

Highlighted statements are the Ready to progress statements as starred on Arbor

Writing Objectives						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>49-54 Months W1: Uses groups of letters or letter-like shapes when writing. Some familiar letters are beginning to be formed correctly.</p>	<p>I can spell many words containing each of the 40+ phonemes already taught</p>	<p>I can spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p>	<p>I can use further prefixes and understand how to add them</p>	<p>I can use further prefixes and suffixes and understand how to add them</p>	<p>I can write for a range of purposes</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p>
<p>49-54 Months W2: Ascribes meaning to the 'other' marks they make.</p>	<p>I can spell many common exception words (RWI KW DP - G) (exceeding = most words)</p>	<p>I can spell many common exception words (red words) most exception words-exceeding</p>	<p>I can use further suffixes and understand how to add them</p>	<p>I can spell further homophones</p>	<p>I can use paragraphs to organise ideas</p>	<p>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</p>
<p>55-60 Months W1: Segments CVC words and uses appropriate letters, that are recognisable to represent sounds in their writing.</p>	<p>I can use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words, sometimes (exceeding – most of the time)</p>	<p>I can write simple, coherent narratives about personal experiences and those of others (real or fictional)</p>	<p>I can spell further homophones</p>	<p>I can spell most words on the word list for year 3 and year 4</p>	<p>I can draft and write by: using further organisational and presentational devices to structure text and to guide the reader, including use of paragraphs</p>	<p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p>
<p>55-60 Months W2: Independently chooses to write for different purposes, initially articulating their thoughts thorough the spoken word.</p>	<p>I can sit correctly at a table, hold a pencil comfortably and correctly</p>	<p>I can write about real events, recording these simply and clearly</p>	<p>I can spell most words on the year 3 word list</p>	<p>I understand which letters, when adjacent to one another, are best left unjoined</p>	<p>I can write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. I can choose the right writing implement.</p>	<p>Use paragraphs to organise ideas</p>
<p>61-66 Months W1: Uses their phonic knowledge to write words in ways which match their spoken sounds. Writes some common irregular words.</p>	<p>I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>I can form lower-case letters to the correct size relative to one another</p>	<p>I can use diagonal and horizontal strokes that are needed to join letters</p>	<p>I am increasing the legibility, consistency and quality of my handwriting (lines of writing are spaced so that ascenders and descenders of letters do not touch)</p>	<p>I can indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>
<p>61-66 Months W2: Writes simple phrases and sentences which can be read by themselves and others, with some words spelt correctly using appropriate strategies such as phonics and common exception words.</p>	<p>I can form capital letters and digits 0 – 9</p>	<p>I can write capital letters and digits the correct size and way round</p>	<p>I can ensure that the down-strokes of letters are parallel and equidistant, increasing legibility and consistency.</p>	<p>I can plan writing by discussing writing similar to that which I am planning to write to learn from its structure, vocab and grammar</p>	<p>I can use a range of devices to build cohesion within paragraphs (e.g. then, after, that, this, firstly)</p>	<p>Use contracted forms in dialogues in narrative</p>

