



# Composition

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Composition</b>	To use their own simple story ideas or retell a familiar story using short, simplistic sentences.	To write sentences in order to create short narratives and non-fiction texts.	To write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:	To demonstrate an increasing understanding of purpose and audience.	To write a range of narratives that are well-structured and well-paced.	To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.	<b>To write effectively for a range of purposes and audiences</b> , selecting language that shows <u>good awareness of the reader</u> (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
		To use some features of different text types (although these may not be consistent).	To write about real events, recording these simply and clearly		To write a range of non-fiction texts that are well-structured with appropriate layout devices.		
				To begin to create settings, characters and plot in narratives.	To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.	To describe settings, characters and atmosphere to consciously engage the reader.	Describe <b>settings, characters and atmosphere</b> in <b>narratives</b>
						To use dialogue to convey a character and advance the action with increasing confidence.	<b>To integrate dialogue</b> in narratives to convey character and advance the action
	To use adjectives that have been modelled.	To use adjectives to describe.		To make deliberate ambitious word choices to add detail.			To select vocabulary and grammatical structures that reflect what the writing requires, doing this <b>mostly appropriately</b> (e.g. <b>(a)</b> using contracted forms in dialogues in narrative; <b>(b)</b> using passive verbs to affect how information is presented; <b>(c)</b> using modal verbs to suggest degrees of possibility)
						To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	
				To begin to organise their writing into paragraphs around a theme.	To consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader	To create paragraphs that are usually suitably linked.	
		To reread their writing to check that it makes sense and make suggested changes.		To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.	To proof read consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.	To begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.	
						To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.	

## Grammar and Punctuation

Grammar and Punctuation	To use simple sentence structures	To use simple sentence structures.					
				To use 'a' or 'an' correctly most of the time.			
		To use the joining word (conjunction) 'and' to link ideas and sentences.		To begin to use conjunctions, adverbs and prepositions to show time, place and cause.	To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas	To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.	To use a range of devices to build cohesion <b>within and across paragraphs</b> . The emphasis is on building cohesion through the writing to support overall coherence for the reader. (e.g. <b>(a)</b> conjunctions, <b>(b)</b> adverbials of time and place, <b>(c)</b> pronouns, <b>(d)</b> synonyms) within and across paragraphs
			To use co-ordination (e.g. or / and / but) to join clauses				
			To use some subordination (e.g. when / if / that / because) to join clauses	To use subordinate clauses.			
					To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.	To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	
					To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it, etc		
						To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	
			To use present and past tense mostly correctly and consistently	To maintain the correct tense (including present perfect tense) throughout a piece of writing.	To always maintain an accurate tense throughout a piece of writing.		To use verb tenses consistently and correctly throughout their writing
					To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.		
Has awareness of:	Has awareness of:	demarcating most sentences with capital letters and full stops	To use the full range of punctuation from previous year groups.	To consistently use apostrophes for singular and plural possession.	To use the full range of punctuation from previous year groups.	To use <b>the range</b> of punctuation taught at key stage 2 <b>mostly correctly</b> ^ (e.g. inverted commas and other punctuation to indicate direct speech) - NOT every punctuation mark needs to be evident across the writing.	
<ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Finger spaces</li> <li>• Full stops</li> </ul>	<ul style="list-style-type: none"> <li>• capital letters for names, places, the days of the week and the personal pronoun 'I'.</li> <li>• finger spaces.</li> <li>• full stops to end sentences.</li> <li>• question marks.</li> <li>• exclamation marks</li> </ul>						

			demarcating sentences with question marks when required				
				To use inverted commas in direct speech.	To use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas.		
						To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.	
						To use brackets, dashes or commas to begin to indicate parenthesis.	

## Spelling and Transcription

Spelling and Transcription	To spell some words containing previously taught phonemes and GPCs accurately.	To spell most words containing previously taught phonemes and GPCs accurately.	To segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others					
		To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).	To spell many common exception words*	To spell some of the Year 3 and 4 statutory spelling words correctly.	To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings)	To spell many words correctly from the Y5/6 statutory spelling list.	<b>Spell correctly MOST words from the Year 5 and Year 6 statutory spelling list</b> (and other words that follow the rules, patterns and conventions) and <u>*use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</u>	
		To use -s and -es to form regular plurals correctly.						
		To use the prefix 'un'.		To spell many words with prefixes correctly, e.g. <b>irrelevant, autograph, incorrect, disobey, superstar, antisocial.</b>		To spell many verb prefixes correctly, e.g. <b>deactivate, overturn, misconduct, etc.</b>		
		To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).		To spell many words with suffixes correctly, e.g. <b>usually, poisonous, adoration.</b>				
					To use their knowledge of word families to help with their spelling	To convert nouns or adjectives into verbs using suffixes, e.g. <b>designate, classify, criticise, etc.</b>		
				To begin to spell homophones correctly, e.g. <b>which and witch.</b>		To spell many complex homophones correctly, e.g. <b>affect/effect, practice/practise, etc.</b>		
	To write lower case letters in the correct direction, starting and finishing in the right place.	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters					
			To use spacing between words that reflects the size of the letters	To use a neat, joined handwriting style with increasing accuracy.		To write legibly, fluently and with increasing speed.	To maintain <b>legibility in joined</b> handwriting when writing at speed. <sup>2</sup>	

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

^ This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

<sup>2</sup> The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.