



End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Amount
NURSERY		<p>I am able to speak in 5-8 word sentences.</p> <p>I can re-tell a familiar story.</p> <p>I can talk about past/previous experiences</p>	<p>I can attempt to use a tripod (3 fingered) grip.</p> <p>I can copy a writing pattern.</p>	<p>I can hear and recognise the initial sound in a CVC word (such as 'c' in cat). I can match 2 rhyming words. I can recognise and identify sounds in the environment (dogs barking, water running etc).</p> <p>I have completed phase 1 of phonics.</p>	

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RECEPTION	<p>I can use a capital letter at the beginning of my own name.</p> <p>I have some knowledge of full stops at the end of sentences.</p> <p>I can use finger spaces.</p> <p>I can use capital letters at</p>	<p>I can use phonic knowledge to make a plausible attempt to write a dictated sentence.</p> <p>I can use sentences to imagine and recreate experiences.</p> <p>I am beginning to create simple sentences using a range of stimulus eg. sand, magnetic words etc.</p>	<p>I can use a correct pencil grip.</p> <p>I can use the correct cursive formation of most letters (climb up, slide down).</p> <p>I can sit with the correct posture when writing.</p>	<p>I can name / sound out and write sounds of the alphabet.</p> <p>I can orally blend eg. 'd-o-g' – 'dog'</p> <p>I can decode (read) CVC words.</p> <p>I can spell some High Frequency words.</p>	<p>I can write a minimum of at least one sentence and read back my work.</p>

	the beginning of a sentence.	I can write my own name, labels and captions.		I can reach the end of Phase 3/ beginning of Phase 4 in 'Letters and Sounds' phonics (CVCC & CCVC words eg. milk & slip)  I can read and write up to set 3 of the Key words.	
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Year 1	<p>I can use a capital letter and full stop when writing a single simple sentence.</p> <p>I am beginning to use question marks.</p> <p>I am beginning to use exclamation marks.</p> <p>I can use the 'I' pronoun.</p> <p>I can use finger spaces.</p>	<p>I can write simple sentences independently.</p> <p>I can write questions, statements and captions.</p> <p>I can use simple connectives 'and' 'but' and 'because' to join sentences.</p> <p>I can open sentences in a variety of ways eg. 'The' 'My' and 'I'.</p> <p>I can write my first and last name.</p> <p>I can use capital letters and full stops.</p> <p>I can recognise and use suffixes and prefixes. un, ed, ing, er, est, ly, y</p>	<p>I can write on the lines.</p> <p>I can use the correct cursive formation of all letters which are accurately sized.</p> <p>I am beginning to show an understanding of the correct use of upper and lower case letters.</p>	<p>I will reach Phase 5 in 'Letters and Sounds' phonics program.</p> <p>I can attempt to spell unfamiliar/ familiar words.</p> <p>I can spell regular polysyllabic words eg. bin/man, snow/ball, sun/hat.</p> <p>I can read and write up to Set 8 of the key words</p> <p>I can identify 40 + phonemes.</p> <p>I can spell the days of week</p> <p>Use letter names to distinguish between alternative spellings of the same phoneme.</p>	I can write at least five good quality sentences with evidence of the other four areas.

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Year 2	<p>I can punctuate sentences in the course of writing, using capital letters, full stops and question marks independently.</p> <p>I can use exclamation marks and question marks correctly.</p> <p>I can write an exclamatory sentence, starting with 'what' or 'how' and include a verb.</p> <p>I can write questions, comments and statements.</p> <p>I can use commas to separate items in lists.</p> <p>I can use apostrophes to mark singular possession in nouns.</p>	<p>I can write sentences using some adjectives to create a noun phrase to add specific detail</p> <p>I can use coordinating conjunctions, 'or' 'and' 'but'.</p> <p>I can use subordinating conjunctions 'also' 'then' 'that' 'next' 'when' 'so' 'because' 'if' to write compound sentences.</p> <p>I can open sentences with a range of words including One day, Once upon a time, Suddenly, First, Then, Next, Last.</p>	<p>I can write using neat, legible cursive script.</p> <p>I can use the correct size and letter formation. (There is a clear difference in size between capitals and lower case letters).</p>	<p>I will complete Phase 5&amp;6 eg. adding 'ed' 'ing' prefixes and suffixes 'un' 're' 'dis' 'ful' 'ly' 'ment' 'ness'</p> <p>I can spell all the key word sets up to Year 2 (Intense red – set 15)</p> <p>I will be learning Phase 6 sounds</p> <p>I can spell words with contracted form (can't, didn't, hasn't, couldn't, it's, It'll)</p> <p>I can segment spoken words into phonemes and represent these by graphemes – spelling many correctly.</p>	<p>I can write at length. (At least ¼ to ½ of a side of A4).</p>

