

Thurlstone Primary School	Audience and purpose						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Knowledge	Children know that there are different reasons for writing so that they can begin to recognise a use for these in everyday life (e.g.. lists, letters, stories).	Children know that when they are speaking or reading a piece of writing there is an intended desired result/ aim so that they are able start to modify their own delivery with the support of adults to communicate appropriately with others.	Children know that there are different reasons for reading, writing and speaking and that when we read, write or speak they consider this so that when they are sharing information they can do so appropriately and clearly.	Children know that the audience of a piece means who they are writing/speaking to and the purpose of the piece is why they are writing/ speaking so that they can begin to recognise strategies used by authors and begin to mimic this in their own writing, communicating appropriately.	Children know that the choice of content is dependent on the purpose and the audience of the piece so that they can make appropriate choices about the content of their writing across the curriculum using author inspiration to influence their choices.	Children know that the purpose and the audience of the text affect the subject matter, form and content of writing so that they can begin to make their own choices about what is the most appropriate to use. They begin to show a knowledge of this across the curriculum also, using author inspiration to influence their choices.	Children know that subject matter, form and content are entirely dependent on the purpose and audience so that they can make informed choices about these and use this knowledge across the curriculum, showing an influence of choices made by other authors also.
WTS	The pupil can, after discussion with the teacher: • make marks to communicate meaning, thoughts and ideas. They will try to tell stories through their marks. • know the difference between drawing and writing.	The pupil can, after discussion with the teacher: • Begin to recognise a range of purposes and use different writing structures to match the type of writing. For example, writing a list, instructions, a card, a recipe or a story.	The pupil can, after discussion with the teacher: • write sentences that are sequenced to form a short narrative (real or fictional)	The pupil can, after discussion with the teacher: • begin to write fiction and nonfiction texts • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly	The pupil can: • write fiction and nonfiction texts • create settings, characters and plot in narratives. • make appropriate word choices mostly accurately	The pupil can: • write for a range of purposes • make deliberate and appropriate word choices	The pupil can: • write for a range of purposes • in narratives, describe settings and characters
EXS	The pupil can, after discussion with the teacher: • recognise a need to write for a range of purposes and begin to use different writing structures to match the type of writing. (For example, writing a list, instructions, a card, a recipe or a story.)	The pupil can, after discussion with the teacher: • sequence sentences to form short narratives • use different writing structures to match the purpose of writing	The pupil can, after discussion with the teacher: • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • show an understanding that different types of writing may be set out differently (for example, using subheadings for nonnarrative writing)	The pupil can: • write for a range of purposes • create settings, characters and plot in narratives. • make deliberate and appropriate ambitious word choices mostly accurately	The pupil can: • write for a range of purposes and begin to show an awareness of the audiences. • make decisions about the writing because of their knowledge of the purposes and audiences such as a narrative, an explanation or a description. • make deliberate and appropriate ambitious word choices	The pupil can: • write for a range of purposes and audiences including fiction and nonfiction genres, using appropriate structure, organisation and layout devices • in narratives, describe settings and characters • describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. • begin to use both speech and dialogue to convey a character or advance the action.	The pupil can: • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action
GDS	• The pupil chooses to independently write for a range of purposes and use different writing structures to match the type of writing. For example, writing a list, instructions, a card, a recipe or a story.	The pupil can, after discussion with the teacher: • write effectively and coherently for different purposes. • choose to independently write in response to something they have read.	The pupil can, after discussion with the teacher: • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	The pupil can: • write for a range of purposes and audiences selecting language specifically for the text type. • begin to show that they can draw upon their own wider reading as an influence for their writing, making choices about vocabulary and grammar.	The pupil can: • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • demonstrate that they can draw upon their own wider reader as an influence for their writing, making choices about vocabulary and grammar and beginning to make choices about how their work is presented.	The pupil can: • write effectively for a range of purposes and audiences drawing upon what they have read as a model for their writing. • begin to make appropriate choices regarding the form	The pupil can: • write effectively for a range of purposes and audiences selecting appropriate form and draw upon what they have read as a model. (E.g. literary language, characterisation, structure)

Thurlstone Primary School	Cohesion						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Knowledge	Children know how to communicate about a given topic and can remain on topic with support from an adult so that the audience is able to understand and respond.	Children know how to communicate about a given topic and can remain on topic so that the audience is able to understand and respond.	Children know that in order for their audience to understand the content, they must communicate in a way that is clear and that remains on topic so that the audience understand the key messages being given.	Children know that in order for their audience to understand the content, they must communicate in a way that begins to show an awareness of how to link ideas so that their audience is able to clearly follow the key messages.	Children know that in order for their audience to understand the content, they must communicate in a way that shows an awareness of how to link ideas so that their audience is able to clearly follow the key messages.	Children know the importance of communicating in a way that unifies all details so that their audience is able to fully understand the content and begin to show an understanding of how to do this.	Children know how to communicate in a way that unifies all details so that their audience is able to fully understand the content.
