

EYFS	Writing Goals
30-50 months	<ul style="list-style-type: none"> <li>- Sometimes gives meaning to marks as they draw and paint.</li> <li>- Ascribes meanings to marks that they see in different places.</li> <li>- (Moving and Handling ELG) Draws lines and circles using gross motor movements.</li> <li>- (Moving and Handling ELG) Holds pencil near point between first two fingers and thumb and uses it with good control, no longer using whole-hand grasp.</li> <li>- (Moving and Handling ELG) Can copy some letters, e.g. letters from their name.</li> </ul>
40-60 months	<ul style="list-style-type: none"> <li>- Gives meaning to marks they make as they draw, write and paint.</li> <li>- Begins to break the flow of speech into words.</li> <li>- Continues a rhyming string.</li> <li>- Hears and says the initial sound in words.</li> <li>- Can segment the sounds in simple words and blend them together.</li> <li>- Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>- Writes own name and other things such as labels, captions.</li> <li>- Attempts to write short sentences in meaningful contexts.</li> <li>- Shows a preference for a dominant hand.</li> <li>- Begins to use anticlockwise movement and retrace vertical lines.</li> <li>- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>
ELG	<ul style="list-style-type: none"> <li>- Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>- They also write some irregular common words.</li> <li>- They write simple sentences which can be read by themselves and others.</li> <li>- Some words are spelt correctly and others are phonetically plausible</li> </ul>

	<b>Handwriting</b>	<b>Phonics and Spelling</b>	<b>Composition</b>	<b>Vocabulary, Grammar and Punctuation</b>	<b>Grammatical Terminology</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>- Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>- Form digits 0-9.</li> <li>- Begin to form capital Letters.</li> <li>- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>- Understand which letters belong to which handwriting 'families' and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>- Make plausible attempts at spelling words containing each of the 40+ phonemes already taught.</li> <li>- Spell many Year 1 common exception words.</li> <li>- Spell the days of the week.</li> <li>- Name the letters of the alphabet in order.</li> <li>- Use letter names to distinguish between alternative spellings of the same sound.</li> <li>- Use regular plural noun suffixes –s or –es (e.g. dog-dogs, wish-wishes)</li> <li>- Use the prefix un–</li> <li>- Use –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> </ul>	<ul style="list-style-type: none"> <li>- Leave spaces between words.</li> <li>- Join words and join clauses using 'and'.</li> <li>- Sequence sentences to form narratives.</li> <li>- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>- Write sentences by:               <ul style="list-style-type: none"> <li>● Saying out loud what they are going to write about.</li> <li>● Composing a sentence orally before writing it.</li> <li>● Re-reading what they have written to check that it makes sense.</li> <li>● Discuss what they have written with the teacher or other pupils.</li> <li>● Read their writing aloud, clearly enough to be heard</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>- Use a capital letter for proper nouns (names of people, places, the days of the week), and the personal pronoun 'I'.</li> <li>- Join words and join clauses using 'and'.</li> <li>- Learn the grammatical terminology for Year 1 and use it correctly in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Letter</li> <li>- Capital letter</li> <li>- Word</li> <li>- Singular</li> <li>- Plural</li> <li>- Sentence</li> <li>- Punctuation</li> <li>- Full stop</li> <li>- Question mark</li> <li>- Exclamation mark</li> </ul>