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Year 3	<p>I can use capital letters and full stops independently and accurately to demarcate all sentences.</p> <p><b>MUST USE CAPITALS AND FULL STOPS (YEAR 2 TARGET).</b></p> <p>I can use commas in a list and speech marks.</p> <p>I use apostrophes for omission and begin to use them for possession.</p> <p>I can use exclamation marks.</p>	<p>I can write simple and compound sentences. (Two simple sentences can be joined together with a conjunction to make a compound sentence.)</p> <p>For example: I do not like eating meat + but + I love vegetables.</p> <p>I can use conjunctions - 'if' 'so' 'while' and 'since' - to write compound sentences.</p> <p>I can open sentences to show the order things happen, 'Also' 'After' 'During' 'Soon' 'Before' 'Later'.</p> <p>I can use homophones (such as knew and new or meat and meet).</p> <p>I can plan, draft, edit and write.</p> <p>I can write a narrative (an account of a sequence of events, usually in chronological order) and non-narrative.</p> <p>I can begin to use paragraphs.</p>	<p>I can use neat, legible cursive script at all times.</p>	<p>I will complete Year 3 support for spelling scheme (22 homophones).</p> <p>Term 1- adding 'ing' and 'le' and the spelling conventions.</p> <p>Term 2 -plurals and adding suffixes – ly, ful, less, er, able, est.</p> <p>Term 3 – pronouns and prefixes – un-, dis-, mis-, in-, im-, anti-, auto-.</p> <p>Words ending in –tion, -sion, -cian, -ssion, ture – Suffix.</p>	<p>I can write at length. (½ to 1 side of A4 in 45 minutes.)</p>

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Year 4	<p>I can use punctuation marks to independently and accurately demarcate all sentences.</p> <p><b>MUST USE CAPITALS AND FULL STOPS. (YEAR 2 TARGET)</b></p> <p>I can use correct speech punctuation eg. commas, question and exclamation marks etc. before the close of the speech marks.</p> <p>I can securely use apostrophes for omission and to show possession.</p> <p>I am beginning to use commas to separate phrases and clauses within sentences.</p>	<p>I can use conjunctions ‘before’ ‘after’ ‘as well as’ and ‘if’.</p> <p>I can use a wider variety of conjunctions, e.g. before, after, because, although, if.</p> <p>I can vary the openings of sentences to avoid repetition.</p> <p>I can use third or first person (he, she, and they/I).</p> <p>I can write in different tenses – past/present/future.</p> <p>I can write simple and compound sentences and begin to write complex sentences.</p> <p>I can use simple fronted adverbials and punctuate them with a comma most of the time.</p> <p>I can use paragraphs in most of my writing.</p>	<p>I am continuing to develop my writing style, using a cursive script always.</p> <p>I can write at speed.</p>	<p>I will complete Year 4 ‘Support for Spelling’ scheme.</p> <p>I can spell all of the Year 3 and 4 word list, including:</p> <ul style="list-style-type: none"> <li>- homophones and plurals</li> <li>- Suffixes –ly, -ation, -ous</li> <li>- Prefixes – im, il, mis, re, sub, inter, anti, auto</li> </ul> <p>❖ Prefixes and suffixes can be attached to a base or root word to form a new word eg. retrieval/darkness</p>	<p>I can write at length. (¾ to 1 side of A4 in 45 minutes.)</p>

