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Year	Word	Composition	Vocabulary, grammar and punctuation	Handwriting	Terminology
EYFS	<p>I can use my phonic knowledge to write words in ways which match my spoken sounds (Phase 1-3)</p> <p>I can spell some words correctly and others are phonetically plausible</p> <p>I can spell reception common exception words</p>	<p>I can develop my own narrative and explanation orally by connecting ideas or events</p> <p>I can express myself effectively, showing awareness of listeners' needs</p>	<p>I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>I can write simple sentences which can be read by themselves and others</p>	<p>I can write simple sentences which can be read by myself and others</p> <p>I can demonstrate correct writing posture</p> <p>I can hold a pencil correctly – demonstrate developmentally appropriate pencil grip</p> <p>I can automatically put down and pick up pencil holding correctly</p> <p>I can form most letters and understand family of letters formation</p> <p>I know my next step in HW</p>	<p>I can understand what these words mean and attempt to use:</p> <p>Word, sentence, full stop, capital letter</p>
1	<p>I can spell words containing each of the letter sounds I have been taught from Phase 2-5</p> <p>I can spell year 1 common exception words</p> <p>I can spell the days of the week</p> <p>I can name the letters of the alphabet in order</p> <p>I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound</p> <p>I know the plural rule and can use -s and -es in the right place (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun</p> <p>I can add the prefix un- to the start of verbs and adjectives to</p>	<p>I can sequencing sentences to form short narratives – real and fictional</p> <p>I can say my sentence out loud before I write it</p> <p>I can join my sentences together to make a story</p> <p>I can read my sentence and check that it makes sense</p> <p>I can talk about my writing with my teacher or children in my class</p> <p>I can read my sentence out loud so that children in my class can hear and understand me</p>	<p>I can put words together to make sentences</p> <p>I can use the conjunction 'and'</p> <p>I can use spaces between words</p> <p>I can use capital letters</p> <p>I can use full stops</p> <p>I can use question marks</p> <p>I can use exclamation marks</p> <p>I can use capital letters for proper nouns (names, places, the days of</p>	<p>I can sit correctly at a table using correct writing posture</p> <p>I can use a dynamic pincer grip comfortably and correctly</p> <p>I can position my paper correctly</p> <p>I can apply appropriate pressure</p> <p>I can start and finish my letters in the right place</p> <p>I can write lowercase letters in the correct direction</p> <p>I can see which letters belong to</p>	<p>I can understand what these words mean and use them appropriately: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation</p>

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	change the meaning (e.g. unkind, or undoing, e.g. untie the boat) I can add simple suffixes to verbs -ing, -ed, -er and -est (eg. helping, helped, helper, eating, quicker, quickest) I can write the correct spellings in simple sentences I hear my teacher say		the week) I can use the pronoun 'I'	which handwriting "families" I can write capital letters I can write numbers 0-10	mark
Year	Word	Composition	Vocabulary, grammar and punctuation	Handwriting	Terminology
2	<p>I can break down spoken words into their sounds and write them mostly correctly</p> <p>I can learn new spellings by using words I already know how to spell</p> <p>I can spell many common exception words</p> <p>I can use apostrophes for some contraction (eg. It is – it's, we are – we're)</p> <p>I can use an apostrophe to show possession for single nouns (eg. the girl's book)</p> <p>I can spell some near homophones (eg. buy bye by)</p> <p>I can form nouns using the suffixes -ment, -ness, -ful, -less (eg. sadness, enjoyment, careful)</p> <p>I can use the suffixes –er and –est for adjectives (eg. happier, happiest)</p> <p>I can form adverbs using -ly suffix (eg. gently, sadly)</p> <p>I can form compound nouns (e.g sandpit, superman)</p> <p>I can write the correct spellings and punctuation in simple sentences I hear my teacher say (dictation)</p>	<p>I can write a narrative about my own and others experiences – with increasing length and stamina</p> <p>I can write poetry</p> <p>I can write for different purposes, writing long and short pieces of work</p> <p>I can plan my writing by writing down my ideas or talking about them</p> <p>I can plan my writing by writing down key words and new vocabulary</p> <p>I can plan my writing by orally composing each sentence</p> <p>I can edit my work by reading it through to make sure it makes sense</p> <p>I can check that I have used the right verbs to indicate time</p> <p>I can proof read my work and check for spelling, punctuation and grammar errors</p> <p>I can proof read my writing and make corrections after I have spoken to a teacher or another child about it</p> <p>I can read my work aloud with confidence using the tone of my</p>	<p>I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end</p> <p>I can tell if a sentence is a question, command, exclamation or a statement</p> <p>I can use commas in a list</p> <p>I can use an apostrophe to show possession for single nouns (eg. the girl's book)</p> <p>I can use apostrophes for some contraction (eg. It is – it's, we are – we're)</p> <p>I can use subordinating conjunctions in my writing: when, if, that, because</p> <p>I can use co-ordinating conjunctions in my writing: or, but</p> <p>I can use an expanded noun phrase (eg. the blue butterfly, plain flour, the man in the moon)</p>	<p>I can write lower-case letters that are all the same size</p> <p>I can use some of the diagonal and horizontal strokes I need to join letters and know which letters are best left unjoined</p> <p>I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters</p> <p>I can use spacing between words that fits with the size of the letters</p>	<p>I can understand what these words mean and use them appropriately : noun, noun phrase, statement, question, exclamation, command, compound, suffix, verb, adjective, adverb, tense (past, present), apostrophe and comma</p>

