



### **Things I need to do to be a good writer in Year 1:**

<i>I form the digits 0-9.</i>		<i>I form lower case letters in the correct direction, starting and finishing in the right place.</i>		<i>I form capital letters.</i>	
<i>I use the personal pronoun 'I'</i>		<i>I use 'and' to join ideas within a sentence.</i>		<i>I sequence sentences to form short narratives.</i>	
<i>I am starting to use full stops and capital letters.</i>		<i>I begin to use other punctuation such as exclamation and question marks.</i>		<i>I may attempt to use conjunctions other than 'and'.</i>	
<i>I spell unknown words using my phonemes (sounds).</i>		<i>I use a full stop accurately.</i>		<i>I use capital letters for the names of people, places and days of the week.</i>	
		<i>I use a capital letter for the start of a sentence.</i>		<i>I use letter names to show alternative spellings of the same phonemes.</i>	



## Things I need to do to be a good writer in Year 2:

<i>I form lower case letters of the correct size relative to one another.</i>		<i>I use spacing between words that reflects the size of the letters.</i>		<i>I use apostrophes for the most common contracted words.</i>	
<i>I write capital letters (and digits) of the correct size/orientation to one another.</i>		<i>I use some of the diagonal and horizontal strokes needed to join letters.</i>		<i>I can spell most common exception words.</i>	
<i>I segment spoken words into phonemes and record these as graphemes.</i>		<i>I can spell many common exception words.</i>		<i>I use sentences with different forms across a fange of writing: statements, questions, exclamations and commands.</i>	
<i>I can spell some common exception words.</i>		<i>I am beginning to use apostrophes for some common contractions.</i>		<i>I use present and past tenses correctly and consistently including the progressive form.</i>	
<i>I develop stamina for writing by writing for different purposes</i>		<i>I spell longer words using suffixes such as ment, ness, ful, less, ly</i>		<i>I begin to use commas to separate items in a list.</i>	
<i>I use co-ordination (using or, and, or but)</i>		<i>I use subordination (using when, if, that or because).</i>		<i>I sometimes use apostrophes for singular possession.</i>	
<i>I use expanded noun phrases to describe, expand and specify.</i>		<i>I use different sentence types (statements, questions, exclamations and commands).</i>		<i>I use apostrophes for the most common contracted words.</i>	
<i>I use full stops and capital letters- most are correct. (This will be consistent across a range of dictated and independent writing)</i>		<i>I use exclamation and question marks mostly accurately to demarcate sentences.</i>			
<i>I am beginning to use different types of sentences.</i>					



## Things I need to do to be a good writer in Year 3:

I increase the legibility, consistency and quality of my handwriting.		I spell correctly word families based on common words. (solve, solution, solver)		I make comparisons from a word already known to apply to an unfamiliar word.	
I use the first two or three letters of a word to check its spelling in a dictionary.		I spell some identified commonly misspelt words from the Year 3 and 4-word list.		I compose sentences using a wider range of structures linked to the grammar objectives. (e.g. tenses – including present perfect/subordinate clauses/ co-ordinating conjunctions.	
I write a non-narrative using simple organisational devices such as headings and sub-headings.		I plan my writing by discussing and recording ideas. (timeline, flowchart, spider diagram, jottings)		I begin to organise paragraphs around a theme. (Supported by planning then moving to independence)	
In narrative writing, I develop resolutions and endings.		I write a narrative with a clear structure, setting, characters and plot.		Detail is added by the expansion of noun phrases before and after the noun and with use of adverbials.	
I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing. (when, if, because, although)		I use the perfect form of verbs instead of the simple past. (I have written it down so we can check what he said) (He has worked hard)		Commas are sometimes used to mark clause and phrases.	
I recognise and use determiners 'a', 'an' and 'the' appropriately. (an apple; a house; the yellow car)		I understand the purpose of, and use, adverbs.			
I correctly use verbs in the 1st, 2nd and 3rd person.		I use conjunctions, adverbs and prepositions to express time and cause. (the next thing, next, soon, so before, after, during, in, because of)			
I begin to use inverted commas for some direct speech punctuation.		I use apostrophes for possession with increasing accuracy including plural possession.			



### **Things I need to do to be a good writer in Year 4:**

<i>I use the diagonal and horizontal strokes that are needed to join letters.</i>		<i>Down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i>		<i>I spell most words from the Year 3 and 4 word list correctly.</i>	
<i>My narrative writing is organised into clear sequences with more than a basic beginning, middle and end.</i>		<i>I use plural – s and possessive –s correctly.</i>		<i>I begin to open paragraphs with topic sentences and organise them around a theme.</i>	
<i>I use a range of sentences with more than one clause- through use of conjunctions.</i>		<i>I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.</i>		<i>I use adjectival phrases.</i>	
<i>My sentences are often opened in different ways to create effects.</i>		<i>I use fronted adverbials of place, time and manner, including the use of a comma.</i>		<i>I use connecting adverbs to link paragraphs.</i>	
<i>All my sentences are correctly demarcated.</i>		<i>I use the apostrophe for plural possession.</i>		<i>I use standard English for verb inflections- instead of spoken forms.</i>	
		<i>I secure the use of punctuation in direct speech, including a comma after the reporting clause.</i>			



## **Things I need to do to be a good writer in Year 5:**

<i>I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters</i>		<i>I can write legibly, fluently and with increasing speed.</i>		<i>I can spell many words from Year 5 and 6-word list</i>	
<i>I consistently organise writing into paragraphs to show different information or events.</i>		<i>I link ideas within paragraphs</i>		<i>I link ideas across paragraphs by using adverbials of time, place and number.</i>	
<i>I start sentences in different ways, judging the impact or effect needed.</i>		<i>I use modal verbs or adverbs to indicate degrees of possibility.</i>		<i>I choose words for deliberate effect and I use them thoughtfully and with precision.</i>	
<i>I can add phrases to make my writing more precise and detailed.</i>		<i>I use relative clauses beginning with who, which, where, when, whose, that or with an implied.</i>		<i>I use pronouns to avoid repetition.</i>	
<i>I use some commas to clarify meaning or avoid ambiguity in writing.</i>		<i>I link clauses in sentences using a range of coordinating and subordinating conjunctions.</i>		<i>I am beginning to use brackets, dashes or commas to indicate parenthesis.</i>	
		<i>I use colons to introduce a list.</i>			



## Things I need to do to be a good writing in Year 6:

<i>I produce legible joined writing and develop my own personal fluent joined handwriting style.</i>		<i>I create atmosphere and describe settings- I use antonyms and synonyms to enhance the description.</i>		<i>I can spell most of words that appear in the Year 5/6 list.</i>	
<i>I use a range of spelling strategies not just spelling phonetically.</i>		<i>I describe and integrate dialogue to convey character and advance the action.</i>			
<i>I add detail to my writing by using expanded noun phrases to add precision, detail and qualification.</i>		<i>I use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.</i>			
<i>I use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.</i>		<i>I use a wide range of clause structures, sometimes varying their position within the sentence.</i>			
<i>I use modal verbs mostly appropriately to suggest degrees of possibility.</i>		<i>I use the passive voice to present information with a different emphasis.</i>			
<i>I add precision, detail and qualification using prepositional phrases and adverbs.</i>		<i>I make some correct use of a further range of punctuation across a range of writing.</i>			
<i>I can mostly use commas correctly to mark phrases and clauses and provide clarity.</i>		<i>I can use punctuation for parenthesis, mostly correctly.</i>			