WTS	The pupil can: say an appropriate word to complete a sentence when the adult pauses. (e.g. we're going to the ...zoo/park/shop).	The pupil can: write a simple sentence, which contains spaces between each word and can be read by others.	The pupil can: write a simple sentence, which contains spaces between each word and, with the aid of the adult, the pupil can re-read their work and discuss the content.	The pupil can: - use co-ordination (for example, or/and/but) and some subordination (for example, when/if/that/because) to join clauses. - use present and past tense mostly correctly and consistently.	The pupil can: - begin to organise paragraphs around a theme. - maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement mostly accurately.	The pupil can: - organise paragraphs around a theme mostly accurately. - in non-narrative material, using simple organisational devices [for example, headings and subheadings].	The pupil can: - use paragraphs to organise ideas - in non-narrative writing, use simple devices to structure the writing and support the reader (for example, headings, subheadings, bullet points)
EXS	The pupil can: write a simple sentence, which contains spaces between each word and can be read by others.	The pupil can: - write a simple sentence, which contains spaces between each word, re-reading what they have written, to check that it makes sense. - use the conjunction and to join two clauses. - use the conjunction 'and' to join words.	The pupil can: - use co-ordination (for example, or/and/but) and some subordination (for example, when/if/that/because) to join clauses. - use present and past tense mostly correctly and consistently.	The pupil can: - maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. - use 'a' or 'an' correctly throughout a piece of writing. - confidently and accurately use simple conjunctions. (for example for, and, nor, but, or, yet, so). - begin to use wider range of conjunctions, including when, if, because, and although. - use a adverbs and prepositions to show time, place and cause.	The pupil can: - organise paragraphs around a theme mostly accurately. - in non-narrative material, use simple organisational devices [for example, headings and subheadings]. - extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - use conjunctions, adverbs and prepositions to express time and cause - use fronted adverbials.	The pupil can: - use paragraphs to organise ideas - in non-narrative writing, use simple devices to structure the writing and support the reader (for example, headings, subheadings, bullet points) - link ideas between sentences and across paragraphs using a range of cohesive devices - use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. - ensure the consistent and correct use of tense throughout all pieces of writing. - use a range of conjunctions accurately, varying the position within the sentence.	The pupil can: - use a range of devices to build cohesion within and across paragraphs - use verb tenses consistently and correctly throughout their writing
GDS	The pupil can: write short, simple, coherent narratives about personal experiences and those of others (real or fictional) mostly accurately.	The pupil can: write simple, coherent narratives about personal experiences and those of others (real or fictional).	The pupil can: write coherent narratives about personal experiences and those of others (real or fictional) choosing appropriate vocabulary to suit the audience.	The pupil can: make careful choices about what is said in order to have an impact on the reader's understanding on the level of formality appropriate for the audience.	The pupil can: make careful choices about what is said and how it is said in order to have an impact on the reader's understanding on the level of formality appropriate for the audience.	The pupil can: make careful choices about vocabulary and grammar, showing the awareness of the register appropriate to the text type, purpose and audience.	The pupil can distinguish between the language of speech and writing and choose the appropriate register

Thurlstone Primary School	Punctuation						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Knowledge	Children know that there is a need for spaces to separate words so that their intended audience can read each word separately. Children know that a full stop is used to end a sentence and a capital letter is used to start a sentence so that they can begin to transcribe fluently.	Children know how to use capital letters, full stops and spaces between words accurately so that they can automatically transcribe with clear meaning.	Children know how to use basic punctuation accurately (capital letters, full stops, question marks) so that when they compose a new piece they can automatically transcribe this with clear meaning.	Children know how to use basic punctuation accurately (capital letters, full stops, question marks) and use these automatically most of the time so that they are able to begin to use more complex punctuation in order to help guide the understanding of the audience.	Children know how to use basic punctuation accurately (capital letters, full stops, question marks) and use these automatically so that they are able to begin to use more complex punctuation in order to help guide the understanding of the audience.	Children know how to use punctuation purposefully so that they can begin to control the audience and assist in their comprehension of the text.	Children know how to use punctuation in order to guide the audience through the ideas expressed in sentences so that they can fully comprehend the messages being given.
