© Focus Education (UK) Ltd.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Rec** | **Y1** | **Y2** | **Y3 and Y4** | | **Y5 and Y6** | |
| **Composition** | Recognise that mark making carries meaning.  Write recognizable letters, mostly which are correctly formed.  Orally practice a sentence with a teacher before writing it.  Write a phrase or a simple sentence independently for a purpose, which can be re-read by themselves and others. | Say out loud what is going to be written – orally rehearsing sentences first.  Sequence sentences to form short narratives.  Re-read a simple sentence to ensure it makes sense.  Read it aloud to an adult.  Discuss what has been written with other pupils and adults. | Consider what is going to be said before writing.  Write down ideas and key vocabulary (sometimes with the help of the teacher).  Make simple revisions and additions to their work with help from the teacher and other pupils.  Develop stamina by writing narratives, recounts, poetry and texts for other purposes. | Plan their writing by discussing and dissecting a similar piece to understand its features, format, structure and vocabulary.  Discuss and recording their ideas in a plan.  Draft and write using an increasing range of sentence structures.  Compose sentences orally, building in a rich and varied vocabulary.  Create characters, settings and simple plots.  Use headings, subheadings and other organizational devices in non-fiction writing.  Develop stamina for writing using narratives, recounts, poetry, non-chronological reports and texts for other purposes.  Evaluate and edit their work for impact and effectiveness and proofread for common spelling and punctuation errors. | | Plan writing by identifying the audience and purpose of the piece using appropriate models for their own work; use research and own reading to note down initial ideas and to consider how authors have developed characters and settings.  Select appropriate grammar and vocabulary to enhance clarity and meaning.  Describe characters, settings and atmospheres when writing narrative texts; use dialogue to convey these as well as to advance the action.  Use a wide range of devices to develop cohesion within and across paragraphs.  Use organizational and presentational devices to structure text and guide the reader, such as bullet points, headings, subheadings, underlining or introductions.  Edit and evaluate their own work by making changes to vocabulary and grammar and by making sure tenses are consistent throughout texts.  Ensure verb noun agreement is secure and that work is proofread for spelling and punctuation errors.  Assess the effectiveness of their own and others’ writing.  Develop stamina for writing across different narrative and non-fiction genres, using appropriate language and tone. | |
| **Grammar** | Orally construct grammatically correct simple sentences.  Use I and me correctly in simple phrases and sentences; show awareness of correct past and present tenses in speech. | Speak and write simple sentences which are grammatically correct using a noun and a verb.  Use ‘and’ to join ideas.  Use conjunctions to join sentences (e.g. so, but).  Use standard forms of verbs, e.g. go/went. | Write different kinds of sentence: statement, question, exclamation, command.  Use expanded noun phrases to add description & specification.  Write using subordination (when, if, that, because) and co-ordination (or, and, but).  Correct & consistent use of present tense & past tense, both orally and in written form.  Correct use of verb tenses. | Use conjunctions (when, so, before, after, while, because).  Use adverbs (e.g. then, next, soon).  Use prepositions (e.g. before, after, during, in, because of).  Experiment with adjectives to create impact.  Correctly use verbs in 1st, 2nd & 3rd person.  Use perfect form of verbs to mark relationships of time & cause. | Vary sentence structure, using different openers.  Use adjectival phrases (e.g. biting cold wind).  Use appropriate choice of noun or pronoun.  Use fronted adverbials. | Add phrases to make sentences more precise & detailed.  Use range of sentence openers – judging the impact or effect needed.  Begin to adapt sentence structure to text type.  Use pronouns to avoid repetition.  Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will)  Use relative clauses to add detail and interest. | Use subordinate clauses to write complex sentences.  Use passive voice where appropriate.  Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).  Use a sentence structure and layout matched to requirements of text type. |
| **Punctuation** | Start to show awareness of how to use capital letters and full stops to demarcate a sentence or phrase. | Demark sentences with:   * capital letters * full stops   begin to experiment using:   * question marks * exclamation marks   Use capital letters for names & personal pronoun ‘I’. | Write with correct & consistent use of:   * capital letters * full stops * question marks * exclamation marks   Use commas in a simple list.  Use apostrophe to mark omission and singular possession in nouns. | Use inverted commas to punctuate direct speech. | Use apostrophe for plural possession.  Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).  Use commas to mark clauses.  Use inverted commas and other punctuation to punctuate direct speech. | Use the following to indicate parenthesis:   * brackets * dashes * comma   Use commas to clarify meaning or avoid ambiguity.  Link clauses in sentences using a range of subordinating & coordinating conjunctions.  Use verb phrases to create subtle differences (e.g. she began to run). | Use semi-colon, colon or dash to mark the boundary between independent clauses.  Use colon to introduce a list & semi colon within a list.  Use correct punctuation of bullet points.  Use hyphens to avoid ambiguity.  Use ellipses to create suspense.  Use full range of punctuation matched to requirements of text type. |
| **Paragraphing** | Write demarcated sentences *[as introduction to paragraphs].* | Write a sequence of sentences to form a short narrative *[as introduction to paragraphs].* | Write under headings  Group ideas into basic paragraphs. | Group ideas into basic paragraphs.  Write under headings & sub-headings. | Use paragraphs to organised ideas around a theme.  Use connecting adverbs to link paragraphs. | Consistently organise writing into paragraphs.  Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). | Use wide range of devices to build cohesion within and across paragraphs.  Use paragraphs to signal change in time, scene, action, mood or person. |
| **Handwriting** | Use modified tripod and comfortable grip.  Write name (correct upper & lower case).  Use correct letter formation for familiar words.  Begin to leave clear spaces between words.  Write digits 0 to 9. | Use correct formation of lower-case letters – finishing in right place.  Use correct formation of capital letters.  Use correct formation of digits.  Leave clear spaces between words. | Write lower case letters the correct size relative to one another.  Show evidence of the beginnings of diagonal & horizontal strokes to join.  Writing appropriately spaced. | Increase legibility, consistency and fluency.  Use horizontal and diagonal strokes to join letters, except joining from s.  Consider the size and spacing of ascenders and descenders when writing.  Begin to ensure consistency across pieces of writing. | | Write legibly, fluently and with increasing speed.  Choose writing implements appropriate to the writing task.  Writing should be consistent across pieces of writing and control maintained. | |