adding them: -ious (Set I List 1), -cial (Set I List 2), -ant (Set I List 3), -ance (Set I List 3 &amp; 8), -ent (Set I List 4 &amp; 5), -able (Set I List 6), -ible (Set I List 7), -ibly (Set I List 7), -ation (Set I List 9 &amp; 29), change e to -sion (Set I List 30), -sure (Set I List 35), -ture (Set I List 36)</li> <li>Use further prefixes and understand the guidance for adding them: mis- (Set I List 27), sub- (Set I List 28), inter- (Set I List 28), ir- (Set I List 33), in- (Set I List 34)</li> <li>Continue to distinguish between <b>homophones</b> and other words which are often confused (Set I List 19)</li> <li>Use knowledge of morphology (the internal structure of words) and etymology (the origin of words) in spelling and understand that the spelling of some words needs to be learnt specifically: Set J Lists 19, 20, 21, 22, 23, 24, 25 &amp; 26</li> <li>Use of the hyphen (Set I List 13)</li> <li>Know the 'i before e except after c' rule (Set J List 11)</li> <li>Use the letter-string -ough (Set I List 12)</li> <li>Spell words with silent letters (Set I List 15, 16, 17 &amp; 18)</li> <li>Spell ch words with a k sound (Set I List 31)</li> <li>Spell ch words with a s sound (Set I List 32)</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>		
<b>Handwriting</b> <i>(dependent upon each school's programme of learning)</i>			<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed.</li> <li>Choose which shape of a letter to use and whether or not to join specific letters.</li> <li>Choose the writing implement that is best suited for a task.</li> </ul>
<b>Composition</b> <i>planning drafting evaluating editing proof reading</i>	<ul style="list-style-type: none"> <li>When planning narratives, consideration is made of how authors have developed characters and settings in what has been read, listened to or performed.</li> <li><b>Evaluation is made of the effectiveness of own and others' writing.</b></li> <li><b>Writing is proof read for spelling and punctuation errors.</b></li> </ul>	<ul style="list-style-type: none"> <li>The drafting process draws upon a progressively varied and rich vocabulary.</li> <li><b>Evaluation of the effectiveness of own and others' writing is made to propose changes to grammar and vocabulary to improve consistency.</b></li> <li><b>Writing is used to proof read for spelling and punctuation errors, including some use of a dictionary to check spelling.</b></li> <li>Make notes for initial ideas from across a range of texts.</li> </ul>	<ul style="list-style-type: none"> <li><b>The drafting process draws upon a progressively varied and rich vocabulary and a range of sentence structures.</b></li> <li><b>Evaluation of the effectiveness of own and others' writing is used to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</b></li> <li><b>Writing is used to proof read for spelling and punctuation errors, including use of a dictionary to check spelling.</b></li> </ul>



<p><b>Composition structure and organisation</b></p>	<ul style="list-style-type: none"> <li>• Identify the purpose of writing.</li> <li>• Use some appropriate layout features to enhance organisation.</li> <li>• Begin to create their own layouts to present information on paper or screen.</li> <li>• Describe real and narrative settings and characters in some detail.</li> <li>• Create characters with some interaction to reveal feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the audience for and purpose of the writing.</li> <li>• Use further organisational and presentational devices to structure text and to guide the reading (for example, headings, bullet points, underlining)</li> <li>• Sustain ideas within and between paragraphs and sections</li> <li>• Select appropriate grammar and vocabulary.</li> <li>• Comment upon the characters 'thoughts and feelings as a writer.</li> <li>• In narrative attempts are made to vary the pace.</li> <li>• Use causal and logical connectives in addition to those that signal time e.g. However, therefore.</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use examples of similar writing as models for their own.</li> <li>• Develop initial ideas drawing on reading and research where necessary.</li> <li>• Start sentences in a variety of ways.</li> <li>• Extend and develop paragraphs usually around a topic, main point, event or idea</li> <li>• Use paragraphs to signal a change of time, scene, action, mood or person.</li> <li>• Use a range of connecting words and phrases appropriate to text type.</li> <li>• Experiment with language including the use of imagery, similes and metaphors</li> <li>• Ensure correct subject and verb agreement when using singular and plural,</li> <li>• Assess the effectiveness of their own writing considering purpose and audience</li> </ul>
<p><b>Vocabulary, Grammar and Punctuation</b></p>	<ul style="list-style-type: none"> <li>• Begin to use commas to mark embedded clauses e.g. The pirate, with his cutlass clenched in his teeth, swung onto the ship.</li> <li>• Relative clauses used beginning with who, which, where, whose, why, that or an omitted relative pronoun.</li> <li>• Commas are used to clarify meaning or avoid ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a colon to introduce a list.</li> <li>• hyphens used to avoid ambiguity.</li> <li>• Adverbs used within writing.</li> <li>• Show general accuracy of punctuation within dialogue and sentences, throughout a piece of writing.</li> <li>• Devices to build cohesion within a paragraph are used (e.g. then, after that, this, firstly).</li> <li>• Can convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).</li> </ul>	<ul style="list-style-type: none"> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> <li>• Use the perfect form of verbs to mark relationships of time and cause.</li> <li>• Ideas are linked across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</li> <li>• a colon introduces a list.</li> <li>• Experiments with the language of imagery including similes and metaphors.</li> </ul>