WTS	The pupil can: begin to show an awareness of capital letters for their name.	The pupil can: - use spaces between each word in the phrase and it can be read by others. - understand that sentences begin with a capital letter and end with a full stop develops and children may begin to use these with increasing accuracy in their writing.	The pupil can: demarcate some sentences with capital letters and full stops.	The pupil can: demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.	The pupil can: - use basic punctuation accurately most of the time - capital letters, full stops, question marks. - use commas for lists mostly accurately. - use apostrophes for contraction mostly correctly.	The pupil can: - use basic punctuation accurately - capital letters, full stops, question marks. - use commas for lists. - use apostrophes for contraction.	The pupil can: use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.
EXS	The pupil can: - use spaces between each word in the phrase and it can be read by others. - understand that sentences begin with a capital letter and end with a full stop develops and children may begin to use these with increasing accuracy in their writing.	The pupil can: - leave spaces between words. - punctuate many sentences using a capital letter and a full stop. - begin to use question mark or exclamation mark. - use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	The pupil can: demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.	The pupil can: - use basic punctuation accurately most of the time - capital letters, full stops, question marks. - use commas for lists mostly accurately. - use apostrophes for contraction mostly correctly. - punctuate direct speech using inverted commas mostly accurately.	The pupil can: - use basic punctuation accurately - capital letters, full stops, question marks. - use commas for lists. - use apostrophes for contraction. - use commas after fronted adverbials. - indicate possession by using the possessive apostrophe with plural nouns. - use and punctuate direct speech accurately, including internal punctuation. - use a new line for a new speaker.	The pupil can: - use capital letters, full stops, question marks, commas for lists and apostrophes for contraction. - use relative clauses beginning with a relative pronoun with confidence. - use commas to clarify meaning or to avoid ambiguity. - use begin to brackets, dashes or commas to indicate parenthesis. - to begin to use a colon and semi colon or lists and clauses. - use and punctuate speech and dialogue accurately.	The pupil can: use the range of punctuation taught at KS2 mostly correctly.
GDS	The pupil can: use capital letters, full stops and finger spaces accurately most of the time.	The pupil can: use capital letters, full stops and finger spaces consistently.	The pupil can: use the punctuation taught at key stage 1 mostly correctly (for example capital letters, full stop, question marks, exclamation marks, apostrophes, commas in lists)	The pupil can: use a full range of basic punctuation mostly correctly (full stops, exclamation marks, questions, exclamations, apostrophes) and use speech marks to punctate direct speech consistently.	The pupil can: use a full range of basic punctuation correctly (full stops, exclamation marks, questions, exclamations, apostrophes) and use speech (including internal punctuation) accurately.	The pupil can: use a full range of punctuation mostly correctly including commas, dashes and brackets.	The pupil can: use a full range of punctuation correctly including colon, semi-colon, dash and hyphen when necessary to enhance meaning and avoid ambiguity.

Thurlestane Primary School	Spelling						
	(*see separate progression document for spelling for further information about spelling progression)						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Knowledge	Children know the alphabet so that they can begin to unlock meaning of printed symbols. Children know how to spell words using taught phonemes as well as red/ blue words (see spelling progression) most of the time so that they can begin to add recognisable meaning to their print that can be understood by others.	Children know how to spell words that use taught phonemes as well as some common exception words and the days of the week so that they can begin to communicate effectively with their audience. With the support of an adult, they know how to check a spelling using a word bank so that they can ensure their audience is able to comprehend the meaning of their writing.	Children know how to spell <u>many</u> common exception words and many decodable words accurately, making plausible attempts at others and using word banks to check their spellings so that their work can be read and understood by their audience.	Children know how to spell correctly <u>most</u> words from the year 3/year 4 spelling list, and begin to use a dictionary to check the spelling of words when directed by an adult so that their intended audience can decipher meaning.	Children know how to spell correctly <u>most</u> words from the year 3/year 4 spelling list, and can use a dictionary to check the spelling of words when directed by an adult so that their intended audience can decipher meaning.	Children know how to spell correctly <u>many</u> words from the year 5/year 6 spelling list, and begin to independently recognise when to use a dictionary to check the spelling of uncommon or more ambitious vocabulary so that they can communicate clearly with a wide audience.	Children know how to spell correctly <u>most</u> words from the year 5/year 6 spelling list, and can independently use a dictionary to check the spelling of uncommon or more ambitious vocabulary so that they can communicate clearly with a wide audience.