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	See spelling appendix for all spelling rules that need to be taught	voice to make the meaning clear	<p>I can use present and past tense mostly correctly and consistently</p> <p>I can use the progressive verb form to indicate actions in progress in the present time or in the in past (eg. she is drumming, he was shouting)</p>		
Year	Word	Composition	Vocabulary, grammar and punctuation	Handwriting	Terminology
3	<p>I can use a range of prefixes including super-, anti-, auto-.</p> <p>I can use the prefixes dis-, mis-, re-, pre-.</p> <p>I can spell words with endings which sound like ‘zhun’ e.g. division, decision.</p> <p>I can spell homophones (eg. grate/great, here/hear, brake/break)</p> <p>I can spell national curriculum spelling words for year 3.</p> <p>I can spell words containing the ‘i’ sound spelt ‘y’ elsewhere than at the end of words e.g. myth, gym.</p> <p>I can spell words containing the ‘u’ sound spelt ‘ou’ e.g. young, touch, double.</p> <p>I can spell words with the ‘k’ sound spelt ‘ch’ e.g. scheme, school, echo.</p> <p>I can spell words with the ‘sh’ sound spelt ‘ch’ e.g. chef, machine.</p> <p>I can spell words with the ‘ay’ sound spelt ‘ei’, ‘eigh’ or ‘ey’ e.g. eight, they.</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>I can use paragraphs to group related material</p> <p>I can use headings and sub headings to group related material</p> <p>I can plan my writing by discussing it</p> <p>I can draw ideas from other writers</p> <p>I can edit my writing to improve it for my audience</p> <p>I can rewrite my work making improvements by saying the work out loud improving vocabulary choices and checking grammar and punctuation</p> <p>I can write descriptively (settings, characters and plots)</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.</p>	<p>I can use the determiners ‘a’ and ‘an’ correctly according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>I can use inverted commas for direct speech (“Go home,” said the boy.)</p> <p>I can express time, place and cause using adverbs (e.g. when, before, after, while, so, because)</p> <p>I can express time, place and cause using conjunctions (e.g. then, next, soon, therefore)</p> <p>I can express time, place and cause using prepositions (e.g. before, after, during, in)</p> <p>I can use the present perfect form of verbs (e.g. He has gone out to play contrasted with He went out to play)</p>	<p>I can use diagonal and horizontal strokes I need to join letters and know which letters are best left unjoined</p> <p>I can form letters consistently eg. down strokes are parallel and equidistant, letters are spaced sufficiently</p>	<p>I understand what the following words mean and use them correctly:</p> <p>adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.</p>

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	<p>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.</p> <p>I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.</p> <p>I can spell many common exception words</p> <p>These have been moved to year 4: I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble. I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.</p> <p>See spelling appendix for all spelling rules that need to be taught</p>				
Year	Word	Composition	Vocabulary, grammar and punctuation	Handwriting	Terminology
4	<p>I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.</p> <p>I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble.</p> <p>I can use the prefixes in-, im-, il-, ir-, sub-, inter-.</p> <p>I can understand and add the suffixes -ation, -ous.</p> <p>I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician .</p> <p>I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.</p> <p>I can spell homophones which sound the same but have different meanings such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist,</p>	<p>I can plan and improve my writing by discussing examples from other writers that I like, and looking at their use of sentence structure, words and grammar.</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece.</p> <p>I can redraft my work, making improvements by saying the work out loud, using the best vocabulary I know and the best sentence structures I can.</p> <p>I can use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (eg. she, the lady)</p> <p>I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together</p> <p>I can make my writing interesting by using adjectives and other</p>	<p>I can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>I can use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")</p> <p>I can explain the difference between the plural and the possessive -s..</p> <p>I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with</p>	<p>I can use diagonal and horizontal strokes fluently to join letters and know which letters are best left unjoined</p> <p>I can form letters consistently eg. down strokes are parallel and equidistant, letters are spaced sufficiently</p> <p>I can make my ascenders and descenders clear and consistent</p>	<p>I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial.</p>

