

2	Composition	Spelling	Handwriting	Vocabulary & Grammar	Punctuation				
9-2	I take pride in my writing I am positive about writing and am building stamina to write longer pieces in a sustained way. I write stories, sometimes about my own experiences and sometimes about other people or characters. I write independently for a range of purposes, e.g. a recount about a real event; a poem; a letter with a purpose; information about something. I think about what I am going to write before I begin. -I can make and use a simple plan or drawing to order my events or thoughts. I write down my key ideas and new words I will need.	9-2	I can segment spoken words into phonemes and select the correct graphemes to spell many decodable words correctly. I can spell correctly words with a wide range of alternative graphemes. I can independently spell many CE words correctly [Y2 POS]. I can add suffixes to spell longer words (e.g. -ed, -ing, -ment, -ness, -ful, -ly) spelling these correctly. I can distinguish between some homophones [Y2 POS] and spell them correctly.	9-2	I can use a variety of sentences with different forms for different purposes. I can use a variety of co-ordinating conjunctions to join my sentences. I can use some subordinating conjunctions e.g. when, if, that, because. I can use noun phrases to describe things effectively. I can consistently use the present and past tense of verbs in my writing; -I use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is running. I can discuss sentences using the word classes that I know e.g. verbs, adverbs. I can identify all four word classes within sentences. I can use some features of written Standard English e.g. We were/ you were / I did / those books.	9-2	I can use CL and FS to demarcate most sentences correctly. I can use question marks and exclamation marks to demarcate the ends of some sentences. I can use CL for proper nouns and the pronoun 'I'. I can use apostrophes for contractions e.g. don't I can use apostrophes for singular possession. I can use commas to form a list. I can use speech marks.		
9-1	I am able to independently encapsulate what I want to say, sentence by sentence, to make an organised sequence. I can re-read to check my writing makes sense and make improvements. In discussion with others, I can say what I like about my writing, and find parts I could improve. I talk about the new vocabulary I have used. I can independently proof-read to make corrections and improvements to my writing. I can read my writing aloud, paying attention to the punctuation so that the meaning is clear. I use expression in the right places too.	9-1	I can spell more words with contracted forms e.g. can't, hasn't, couldn't, it's, I'll. I can write from memory simple sentences dictated by the teacher that include the GPCs, CE words and punctuation I have learned. I apply Y2 spelling rules e.g. forming plural words which end in -y correctly [fly/files]; I spell words ending with -l/-el/-al [pencil/towel/metal].	9-1	I can discuss sentences using the word classes that I know e.g. verbs, adverbs. I can identify all four word classes within sentences. I can use some features of written Standard English e.g. We were/ you were / I did / those books.	9-1	I can use commas to form a list. I can use speech marks.		
8-2	I enjoy writing. I write both long and short pieces and am learning to concentrate. I am learning to write a beginning, middle and ending of a story, sometimes about a personal experience and sometimes about made up characters. I write different texts for different purposes. I know the reason for what I am writing; I know that information writing is different from a story, for example. I can create a simple plan using some key words to help me. I routinely say out loud what I am going to write about. Sometimes I am able on my own to write down what I want to say, sentence by sentence. I am beginning to independently reread to check my writing makes sense. Sometimes I know how to fix it. I can say something I like about my writing, and explain why. With occasional guidance, I can proof-read my work to correct errors in spelling and punctuation. I can read my writing aloud to myself and to someone else. Usually I notice where the full stops are, so that it makes sense.	8-2	I show that I can independently segment words into phonemes, and often choose the right grapheme to spell words I should know [Y2 POS]. My writing shows that I am becoming more confident to spell words using a range of alternative graphemes I have learned. I can spell and use some CE words correctly [Y2 POS] in my writing. I can use suffixes in my own writing e.g. -ed, -ing, -er, -est, -ly, -y. I am learning new suffixes e.g. -ful, -ment. I practise words which need to change the root e.g. swim / swimming. I can spell some homophones [Y2] e.g. son/sun; knight/night. I can spell some contractions in my own writing e.g. can't, I'm, didn't. I can write from memory simple sentences using the GPCs, CE words and punctuation I have learned so far. I apply some Y2 spelling rules e.g. forming a plural of words ending -ey e.g. donkeys.	8-2	I use spaces which mostly reflect the size of letters. I can form and orientate CL and digits correctly on the line. I can form my letters in the correct direction, starting and finishing in the right place* and position them on the line. I form lower case letters of the correct size relative to one another in some of my writing. I am starting to use lead-in / lead out strokes, depending on the school's handwriting policy.	8-2	I am learning to identify and write the different forms of sentences, sometimes remembering the punctuation I should use. I can consistently use and/or/ but to join my sentences. I can use some subordinating conjunctions such as: when, if, that, because, to join my sentences. I can find noun phrases in a text: I use suitable adjectives to add information about a noun. I make the correct choice of present or past tense verbs, and show that I can sometimes maintain it through my writing. I know how to find nouns, adjectives and verbs in sentences. I am beginning to identify adverbs. I am learning to find 'being' verbs. I am learning to express myself accurately e.g. We were/ They were/ I did.	8-2	I can use capital letters and full stops to demarcate many sentences. I show that I can independently remember to use a question mark and exclamation mark; I am learning about the exclamation sentence. I can use capital letters for proper nouns. Sometimes I use a string of CL for effect. I am beginning to use apostrophes for possession. I am beginning to use commas in a list without guidance. I can identify speech marks in a text.