WTS	The pupil can: - spell their own first name accurately most of the time (but may not form all letters accurately). - spell initial sounds. - begin to include letters that connect to the sounds they represent in familiar words. - identify the first sound in words. - know the difference between a letter and a word.	The pupil can: - segment and identify individual sounds in CVC words, then write the corresponding letters. Initially, this may just be one or two sounds and then progress to all three sounds. - use CVC words that are phonetically plausible words that just contain three sounds and are made up of a consonant, vowel then consonant. For example, rat, log, map. - write a simple phrase or caption by sounding out and writing the corresponding letters in simple words and also make phonetically plausible attempts at writing longer, more complex words.	The pupil can: - segment spoken words into phonemes and represent these by graphemes, spelling <u>some</u> words correctly and making phonically plausible attempts at others. - spell <u>some</u> common exception words (see English Appendix 1).	The pupil can: - segment spoken words into phonemes and represent these by graphemes, spelling <u>many</u> of these words correctly and making phonically plausible attempts at others. - spell <u>many</u> common exception words (see English Appendix 1).	The pupil can: - spell correctly <u>some</u> words from the year 3/year 4 spelling list. - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	The pupil can: spell correctly <u>many</u> words from the year 3/year 4 spelling list.	The pupil can: spell correctly <u>most</u> words from the year 3/year 4 spelling list.
EXS	The pupil can: - segment and identify individual sounds in CVC words, then write the corresponding letters. Initially, this may just be one or two sounds and then progress to all three sounds. - use CVC words that are phonetically plausible words that just contain three sounds and are made up of a consonant, vowel then consonant. For example, rat, log, map. - write a simple phrase or caption by sounding out and writing the corresponding letters in simple words and also make phonetically plausible attempts at writing longer, more complex words.	The pupil can: - spell words containing each of the 40+ phonemes already taught. - spell some common exception words. - spell the days of the week. - name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound.	The pupil can: - segment spoken words into phonemes and represent these by graphemes, spelling <u>many</u> of these words correctly and making phonically plausible attempts at others. - spell <u>many</u> common exception words (see English Appendix 1).	The pupil can: - use some prefixes and suffixes and understand how to add them. - spell some common homophones. - spell words that are often misspelt. - begin to place the possessive apostrophe accurately in words with regular plurals. - begin to use the first two or three letters of a word to check its spelling in a dictionary. - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. - spell correctly many words from the year 3 / year 4 spelling list.	The pupil can: - use prefixes and suffixes and understand how to add them. - spell further homophones. - spell words that are often misspelt. - place the possessive apostrophe accurately in words with regular plurals. - use the first two or three letters of a word to check its spelling in a dictionary. - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. - spell correctly most words from the year 3/year 4 spelling list.	The pupil can: spell correctly <u>most</u> words from the year 3/year 4 spelling list, and <u>some</u> words from the year 5/year 6 spelling list (see English Appendix 1).	The pupil can: spell correctly <u>most</u> words from the year 5/year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
GDS	The pupil can: - spell some common exception words. - spell the days of the week. - name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound. - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	The pupil can: - spell most common exception words. - add suffixes to spell many words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*	The pupil can: - use prefixes and suffixes accurately. - spell homophones accurately most of the time. - use the possessive apostrophe in words with regular and irregular plurals most of the time. - spell words that are often misspelt most of the time. - spell correctly many words from the year 3 / year 4 spelling list.	The pupil can: - spell homophones accurately. - use the possessive apostrophe in words with regular and irregular plurals. - spell words that are often misspelt. - spell correctly most words from the year 3 / year 4 spelling list.	The pupil can: spell correctly <u>most</u> words from the year 3/year 4 spelling list, and <u>some</u> words from the year 5/year 6 spelling list (see English Appendix 1).	The pupil can: spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	The pupil can: spell correctly words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Thurlstone Primary School	Letter formation						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key knowledge	Children know how to sit correctly at the table, hold a pencil and form letters/ numbers accurately with some prompting from an adult so that they are able to accurately transcribe.	Children know how to form letters and numbers accurately so that they can fluently transcribe, adding meaning to their writing.	Children know how to present work clearly, forming all letters accurately so that it can be read and understood by the intended audience.	Children know how to present work clearly so that it can be read and understood by the intended audience showing an awareness of how to join some words accurately.	Children know how to write with a joined, legible style and present work clearly so that their work can be understood by an intended audience. They demonstrate this across the curriculum.	Children know that there are varying ways to present and make informed choices supported by an adult in order to ensure the meaning is clear to their audience.	Children know the best way to present their work so that their meaning is clear and can be well understood by their intended audience.