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<p>ELG: Age expected end of Year R Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>	<p>I can write sentences: saying out loud what I am about to write</p>	<p>I can use finger spaces correctly</p>	<p>I can plan writing by discussing writing similar to that which I am planning to write to learn from its structure, vocab and grammar</p>	<p>I can organise paragraphs around a theme</p>	<p>I can link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Use passive verbs to affect how information is presented</p>
<p>67+ months W1: Spells phonetically regular words of more than one syllable as well as many irregular but high frequency words. Letter formation is legible and consistent.</p>	<p>I can write sentences: sequencing sentences to form short narratives</p>	<p>I can demarcate most sentences in my writing with capital letters and full stops</p>	<p>I can use paragraphs as a way to group related material</p>	<p>In narratives, I can create settings, characters and plot</p>	<p>I can use expanded noun phrases to convey complicated information concisely</p>	<p>Use modal verbs (eg might, should, will, must) and adverbs (eg perhaps, surely) to suggest degrees of possibility</p>
<p>67+ months W2: Uses key features of narrative in their own writing to describe a familiar event or create a story.</p>	<p>I can leave spaces between words</p>	<p>I can use question marks correctly when required</p>	<p>In narratives, I can create settings, characters and plot</p>	<p>In non-narrative material, I can use appropriate text features and simple organisational devices such as headings and sub-headings</p>	<p>In narratives, I can describe settings and characters (considering how authors have developed characters and settings in what I have read, listened to or seen performed)</p>	<p>Use coordinating and subordinating conjunctions to build cohesion, within and across paragraphs.</p>
	<p>I can use joining words and clauses using and</p>	<p>I can use sentences with different forms: statement, question, exclamation, command</p>	<p>In non-narrative material, I can use appropriate text features and simple organisational devices such as headings and sub-headings</p>	<p>I can use a range of sentences with more than one clause by using conjunctions (eg when, before, after, while, so, because)</p>	<p>I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>	<p>Use adverbials of time and place to build cohesion, within and across paragraphs.</p>
	<p>I am beginning to punctuate sentences using a capital letter, full stop</p>	<p>I can use some expanded noun phrases to describe and specify</p>	<p>I can use a range of sentences with more than one clause, by using a wider range of conjunctions e.g. when, if, because, although, before, after, while, so, because</p>	<p>I can use a range of sentences with more than one clause by using adverbs (eg then, next, soon, therefore)</p>	<p>I can use capital letters, full stops, question marks and exclamation marks, commas for lists and apostrophes for contraction mostly correctly</p>	<p>Use synonyms to build cohesion, within and across paragraphs.</p>
	<p>I am beginning to punctuate sentences using a capital letter, full stop</p>	<p>I can use the present and past tenses mostly correctly and consistently (including in the progressive form eg she is drumming, he was shouting)</p>	<p>I can use nouns formed using a range of prefixes</p>	<p>I can choose nouns or pronouns appropriately for clarity & cohesion & to avoid repetition e.g. Harry (the noun) is appropriately replaced by the pronoun 'he', 'him', 'his' etc)</p>	<p>Spell correctly most words from the year 3 / year 4 spelling list and at least half of the words on the year 5 / year 6 spelling list</p>	<p>Use pronouns to build cohesion, within and across paragraphs.</p>

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	I can use capital letters for names of people, places, days of the week, personal pronoun 'I'	I can use co-ordination (using or, and, or but)	I can use capital letters, full stops, question marks and exclamation marks correctly	I can use plural and possessive -s (exceeding- using the possessive apostrophe with plural nouns)	I can use commas to clarify meaning or avoid ambiguity in writing	Use adverbs effectively to add detail, qualification and precision (to convey information concisely)
	I can use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	I can use some subordination (using when, if, that and because)	I can express time, place and cause using adverbs (eg then, next, soon, therefore)	I can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (eg the teacher expanded to the strict maths teacher with curly hair)	I can use brackets, dashes or commas to indicate parenthesis	Use preposition phrases effectively to add detail, qualification and precision (to convey information concisely)
	I can use the prefix un-	I can use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (eg the girl's name)	I can indicate possession by using the possessive apostrophe with singular nouns and regular plurals	I can use Standard English form for verb inflections instead of local spoken forms (eg we were instead of we was)	I can use and punctuate direct speech using inverted commas and other punctuation: a comma after the reporting clause, end punctuation within inverted commas	Use expanded noun phrases effectively to add detail, qualification and precision (to convey information concisely)
	I can spell the days of the week	I can use commas to separate items in a list	I can use the perfect form of verbs in contrast to the past tense	I can use fronted adverbials followed by commas (Later that day, I heard the bad news)	I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader	Use the perfect form of verbs to mark relationships of time and cause
	I can name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound	I can use exclamation marks	I can use the first two or three letters of a word to check its spelling in a dictionary	I can use capital letters, full stops, question marks and exclamation marks correctly.	I can use vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out – discover; ask for – request; go in – enter) effectively	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
	I can use capital letters and full stops (expected- usually, exceeding- consistently)	I can add suffixes to spell most longer words e.g. -ment, -ness, -ful, -less, -ly, -er, -est, -ing, -ed, -tion, -es	I can express time, place and cause using prepositions (eg before, after, during, in, because of)	I can use and punctuate direct speech using inverted commas and other punctuation: a comma after the reporting clause, end punctuation within inverted commas	I can evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects	Use verb tenses consistently and correctly throughout my writing
	I can write about real events, recording these simply and clearly	I can use consistently the diagonal and horizontal strokes needed to join letters	I can draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures	I can use brackets, dashes or commas to indicate parenthesis	I can use a thesaurus to find synonyms	Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions CONSISTENTLY