8-1	I write different texts for different purposes. I know the reason for what I am writing; I know that information writing is different from a story, for example. I can create a simple plan using some key words to help me. I routinely say out loud what I am going to write about. Sometimes I am able on my own to write down what I want to say, sentence by sentence. I am beginning to independently reread to check my writing makes sense. Sometimes I know how to fix it. I can say something I like about my writing, and explain why. With occasional guidance, I can proof-read my work to correct errors in spelling and punctuation. I can read my writing aloud to myself and to someone else. Usually I notice where the full stops are, so that it makes sense.	8-1	I can spell and use some CE words correctly [Y2 POS] in my writing. I can use suffixes in my own writing e.g. -ed, -ing, -er, -est, -ly, -y. I am learning new suffixes e.g. -ful, -ment. I practise words which need to change the root e.g. swim / swimming. I can spell some homophones [Y2] e.g. son/sun; knight/night. I can spell some contractions in my own writing e.g. can't, I'm, didn't. I can write from memory simple sentences using the GPCs, CE words and punctuation I have learned so far. I apply some Y2 spelling rules e.g. forming a plural of words ending -ey e.g. donkeys.	8-1	I use spaces which mostly reflect the size of letters. I can form and orientate CL and digits correctly on the line. I can form my letters in the correct direction, starting and finishing in the right place* and position them on the line. I form lower case letters of the correct size relative to one another in some of my writing. I am starting to use lead-in / lead out strokes, depending on the school's handwriting policy.	8-1	I am learning to identify and write the different forms of sentences, sometimes remembering the punctuation I should use. I can consistently use and/or/ but to join my sentences. I can use some subordinating conjunctions such as: when, if, that, because, to join my sentences. I can find noun phrases in a text: I use suitable adjectives to add information about a noun. I make the correct choice of present or past tense verbs, and show that I can sometimes maintain it through my writing. I know how to find nouns, adjectives and verbs in sentences. I am beginning to identify adverbs. I am learning to find 'being' verbs. I am learning to express myself accurately e.g. We were/ They were/ I did.	8-1	I can use capital letters and full stops to demarcate many sentences. I show that I can independently remember to use a question mark and exclamation mark; I am learning about the exclamation sentence. I can use capital letters for proper nouns. Sometimes I use a string of CL for effect. I am beginning to use apostrophes for possession. I am beginning to use commas in a list without guidance. I can identify speech marks in a text.
7-2	I enjoy writing down my ideas, sometimes with help. I can join sentences together to express myself. In a group, we retell a story we know well. Sometimes I make up my own version. I can retell a simple story about something that happened to me. I am learning about different kinds of writing, and with support and guidance I can write a few different things e.g. a recount; information.	7-2	I can segment spoken words into phonemes and represent these using graphemes, spelling some correctly. I can segment two syllable words. I am practising the alternative graphemes already taught, e.g. shout/ howl, and learning some new ones. I can spell all Y1 CE words and some Y2 CE words correctly by myself. I practise writing words with the suffixes I already know e.g. -ed, -er, -est and -ing. I can identify and spell a few homophones e.g. to/two; see/sea; blue/blew. I am learning to spell some contractions; sometimes I remember these by myself. I am learning to write from memory simple sentences dictated by the teacher. With prompting, I remember some of things I have been taught. I practise spelling rules I have already learned e.g. forming plural words by adding -s/-es.	7-2	I usually remember to use spaces between my words; sometimes they are the right size. I can form most capital letters and digits accurately, on the line. I can write most capital letters of the right size next to lower case letters. I form most lower case letters correctly and try to position them on the line. I know that I should make my letters the right size in relation to each other.	7-2	I write statements, questions and commands. I am beginning to learn how to write an exclamation sentence. I can use and/or/ but to join some sentences. I hear and talk about conjunctions in the texts we share e.g. when, if, because. I practise joining sentences with these. I can identify adjectives and understand how they help me to describe things or places. I can identify past and present tense verbs. When I write a story, I usually stay in the past tense. When I write information, I can use the present tense. I am learning about different kinds of nouns, and which need a CL. I can find doing verbs. We are learning about expressing ourselves in the right way e.g. We did/ We were.	7-2	I can use CL and FS to demarcate some sentences. I know what a question mark and exclamation mark are for, and I practise using them in the right places e.g. Watch out! I can explain why a proper noun needs a capital letter. Sometimes I show that I can use them. I can identify different apostrophes and discuss how they are used. I can explain what a comma does. I am learning to use them in a list.