WTS	The pupil can: • draw lines or shapes on a large scale. • attempt to copy print that they see in their environment. • produce light scribbles (often using fisted grasp on occasion. Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. • produce horizontal lines, vertical lines and circular lines that have been copied. Children may use a digital pronate grasp. (All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is stabilized.) • produce zigzag lines, crossed lines and draw simple humans. (Children may use a four-finger grasp. Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit.)	The pupil can: • begin to write letters with correct formation, forming lower-case letters in the correct direction, starting and finishing in the right place • begin to write using a handwriting style that is fast, accurate and efficient. • use the static tripod grasp (a three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved). • sit correctly at a table most of the time with occasional prompting from an adult. • begin to form digits 0-9 correctly	The pupil can • form lowercase letters in the correct direction, starting and finishing in the right place • form lowercase letters of the correct size relative to one another in some of their writing • sit correctly at a table, holding a pencil comfortably and correctly • form capital letters • form digits 0-9 correctly • use the dynamic tripod grasp consistently (Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips)	The pupil can • form capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters, using appropriate spacing between words mostly accurately.	Children can • form capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters, using appropriate spacing between words.	Children can: • write legibly.	Children can: • write legibly.
	The pupil can: • draw lines or shapes. • copy print that they see in their environment. • begin to write letters with correct formation, forming lower-case letters in the correct direction, starting and finishing in the right place. • begin to write using a handwriting style that is fast, accurate and efficient. • use the static tripod grasp (a three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved). • sit correctly at a table most of the time with occasional prompting from an adult. • begin to form digits 0-9 correctly.	The pupil can • form lowercase letters in the correct direction, starting and finishing in the right place • form lowercase letters of the correct size relative to one another in some of their writing • sit correctly at a table, holding a pencil comfortably and correctly • form capital letters • form digits 0-9 correctly • use the dynamic tripod grasp consistently (Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips)	The pupil can • form capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters • form lower-case letters in the correct direction, starting and finishing in the right place, of the correct size relative to one another • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • form digits 0-9 • use spacing between words that reflects the size of the letters	The pupil can • write legibly ensuing that all letters are correctly sized and spaced. • begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined	The pupil can • write legibly. • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • 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)	The pupil can • write legibly. • maintain legibility in joined handwriting when writing at speed mostly accurately • choose the standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	The pupil can • maintain legibility in joined handwriting when writing at speed. • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task
	The pupil can: • form lowercase letters in the correct direction, starting and finishing in the right place. • form lowercase letters of the correct size relative to one another in some of their writing.	The pupil can • form capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters • form lower-case letters in the correct direction, starting and finishing in the right place, of the correct size relative to one another	The pupil can • write legibly ensuing that all letters are correctly sized and spaced. • begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined	The pupil can • write legibly, maintaining the diagonal and horizontal strokes needed to join some letters throughout a piece, maintaining a good pace in an extended piece of writing.	The pupil can • write legibly and maintain legibility when writing at speed, showing the ability to join often throughout an extended piece.	The pupil can • maintain legibility in joined handwriting when writing at speed. • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	The pupil can • make clear and well thought out decisions about how to present their work showing a good understanding of the audience and purpose of the piece.