Year Group	Year 6		
Point	37	39	41
Grade	Emerging	Developing	Secure
Assessment Milestone	Autumn	Spring	Summer
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Use further suffixes and understand the guidance for adding them: -ious (Set J List 1), -tial (Set J List 2), -ant (Set J List 3), -ance (Set J List 3 &amp; List 8), -ent (Set J List 4 &amp; 5), -able (Set J List 6), -ible (Set J List 7), -ation (Set J List 9), -fer (Set J List 10), -ily (Set J List 29), -ally (Set J List 30), -ous (Set J List 31), -ssion (Set J List 32), -que (Set J List 33), -gue (Set J List 33),</li> <li>Use further prefixes and understand the guidance for adding them: un- (Set J List 28), il- (Set J List 36)</li> <li>Continue to distinguish between homophones and other words which are often confused (Set J List 19)</li> <li>Use knowledge of morphology (the internal structure of words) and etymology (the origin of words) in spelling and understand that the spelling of some words needs to be learnt specifically: Set J Lists 19, 20, 21, 22, 23, 24, 25 &amp; 26</li> <li>Use of the hyphen (Set J List 13)</li> <li>Know the 'i before e except after c' exceptions (Set J List 11)</li> <li>Use the letter-string -ough (Set J List 12)</li> <li>Spell words with silent letters (Set J List 15, 16 &amp; 17)</li> <li>Double consonants (Set J List 27)</li> <li>Spell ch words with a k sound (Set J List 34)</li> <li>Spell sc words with a s sound (Set J List 35)</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>		
<b>Handwriting</b> <i>(dependent upon each school's programme of learning)</i>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed.</li> <li>Choose which shape of a letter to use and whether or not to join specific letters.</li> <li>Choose the writing implement that is best suited for a task.</li> </ul>		
<b>Composition</b> <i>planning drafting evaluating editing proof reading</i>	<ul style="list-style-type: none"> <li><b>Writing for a range of purposes and audiences demonstrates selection and use of suitable forms with appropriate features</b></li> <li><b>Writing for a range of purposes and audiences demonstrates selection and use of suitable forms with appropriate features.</b></li> <li>In narratives, description of settings, characters and atmosphere is used appropriately.</li> <li>Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation.</li> <li>The grammatical terminology in Appendix 2' <u>is beginning to be used</u> when discussing and evaluating writing.</li> <li>A dictionary and thesaurus are used to check word meaning and appropriateness.</li> <li>Précis short passages focussing on key facts.</li> </ul>	<ul style="list-style-type: none"> <li><b>Writing for a range of purposes and audiences demonstrates selection and use of suitable forms with appropriate features drawn from models of similar writing.</b></li> <li>In planning for narratives, ideas for characters and settings are often drawn from what pupils have read, listened to or seen performed.</li> <li>Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register.</li> <li>The grammatical terminology in Appendix 2' is <u>increasingly used</u> when discussing and evaluating writing.</li> <li>A dictionary and thesaurus are used to check word meaning and appropriateness.</li> <li>Précis short passages focussing on key messages (what is being inferred)</li> <li>Select vocabulary to reflect shades of meaning</li> <li><b>Use a variety of sentence lengths for effect</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Writing for a range of purposes and audiences demonstrates selection and use of suitable forms with appropriate features drawn from models of similar writing, wider reading and research.</b></li> <li>In planning for narratives, ideas for characters and settings are often drawn from what pupils have read, listened to or seen performed.</li> <li>The drafting process is used to make appropriate choices of grammar and vocabulary to clarify and enhance meaning, including use of a thesaurus.</li> <li>In narratives, description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action.</li> <li>When required, longer passages are précised appropriately.</li> <li>Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning.</li> <li>The grammatical terminology in Appendix 2' is used when discussing and evaluating writing.</li> <li>A dictionary and thesaurus are used to check word meaning and appropriateness.</li> <li>Writing for a wider audience is proof-read to ensure accuracy of spelling and punctuation, including effective use of a dictionary.</li> </ul>