7-1	With guidance, I think and talk about what I am going to write about. I am learning to use a simple plan to set out my ideas. I write simple messages for myself, my friends and other adults to read. I say out loud what I am going to write, sentence by sentence. I can reread my writing with the teacher to check for improvements. In groups or with the teacher, I am learning to say what I think is good about my writing; I can pick out strong words which describe things [adjectives], or powerful verbs. I am learning to find my own mistakes e.g. spelling or punctuation. Sometimes I can find and correct these myself. My teacher helps me to read my work aloud in a way that shows it makes sense.	7-1	I can segment spoken words into phonemes and represent these using graphemes, spelling some correctly. I can segment two syllable words. I am practising the alternative graphemes already taught, e.g. shout/ howl, and learning some new ones. I can spell all Y1 CE words and some Y2 CE words correctly by myself. I practise writing words with the suffixes I already know e.g. -ed, -er, -est and -ing. I can identify and spell a few homophones e.g. to/two; see/sea; blue/blew. I am learning to spell some contractions; sometimes I remember these by myself. I am learning to write from memory simple sentences dictated by the teacher. With prompting, I remember some of things I have been taught. I practise spelling rules I have already learned e.g. forming plural words by adding -s/-es.	7-1	I usually remember to use spaces between my words; sometimes they are the right size. I can form most capital letters and digits accurately, on the line. I can write most capital letters of the right size next to lower case letters. I form most lower case letters correctly and try to position them on the line. I know that I should make my letters the right size in relation to each other.	7-1	I write statements, questions and commands. I am beginning to learn how to write an exclamation sentence. I can use and/or/ but to join some sentences. I hear and talk about conjunctions in the texts we share e.g. when, if, because. I practise joining sentences with these. I can identify adjectives and understand how they help me to describe things or places. I can identify past and present tense verbs. When I write a story, I usually stay in the past tense. When I write information, I can use the present tense. I am learning about different kinds of nouns, and which need a CL. I can find doing verbs. We are learning about expressing ourselves in the right way e.g. We did/ We were.	7-1	I can use CL and FS to demarcate some sentences. I know what a question mark and exclamation mark are for, and I practise using them in the right places e.g. Watch out! I can explain why a proper noun needs a capital letter. Sometimes I show that I can use them. I can identify different apostrophes and discuss how they are used. I can explain what a comma does. I am learning to use them in a list.

End of year expectations

Composition	Spelling	Handwriting	Vocabulary & Grammar	Punctuation
<p>I am positive about writing and I am building writing stamina. I write narratives about personal experiences and those of others (real and fictional) . I write for different purposes, such as a recount about real events, or poetry. I think about what I am going to write before I begin. I plan or say out loud what I am going to write about. When planning, I write down key ideas and new vocabulary. I encapsulate what I want to say, sentence by sentence. I can re-read to check that my writing makes sense, and that verbs are used correctly and consistently, including the continuous form. I can evaluate my writing with the teacher and other pupils. I can proof-read to make improvements to spelling, grammar and punctuation. I can read my writing aloud with appropriate intonation to make the meaning clear.</p>	<p>I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly. I am learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling [alternative graphemes]. I can spell many CE words [Y2]. I can add suffixes to spell longer words e.g. -ment, -ness, -less, -ful, -ly. I can distinguish between a few homophones/ near-homophones e.g. see/sea; quite/quiet. I can spell more words with contracted forms. I can write from memory simple sentences dictated by the teacher that include words using the GPCs, CE words and punctuation taught so far. I apply the Y2 spelling rules and guidance [Y2 Appendix 1].</p>	<p>I use spacing between words which reflects the size of letters. I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. I can form lower-case letters of the correct size relative to one another. I can use the diagonal and horizontal strokes needed to join letters in some of my writing, and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>I can use sentences with different forms: statement, question, exclamation and command. I can use coordinating conjunctions: and, or, but . I can use subordinating conjunctions (when, if, that, because). I can use noun phrases to describe and specify. I can use the present and past tenses correctly and consistently, including the progressive form. I understand and can identify nouns, adjectives, verbs and adverbs. I can use some features of written Standard English.</p>	<p>I can use capital letters and full stops to demarcate sentences, mostly correctly. I can sometimes use question marks and exclamation marks to demarcate the end of some sentences. I can use capital letters for proper nouns and the pronoun 'I'. I can use apostrophes for contracted forms and the possessive (singular). I can use commas for lists. I can use speech marks.</p>