	•sit correctly at a table, holding a pencil comfortably and correctly. • form capital letters. • form digits 0-9 correctly. •use the dynamic tripod grasp consistently. (Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips.)	• form digits 0-9 • use spacing between words that reflects the size of the letters				• choosing the writing implement that is best suited for a task	
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	Planning, editing and drafting						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key knowledge	Children know that they can make changes to their writing or when they are speaking so that they can be more clearly understood.	Children know that by orally rehearsing they can make amendments before sharing with an audience so that ensure that they can communicate clearly.	Children know that there is a need for planning so that they can communicate in a way that is clear and coherent and can be understood by the audience.	Children know that there is a need to revisit initial draft work and they begin to make corrections, additions and improvements with the intention of ensuring that meaning is clear to the audience.	Children know that there is a need to revisit initial draft work and make corrections, additions and improvements so that the meaning is clear to the audience.	Children know that persistence is key to producing a well-structured, cohesive piece so that they can communicate clearly with an audience and they begin to show an understanding of how to make thoughtful amendments to their pieces so that the overall intention is clear.	Children know that to produce a purposeful piece that communicates clearly with the audience, they must plan, edit and draft so that they can make corrections and amendments. Children must show writing resilience and persistence so that they can produce pieces that demonstrate a thorough knowledge of the overall intention.
WTS	The pupil can • consider what marks they will make before they make them and discuss this with an adult	The pupil can •say the sentence out loud before beginning to write it to organise their thinking and decide upon sentence structure.	The pupil can •say a sentence that is sequenced to form a short narrative (real or fictional) after discussion with the teacher.	The pupil can: • plan their sentences orally which is a simple, coherent narratives about personal experiences and those of others (real or fictional) after discussion with the teacher.	The pupil can: •compose and rehearse sentences orally •begin to proofread work to add in additional information	The pupil can: •begin to plan their writing by identifying the purpose of the writing •begin to proofread work to remove unnecessary details and add in additional information	The pupil can: •begin to plan their writing by identifying the purpose of the writing, •begin to proofread work to remove unnecessary repetition or irrelevant details. •begin to proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements
EXS	The pupil can •say the sentence out loud before beginning to write it to organise their thinking and decide upon sentence structure.	The pupil can • say out loud what they are going to write about • composing a sentence orally before writing it • discuss what they have written with the teacher or other children • read aloud their writing clearly enough to be heard by their peers and the teacher.	The pupil can: • plan their sentences orally which is a simple, coherent narratives about personal experiences and those of others (real or fictional) after discussion with the teacher. • use a given planning format to help structure their writing. • make simple additions, revisions and corrections by evaluating the writing with a teacher • check that they have used the correct tense throughout • make simple corrections to spelling, grammar and punctuation	The pupil can: • use a given planning format to help structure their writing and begin to use ideas from their own reading and modelled examples to plan their writing. • proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.	The pupil can: •compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. •proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion • begin to use their own planning formats to structure their writing	The pupil can: •begin to plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form •begin to proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. •begin to proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements	The pupil can: •plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form. •proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. •proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements
GDS	The pupil can: • plan their sentences orally which is a simple, coherent narratives about personal experiences and those of others (real or fictional) after discussion with the teacher.	The pupil can: • plan their sentences orally which is a simple, coherent narratives about personal experiences and those of others (real or fictional) after discussion with the teacher. • use a given planning format to help structure their writing.	The pupil can: • make simple additions, revisions and proof-reading corrections to their own writing • use a given planning format to help structure their writing and begin to use ideas from their own reading and modelled examples to plan their writing.	The pupil can: •compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. •proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion	The pupil can: •begin to plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form •begin to proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. •begin to proofread their work to assess the effectiveness of their own and others' writing	The pupil can: •plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form. •proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. •proofread their work to assess the effectiveness of their own and others'	The pupil can: •assess the effectiveness of their own and others' writing effectively •propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning •ensure the consistent and correct use of tense throughout a piece of writing

		• make simple additions, revisions and corrections by evaluating the writing with a teacher • check that they have used the correct tense throughout • make simple corrections to spelling, grammar and punctuation	• proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.	• begin to use their own planning formats to structure their writing	and to make necessary corrections and improvements	writing and to make necessary corrections and improvements • Discuss the choices made in relation to the audience and purpose of the piece.	•ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • Discuss the choices made in relation to the audience and purpose of the piece.
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