<p><b>Composition structure and organisation</b></p>	<ul style="list-style-type: none"> <li>Adapt given texts for different audiences</li> <li>Transcribe notes from different texts including ICT</li> <li>Manage the development of ideas across the text e.g. closing refers back to opening.</li> <li>Sustain and develop ideas within and between paragraphs or sections.</li> <li>Use paragraphs of varying length to achieve pace and emphasis and to structure the plot.</li> <li>Use e.g: pronouns, adverbials, connectives and subject specific vocabulary to develop cohesion between and within paragraphs.</li> <li>Use the passive and active voice to enhance meaning.</li> <li>Create atmosphere in narrative.</li> <li>Précis short passages focusing on key facts</li> <li><b>The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:</b> <ul style="list-style-type: none"> <li>paragraphs to develop and expand some ideas, descriptions,</li> <li>a range of organisational and presentational devices, including the use of bullet points to guide the reader.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Select the appropriate form using other similar writing as models for their own.</li> <li>Recognise sources of information in a bibliography.</li> <li>Use a range of devices to support cohesion throughout a text e.g .secure use of pronouns and connectives.</li> <li>Develop the topic sentence of a paragraph across a range of writing.</li> <li>Begin to experiment with the order of sections.</li> <li>Select vocabulary to reflect shades of meaning.</li> <li>Integrate dialogue into writing to convey character and advance action.</li> <li>Balance the use of dialogue, actions and description in narrative to engage the reader.</li> <li>Précis short passages focusing on key messages e.g. what is being inferred</li> <li>Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt writing for different audiences and purposes.</li> <li>Use a wider range of devices to build cohesion within and across paragraphs.</li> <li>Maintain chronology /sequencing throughout a text.</li> <li>Use a variety of sentence lengths for effect e.g. long and short sentences for description or suspense</li> <li>Make language choices to change and enhance meaning.</li> <li>Précis longer passages.</li> <li>Distinguish between the language of speech and writing and choose the appropriate register – edit writing for inconsistencies.</li> <li>Create IT presentations that are clear, effective and have impact.</li> <li><b>The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:</b> <ul style="list-style-type: none"> <li>paragraphs to develop and expand some ideas, descriptions, themes or events in depth</li> <li>a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis)</li> <li>a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader</li> <li>appropriate choice of tense to support whole text cohesion and coherence.</li> </ul> </li> </ul>
<p><b>Vocabulary, Grammar and Punctuation</b></p>	<ul style="list-style-type: none"> <li>Use modal verbs or adverbs to indicate degrees of possibility.</li> <li>A range of punctuation is used accurately including brackets, dashes and commas.</li> <li>Punctuate bullet points consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Use passive verbs to affect the presentation of information in a sentence</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> </ul>	<ul style="list-style-type: none"> <li><b>Use commas to clarify meaning or avoid ambiguity in writing.</b></li> <li><b>Use hyphens to avoid ambiguity e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover.</i></b></li> <li><b>Use semi-colons, colons or dashes to mark boundaries between independent clauses</b></li> <li>Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms e.g. <i>said versus reported, alleged, or claimed in formal speech or writing.</i></li> <li>Use expanded noun phrases to convey complicated information concisely e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day.</i></li> </ul>