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	I can write sentences: re-reading what I have written to check that it makes sense	I can make simple additions, revisions and proof-reading corrections to my writing by proof-reading spelling, grammar and punctuation	I can read aloud my own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.	I can link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	Use semi-colons (GH 6:19), colons or dashes (GH 6:20) to mark boundaries between independent clauses, colon to introduce a list (GH 6:21) and semi-colons within a list MOSTLY
	I can write from memory simple dictated sentences including the words taught so far	I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing	I can write from memory simple sentences that include words and punctuation taught so far	I can use a range of sentences with more than one clause by using prepositions (eg before, after, during, in, because of)	I can use further prefixes and suffixes and understand the guidance for adding them	Punctuate speech correctly with new line, inverted commas, capital and ?, before end speech marks MOSTLY
	I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)	I know new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling, including a few common homophones	I can use the forms a or an correctly	I can write from memory simple sentences that include words and punctuation taught so far	I can distinguish between homophones and other words which are often confused	Use other advanced punctuation: ellipses, hyphens to avoid ambiguity, commas for clarity and brackets, dashes or commas to indicate parenthesis
	I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)	I can distinguish between homophones and near homophones	I can use word families based on common words, showing how words are related in form or meaning	I can read aloud my own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.	I can spell some words with silent letters	Spell correctly most words from the year 5 / year 6 spelling list
	I can read aloud my writing clearly enough to be heard by my peers and the teacher	I can write from memory simple dictated sentences, including the words and punctuation taught so far	I can use and understand the grammatical terminology for Stage 3 - preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	I can spell words that are often misspelt	I can plan my writing by: identifying the audience for & purpose of the writing, using other similar writing as models	Use a dictionary to check the spelling of uncommon or more ambitious vocabulary
	I can use the grammatical terminology for Stage 1 when discussing my writing (GH 1) – letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	I have developed positive attitudes towards, and stamina for, writing for a range of purposes, including poetry	I can choose nouns or pronouns appropriately for clarity & cohesion & to avoid repetition e.g. Harry (the noun) is appropriately replaced by the pronoun 'he', 'him', 'his' etc)	I can draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures	I can plan my writing by: noting and developing initial ideas drawing on reading and research where necessary	Maintain legibility in joined handwriting when writing at speed (choosing the writing implement that is best suited for a task)

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	I can spell and use compound words in my writing	I can consider what I am going to write by saying what I am going to write about, by writing down ideas/key words/new vocab and encapsulating ideas sentence by sentence	I can use fronted adverbials followed by commas (Later that day, I heard the bad news)	I can use and understand the grammatical terminology for Stage 4 – determiner, pronoun, possessive pronoun, adverbial	I can evaluate and edit by: assessing the effectiveness of my own writing. I can proof-read for spelling and punctuation errors	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing
	I can use sentences with different forms	I can re-read to check it makes sense and make simple additions, revisions and corrections to my writing by evaluating writing with others	I am beginning to identify main and subordinate clauses	I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements	I can evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing	Distinguish between the language of speech and writing and choose the appropriate register
	I can use adjectives	I can use suffixes: -er, -est in adjectives	I can use inverted commas to punctuate direct speech	I can proof-read for spelling and punctuation errors	I can use the perfect form of verbs to mark relationships of time and cause	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
		I can use -er, -est in adjectives	I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements	I can evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	I can use & understand the St 5 grammatical terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Use dashes and hyphens (exceeding- precisely to enhance meaning and avoid ambiguity)
		I can use -ly to turn into adverbs	I can proof-read for spelling and punctuation errors	I can use the first two or three letters of a word to check its spelling in a dictionary	I can evaluate & edit by: ensuring correct subject-verb agreement when using singular & plural, distinguish between the language of speech & writing	Use further prefixes and suffixes and understand the guidelines for adding them
		I can spell some longer words e.g. -ment, -ness, -ful, -less, -ing, -ed, -tion, -es	I can evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences			Spell some words with 'silent' letters (for example knight, psalm, solemn) and continue to distinguish between homophones and other words which are often confused
		I can read aloud what I have written with appropriate intonation to make the meaning clear				Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary
		I can use and understand the grammatical terminology for Stage 2 – noun, noun phrase, question, exclamation,				In narratives consider how authors have developed characters and settings in

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		command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma				what they have read, listened to or seen performed
						Précising longer passages
						Evaluate and edit by assessing the effectiveness of their own and others' writing
						Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
						Evaluate and edit by ensuring correct subject-verb agreement when using singular & plural, distinguish between the language of speech & writing and choosing the appropriate register
						Proof-read for spelling and punctuation errors
						Use a thesaurus