

	Early Years	Year 1	Year 2	Y3	Y4	Y5	Y6
Vocabulary	Orally explore and apply new taught vocabulary from the curriculum and LT texts accurately.	Accurately incorporate new taught vocabulary from PKC and LT texts in independent writing.	Accurately incorporate new taught vocabulary from PKC and LT texts in independent writing.	Introduce vocabulary from age appropriate texts (including those from the school curriculum) for a specific purpose including considering the audience.	Introduce vocabulary from age appropriate texts (including those from the school curriculum) for a specific purpose including considering the audience.	Introduce vocabulary from age appropriate texts (including those from the school curriculum) for a specific purpose and audience.	Introduce vocabulary from age appropriate texts (including those from the school curriculum) for a specific purpose and audience.
Planning		Generate ideas for a piece of writing based on a familiar text.	Generate a coherent sequence of ideas for a piece of writing around a central theme.	Generate and group ideas according to time and place in narrative writing and around a central topic in non-narrative writing.	Generate and group ideas according to the purpose and intent of each paragraph.	Generate ideas which are organised into coherent paragraphs including developing characters and settings across a complete text and relating ideas to a common theme in non-narrative plans.	Generate ideas which are organised into coherent paragraphs including in narratives with non-traditional structures and relating ideas to a common theme in non-narrative plans.
				Identifying the audience and purpose of a written piece when planning and composing own ideas.	Identifying the audience and purpose of a written piece and considering the effect these have when planning and composing own ideas.	Identifying the audience and purpose of a written piece and plan for this audience and purpose by including appropriate text features, vocabulary, content & structure.	Identifying the audience and purpose of a written piece and plan for this audience and purpose by including appropriate text features, vocabulary, content & structure.
Structure	To write simple sentences or key words around a theme.	Write simple sentences around a theme, beginning to link similar ideas.	Sentences show progression of a sequenced narrative.	Use paragraphs in a narrative to group sentences together around a chosen theme.	Organising sentences within a paragraph to fully describe characters, events or settings.	Narratives are developed through a structure of: opening, build up, dilemma, resolution, ending.	Narratives include a range of narrative structures e.g. cliff hangers, flashbacks.
			Group sentences together into a section with a clear sub heading about a chosen topic.	Use paragraphs in a non - narrative to group sentences together around a central topic with a topic sentence and concluding sentence.	Use paragraphs in a non - narrative to group sentences together around a given topic including introduction and summary paragraphs.	Accurately structure the non-narrative text types in that curriculum for that year.	Accurately structure the non-narrative text types in that curriculum for that year.
Composing sentences	Builds words using known phonemes and corresponding graphemes. Compose a caption orally before writing it.	Before writing it, compose a simple sentence orally containing a subject and a verb.	Before writing, orally rehearse individual clauses.	Orally rehearse complex and compound sentences.	Orally rehearse, discuss and develop complex and compound sentences with another person.	Discuss, compose and rehearse sentences with a range of purposes across a paragraph.	Identify sentences in own work which would benefit from oral rehearsal and development..
Coherency	Sequences images and events in a known narrative.	Sequencing sentences to form short narratives based on a known narrative.	Write simple, coherent narratives about personal experiences and those of others (real or fictional) e.g. a story that has a beginning, middle and ending.	Use literary features to build cohesion between paragraphs e.g. pronouns, time connectives, prepositional phrases etc.	Use introductions/ openings and endings/ conclusions to shape complete texts.	Narratives are written with distinguishable narrative threads about characters, issues or messages.	Write narratives which integrate dialogue to convey character and advance the action and atmosphere develops in line with the events of the story.

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Editing and evaluating	Identify and self –correct work when spelling in phonics (tick or fix).	Re-reading what they have written to check that it contains a subject and a verb, phonetically plausible choices for spellings, determiners, correct punctuation and finger spaces.	Proof reading against the Y2 expectations that have been taught and re-reading what they have written to check that it contains a subject and a verb, , determiners, correct punctuation and most common exception words are spelt correctly with Y2 spelling rules applied.	Proof reading against the Y2 and 3 expectations for SPAG that have been taught to check for errors in spelling, grammar and punctuation.	Proof reading against the Y2, 3 and 4 expectations for SPAG that have been taught to check for errors in spelling, grammar and punctuation and propose changes to grammar and vocabulary in line with the purpose of the text.	Proof reading against the KS2 expectations that have been taught to check for errors in spelling, grammar and punctuation and propose changes to enhance the purpose of the text.	Proof reading against the KS2 expectations that have been taught to check for errors in spelling, grammar and punctuation and propose changes to enhance effects and to clarify meaning.
	Read aloud the phonemes for the graphemes that they have written to blend the sounds into the word.	Read aloud their writing clearly word for word.	Read aloud their writing with expression and fluency considering the punctuation that has been used.	Read aloud what they have written with appropriate intonation considering the audience.	Read aloud their own writing, using appropriate intonation and controlling the tone and volume considering the purpose of what has been written.	Read aloud their own writing using appropriate tone and intonation whilst also ensuring that there is consistent and correct use of tense throughout.	Read aloud their own writing using appropriate tone and intonation dependent upon the purpose of the text, whilst also ensuring that there is consistent and correct use of tense throughout.
	Identify the grapheme/digraph/ trigraph taught and spelt in a word by underlining it.	Identify examples of taught skills in their writing/work linked to ARE.	Identify examples of taught skills in their writing/work linked to ARE and comment upon choices that have been made.	Identify and suggest changes to their own writing based of the purpose of the written task.	Assess the effectiveness of their own and others' writing against the purpose of the written task and suggest improvements based on a given success criteria.	Assess the effectiveness of their own and others' writing against the purpose of the written task and suggest improvements based on content covered in that unit.	Assess the effectiveness of their own and others' writing against the purpose of the written task and suggest improvements.