Year Group	Beyond Year 6		
Point	49	57	65
Grade	Year 7	Year 7/8	Year 8
Assessment Milestone	Step 1	Step 2	Step 3
Thresholds (how many for each step)	4-6 descriptors	7-10 descriptors	11-13 descriptors
	<ul style="list-style-type: none"> <li>• Imaginative treatment of appropriate materials, familiarity with conventions of a variety of forms, adapting them when needed to suit purpose and audience, not always successfully, e.g. <i>deliberate use of inappropriate register for humour, clear emphasis on narration rather than plot</i></li> <li>• Convincing, individual voice or point of view established and mostly sustained throughout, e.g. <i>authoritative expert view, convincing characterisation, adopting a role</i></li> <li>• Level of formality used for purpose and audience generally appropriate and a range of stylistic devices used to achieve effect, not always successfully, e.g. <i>controlled informality, generalisations or shifts between conversational style and more literary language</i></li> <li>• Material is clearly controlled and sequenced, taking account of the reader's likely reaction, e.g. <i>paragraphs of differing lengths, use of flashback in narrative, anticipating reader's questions</i></li> <li>• A range of features clearly signal overall direction of the text for the reader, e.g. <i>opening paragraphs that introduce themes clearly, paragraph markers, links between paragraphs</i></li> <li>• Construction of paragraphs clearly supports meaning and purpose, e.g. <i>paragraph topic signalled and then developed, withholding of information for effect, thematic links between paragraphs</i></li> <li>• Within paragraphs, cohesive devices contribute to emphasis and effect, e.g. <i>adverbials as sentence starters</i></li> <li>• Controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect</li> <li>• Confident use of a range of sentence features to clarify or emphasise meaning, e.g. <i>fronted adverbials ('Reluctantly, he...', 'Five days later, it...'), complex noun or prepositional phrases</i></li> <li>• Syntax and full range of punctuation are consistently accurate in a variety of sentence structures, with occasional errors in ambitious structures, e.g. <i>only occasional comma splices, some use of semi-colons, not always accurate</i></li> <li>• Vocabulary chosen generally appropriate to purpose and audience</li> <li>• Range of vocabulary generally varied and often ambitious, even though choices not always apt</li> <li>• Generally correct spelling throughout, including some ambitious, -uncommon words with complex -sound/symbol relationships words with -unstressed syllables multi-letter vowel -and consonant symbols</li> </ul>		



Spelling list Year 3 and 4

accident(ally)	circle	famous	island	peculiar	sentence
actual(ly)	complete	favourite	knowledge	perhaps	separate
address	consider	February	learn	popular	special
answer	continue	forward(s)	length	position	straight
appear	decide	fruit	library	possess(ion)	strange
arrive	describe	grammar	material	possible	strength
believe	different	group	medicine	potatoes	suppose
bicycle	difficult	guard	mention	pressure	surprise
breath	disappear	guide	minute	probably	therefore
breathe	early	heard	natural	promise	though/although
build	earth	heart	naughty	purpose	thought
business	eight/eighth	height	notice	quarter	through
calendar	enough	history	occasion(ally)	question	various
caught	exercise	imagine	often	recent	weight
centre	experience	increase	opposite	regular	woman
century	experiment	important	ordinary	reign	women
certain	extreme	interest	particular	remember	



Spelling list Year 5 and 6

accommodate	communicate	equip (–ped, –ment)	interrupt	profession	symbol
accompany	community	especially	language	programme	system
according	competition	exaggerate	leisure	pronunciation	temperature
achieve	conscience*	excellent	lightning	queue	thorough
aggressive	conscious*	existence	marvellous	recognise	twelfth
amateur	controversy	explanation	mischievous	recommended	variety
ancient	convenience	familiar	muscle	relevant	vegetable
apparent	correspond	foreign	necessary	restaurant	vehicle
appreciate	criticise (critic + ise)	forty	neighbour	rhyme	yacht
attached	curiosity	frequently	nuisance	rhythm	
available	definite	government†	occupy	sacrifice	
average	desperate	guarantee	occur	secretary	
awkward	determined	harass	opportunity	shoulder	
bargain	develop	hindrance	parliament†	sincere(ly)	
bruise	dictionary	identity	persuade	soldier	
category	disastrous	immediate(ly)	physical	stomach	
cemetery	embarrass	individual	prejudice	sufficient	
committee	environment†	interfere	privilege	suggest	