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	<p>rain/rein/reign, scene/seen, weather/whether, whose/who's.</p> <p>I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.</p> <p>I can spell words with the 's' sound spelt 'sc' e.g. science, scene.</p> <p>I can accurately write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p> <p>I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature</p> <p>I can spell national curriculum spelling words for year 4.</p> <p>See spelling appendix for all spelling rules that need to be taught</p>	<p>descriptive methods.</p> <p>I can draft my work to engage the reader and adapt my work depending on the audience.</p> <p>I can organise my non-narrative writing so that it has headings and sub-headings.</p> <p>I can edit my work, and that of others, and suggest improvements.</p> <p>I can edit my work by changing the grammar to improve the way my work reads.</p> <p>I can proof-read my writing for spelling and use of punctuation.</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.</p>	<p>irregular plurals e.g. children's.</p> <p>I can use the correct form of the verb inflection (subject verb agreement) e.g. we were instead of we was or I did instead of I done.</p> <p>I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.</p> <p>I can use a comma after fronted adverbials (eg. Later that day, the fox woke up.)</p> <p>I can use paragraphs to organise ideas around a theme.</p>		
Year	Word	Composition	Vocabulary, grammar and punctuation	Handwriting	Terminology
5	<p>I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.</p> <p>I can change nouns or adjectives into verbs using suffixes – ate, -ise, -ify (eg. notify, organise, elasticate, standardise, solidify)</p> <p>I can use verb prefixes dis-, de-, mis-, over- and re- (eg. disorganise, demotivated, misunderstand, overinflated, recycle)</p> <p>I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g.</p>	<p>I can plan my writing by identifying the audience for, and purpose of the writing, using other similar writing as models for my own work.</p> <p>I can use devices to link ideas and build cohesion within a paragraph (e.g. alternatively, on the other hand, in conclusion, he had seen her before)</p> <p>I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.</p> <p>I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.</p> <p>I can draft and write by selecting the correct grammar in my</p>	<p>I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that, or by missing out the pronoun.</p> <p>I can indicate degrees of possibility using adverbs e.g. perhaps, surely</p> <p>I can use modal verbs e.g. might, should, will, must.</p> <p>I can use brackets and can also use dashes or commas for parenthesis.</p> <p>I can use commas to make my</p>	<p>I can write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices, and deciding whether or not to join specific letters.</p> <p>I can choose a writing implement that is best suited for the task.</p>	<p>I can understand the following terms and use the appropriately:</p> <p>Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity.</p>

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	<p>tolerant/tolerance, transparent/transparency.</p> <p>I can spell words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly.</p> <p>I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.</p> <p>I can spell some words with 'silent' letters e.g. knight, psalm, solemn.</p> <p>I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.</p> <p>I can use a thesaurus.</p> <p>I can spell national curriculum spelling words for year 5.</p> <p>See spelling appendix for all spelling rules that need to be taught</p>	<p>writing.</p> <p>I can use brackets and hyphens correctly in my work.</p> <p>I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.</p> <p>I can draft and write by summarising longer passages.</p> <p>I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.</p> <p>I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.</p> <p>I can mark and edit work to have the correct tense throughout.</p> <p>I can mark and edit work to have the correct subject and verb agreement.</p> <p>I can read work looking for spelling errors and correct them using a dictionary.</p> <p>I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.</p> <p>I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.</p>	<p>writing clear and to avoid ambiguity.</p>		
Year	Word	Composition	Vocabulary, grammar and punctuation	Handwriting	Terminology
6	<p>I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.</p> <p>I can use prefixes involving the use of a hyphen e.g. co-ordinate,</p>	<p>I can link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other</p>	<p>I can use semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining;</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</p>	<p>I can understand and apply the following</p>

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<p>re-enter.</p> <p>I can distinguish between homophones which sound the same but have different meanings and other words which are often confused e.g. lose/loose.</p> <p>I can use dictionaries to check the spelling and meaning of words.</p> <p>I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>I can use a thesaurus with confidence.</p> <p>I can spell national curriculum spelling words for year 6.</p> <p>See spelling appendix for all spelling rules that need to be taught</p>	<p>hand, in contrast, or as a consequence), and ellipsis.</p> <p>I can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</p> <p>I can write for a range of purposes and audiences including a short story.</p> <p>I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.</p> <p>I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.</p> <p>I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.</p> <p>I can use grammar and vocabulary which is suited to the purpose of my writing.</p> <p>I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.</p> <p>I can select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly</p> <p>I can draft and write by accurately précising longer passages.</p> <p>I can use different techniques to make my writing flow and link paragraphs.</p> <p>I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.</p>	<p>I'm fed up)</p> <p>I can use a colon to introduce a list</p> <p>I can use a semi colon with in a list</p> <p>I can use bullet points to list information</p> <p>I can use hyphens to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p> <p>I can use the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).</p> <p>I can use a wide range of clause structures, sometimes varying their position within a sentence</p> <p>I can use different structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)</p> <p>I use vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)</p>	<p>to join specific letters.</p> <p>I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p>	<p>words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi- colon and bullet points.</p>
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		<p>I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.</p> <p>I can mark and edit work to have the correct tense throughout.</p> <p>I can mark and edit work to have the correct subject and verb agreement.</p> <p>I can read work looking for spelling errors and correct them using a dictionary.</p> <p>I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.</p> <p>I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.</p>	<p>I know how words are related by meaning as synonyms and antonyms (e.g. big, large, little).</p>		
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