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Year 5	<p>I can use capital letters, full stops, exclamations marks and question marks to independently and accurately demarcate <u>all</u> sentences. <b>(MUST USE CAPITALS/ FULL STOPS (YEAR 2 TARGET))</b></p> <p>I can use commas to separate items in a list, clauses and phrases.</p> <p>I am beginning to use ellipses, (...) dashes, semi colons(;) and hyphen (-), colons: and parenthesis ()</p> <p>I can use speech marks, with new lines for the speaker and the correct punctuation.</p> <p>I am securing the use of apostrophes both for contraction - I'm, can't and possession – girl's.</p>	<p>I can write complex sentences, selecting and using a wide range of subordinators (after, since, so that, although).</p> <p>I can use subordinate clauses to add extra information, to give reasons and to explain (Subordinate clauses, cannot stand alone - <u>Even though</u> <u>Michael hit a home run</u>, our team lost by more than 50 runs.)</p> <p>I am starting and joining sentences with 'although' 'however' 'besides' 'even though' (complex conjunctions)</p> <p>I can write simple and compound sentences and begin to use relative clauses – when a clause is introduced by a relative pronoun (which, that, who, whom, whose) or a relative adverb (where, when, why).</p> <p>I can explore morphology/ etymology of words(word structures/ the history of the forms and meanings of words).</p> <p>I can write showing an awareness of audiences and have a clear voice.</p> <p>I can write in paragraphs and show cohesion across paragraphs.</p> <p>I can use fronted adverbials and punctuate them with a comma consistently.</p>	<p>I am continuing to develop my writing style, using a cursive script in all pieces of writing.</p> <p>I can write at speed half a page in 15 mins, etc.</p>	<p>I will complete the Year 5 'Support for Spelling' program,</p> <ul style="list-style-type: none"> <li>- unstressed vowels in polysyllabic words and common letter strings.</li> <li>- spelling patterns and rules and prefixes and suffixes.</li> <li>- adding suffixes, word roots and spelling patterns –cious, tious, cial, tial -tions</li> <li>- ance/–ancy, –ent, –ence/–ency/ant</li> <li>- ible, able, ibly, ably</li> <li>- use suffix fer</li> <li>- use ough spellings correctly</li> </ul> <p>I can recognise words with silent letters (know, gnome)</p> <p>I can use a hyphen correctly</p> <p>I can use the 'i before e' rule</p> <p>I can recognise homophones and spell them correctly</p>	<p>I can write 1 to 1 ½ sides of A4 in 45 minutes.</p>

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<p>Year 6</p>	<p>I can use Year 5 punctuation marks to independently and accurately demarcate all sentences. <b>(MUST USE FULL STOPS/ CAPITALS (YEAR 2 TARGET))</b></p> <p>I am beginning to make use of other punctuation marks such as the semi-colon, colon and bracket, hyphen, dashes ; : ( ) -</p> <p><b><u>VOCABULARY</u></b></p> <p>Synonym and antonym</p> <p>Wide variety of vocabulary</p> <p>Precise choice of vocabulary for purpose</p>	<p>I am securing the use of complex sentences, understanding how clauses can be manipulated to achieve different effects.</p> <p>I can use interesting and varied sentence openers such as ‘After a while’ ‘Meanwhile’ ‘Before very long’ ‘Anxiously’ ‘Having’ ‘Running’ etc</p> <p>I can write in paragraphs.</p> <p>I can use subordinate clauses (Subordinate clauses, cannot stand alone - <u>Even though Michael hit a home run</u>, our team lost by more than 50 runs.).</p> <p>I can plan/ draft/write/ evaluate/ edit</p> <p>Use parentheses</p> <p>To use different verb forms accurately. (Active/Passive).</p> <p>To be able to use cohesive devices within and across sentences and paragraphs.</p> <p>I can use relative clauses who, which, etc.</p> <p>Adverbials</p>	<p>I have developed my writing style, using a cursive script.</p> <p>I can write at speed.</p> <p>I can form letters correct in size in relation to each other</p>	<p>I can spell all the words on the Y3 &amp; 4 word list</p> <p>I can spell all the words on the Y5 &amp; 6 word list</p> <p>Spell words ending in – ible, -able, - ably, ibly, -ance, -ence, -cial, -tial, tious, cious,</p> <p>I can spell a range of homophones and know their meanings</p> <p>I can recognise words with silent letters (know, gnome)</p> <p>I can use a hyphen correctly</p> <p>I can use the ‘i before e’ rule</p> <p>I can use a dictionary and a thesaurus</p>	<p>I can confidently write a sufficient amount to demonstrate ability Adding atmosphere – setting.</p> <p>I can write detailed character descriptions.</p> <p>I can show my ‘Writers voice’ i.e. humour</p> <p>I can add detail for interest, noun expansion, etc</p> <p>I have a strong grasp on features of different genres and can apply features in my writing.</p> <p>I can use the subjunctive correctly (If I were you).</p>