



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 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	I can use a capital letter at the beginning of my own name.	I can use phonic knowledge to make a plausible attempt to write a dictated sentence.	I can use a correct pencil grip. I can use the correct	I can name / sound out and write sounds of the alphabet.	I can write at least one sentence.
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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</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>	I can write at least five good quality sentences with evidence of the other four areas.

		letters and full stops.		Use letter names to distinguish between alternative spellings of the same phoneme	
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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 correctly.</p> <p>I can write an exclamatory sentence, starting with 'what' or 'how' and include a verb.</p> <p>I can use commas to separate items in lists.</p> <p>I can use apostrophes</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,</p>	<p>I can write using neat, legible cursive script.</p> <p>I can use the correct size and letter formation.</p>	<p>I will complete Phase 5&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</p>	<p>I can write at length. (At least $\frac{1}{4}$ to $\frac{1}{2}$ of a side of A4).</p>

	to mark singular possession in nouns.	Next, Last.		and represent these by graphemes - spelling many correctly.	
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Year 3	<p>I can use capital letters and full stops independently and accurately demarcate all sentences.</p> <p>I can use commas in a list and inverted commas for speech marks.</p> <p>I can use apostrophes for omission.</p> <p>I can use exclamation marks.</p> <p>I can write in paragraphs.</p>	<p>I can write simple and compound sentences - Two simple sentences can be joined together with a conjunction to make a compound sentence. 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' 'Soon' 'Before' 'Later'</p> <p>I can use homophones (such as knew and new or meat and meet)</p>	I can use neat, legible cursive script i	<p>I will Complete Year 3 Support for spelling program, (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.</p> <p>Term 3 - pronouns and prefixes - un-, dis-, mis-, in-, im-</p> <p>Words ending in -tion, -sion, -cian, -ssion</p>	I can write at least length ($\frac{1}{2}$ to 1 side of A4 in 45 minutes.)

		<p>I can plan, draft and write</p> <p>I can write a narrative (An account of a sequence of events, usually in chronological order)/ non narrative</p>			
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End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Amount
Year 4	<p>I can use punctuation marks to independently and accurately demarcate all sentences.</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 secure the use of apostrophes for omission and begin to use the apostrophe 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' '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</p>	<p>I am continuing to develop my writing style, using a cursive script.</p> <p>I can write at speed.</p>	<p>I will complete Year 4 'Support for spelling' program</p> <p>I can spell all of the Yr 3 and 4 word list</p> <ul style="list-style-type: none"> - homophones and plurals - - suffixes - a prefix or suffix - can be attached to a base or root to form a new word eg. retrieval /darkness -ly, -ation, -ous - apostrophes - Suffixes -ly, -ation, -ous - Prefixes mil, mis, re, sub, inter, anti, 	<p>I can write at length ($\frac{3}{4}$ to 1 side of A4 in 45 minutes.)</p>

		complex sentences. I am beginning to write in paragraphs.		auto	
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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.</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 (-).</p> <p>I can use speech marks, with new lines for the speaker and the correct punctuation.</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 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'</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 am continuing to develop my writing style, using a cursive script.</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"> - unstressed vowels in polysyllabic words and common letter strings. - spelling patterns and rules and prefixes and suffixes. - adding suffixes, word roots and spelling patterns - cious, tious, cial, tial -tions - ance/-ancy, -ent, -ence/-ency - ible, able, ibly, ably - use suffix fer - use ough spellings correctly <p>I can recognise words with silent letters (know, gnome)</p> <p>I can use a hyphen correctly</p>	<p>I can write 1 to 1 ½ sides of A4 in 45 minutes.</p>

	I am securing the use of apostrophes.	I can write showing an awareness of audiences. I can write in paragraphs.		I can use the 'i before e' rule	
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End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Content and amount
Year 6	<p>I can use Year 5 punctuation marks to independently and accurately demarcate all sentences.</p> <p>I am beginning to make use of other punctuation marks such as the semi-colon, colon and bracket, hyphen, dashes ; : () -</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/</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 will complete Year 6 'Support for Spelling' program.</p> <p>I can spell all the words on the Y3 & 4 word list</p> <p>I can spell all the words on the Y5 & 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 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</p>

		evaluate/ edit Use parentheses		I can use a hyphen correctly I can use the 'i before e' rule	grasp on features of different genres and can apply features in my writing.
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