			<p>by their peers and the teacher.</p>		
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>- Form lower-case letters of the correct size relative to one another.</li> <li>- Form capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters.</li> <li>- Use spacing between words that reflects the size of the letters.</li> <li>- Use the diagonal and horizontal strokes needed to join some letters and understand which letters, when adjacent to one another, are best left unjoined.</li> </ul>	<ul style="list-style-type: none"> <li>- Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> <li>- Spell many common exception words.</li> <li>- Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</li> <li>- Distinguish between homophones and near-homophones.</li> <li>- Learn to use the possessive apostrophe (singular)</li> <li>- Learn to spell more words with contracted forms.</li> <li>- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> </ul>	<ul style="list-style-type: none"> <li>- Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others (real and fictional).</li> <li>• Writing about real events.</li> <li>• Writing poetry.</li> <li>• Writing for different purposes.</li> </ul> </li> <li>- Consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about.</li> <li>• Write down ideas and/or key words, including new vocabulary.</li> <li>• Encapsulating what they want to say, sentence by sentence.</li> </ul> </li> <li>- Make simple additions, revisions and corrections to their own writing by:</li> </ul>	<ul style="list-style-type: none"> <li>- Use expanded noun phrases to describe and specify.</li> <li>- Write sentences with different forms: statement, question, exclamation, command.</li> <li>- Use the present and past tenses correctly and consistently including the progressive form.</li> <li>- Use subordination (using when, if, that, or because) and coordination (using or, and, or but)</li> <li>- Include some features of written Standard English.</li> <li>- Use suffixes to form new words (-ful, -er, -ness).</li> <li>- Use sentence demarcation.</li> <li>- Use commas in lists.</li> </ul>	<ul style="list-style-type: none"> <li>- Noun</li> <li>- Noun phrase</li> <li>- Statement</li> <li>- Question</li> <li>- Exclamation</li> <li>- Command</li> <li>- Compound</li> <li>- Adjective</li> <li>- Verb</li> <li>- Suffix</li> <li>- Adverb tense (past, present)</li> <li>- Apostrophe</li> <li>- Comma</li> </ul>



			<ul style="list-style-type: none"><li>• Evaluating their writing with the teacher and other pupils.</li><li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li><li>• Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</li><li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li></ul> <p>- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>- Use apostrophes for omission &amp; singular possession.</p> <p>- Demarcating sentences with: capital letters and full stops and using question marks correctly when required.</p>	
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	<b>Handwriting</b>	<b>Spelling</b>	<b>Composition</b>	<b>Vocabulary, Grammar and Punctuation</b>	<b>Grammatical Terminology</b>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Begin to increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<ul style="list-style-type: none"> <li>- Spell some of the Y3/4 common exception words correctly.</li> <li>- Spell words with a range of prefixes e.g. un, dis, mis, in, super, auto, anti.</li> <li>- Spell further homophones.</li> <li>- Spell words that are often misspelt.</li> <li>- Use further prefixes and suffixes and understand how to add them.</li> <li>- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> <li>- Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to use paragraphs around a theme.</li> <li>- Use headings and subheadings to aid presentation.</li> <li>- Write for a range of purposes and audiences (engaging the reader) including a short story.</li> <li>- Create settings, characters and plot in narratives.</li> <li>- Proofread for spelling and punctuation errors.</li> <li>- Plan their writing by discussing and recording ideas.</li> <li>- Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>- Use conjunctions (i.e. when, before, after, while), adverbs (e.g. next, soon, then) or prepositions (e.g. before, after, during) to express time and place to extend the range of sentences.</li> <li>- Begin to use inverted commas for direct speech.</li> <li>- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>- Express time, place and cause using conjunctions, adverbs and prepositions.</li> <li>- Use the present perfect form of verbs instead of the simple past.</li> <li>- Form nouns using prefixes (super-, anti-).</li> </ul>	<ul style="list-style-type: none"> <li>- Preposition</li> <li>- Conjunction</li> <li>- Word family</li> <li>- Prefix</li> <li>- Clause</li> <li>- Subordinate clause</li> <li>- Direct speech</li> <li>- Consonant</li> <li>- Consonant letter</li> <li>- Vowel</li> <li>- Vowel letter</li> <li>- Inverted commas (or 'speech marks')</li> <li>- Adverb</li> </ul>



			<ul style="list-style-type: none"> <li>- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>- Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the correct form of 'a' or 'an'.</li> <li>- Word families based on common words (solve, solution, dissolve and insoluble).</li> </ul>	
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>- Increase the legibility, consistency and quality of their handwriting, (for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</li> </ul>	<ul style="list-style-type: none"> <li>- Spell most of the Y3/4 common exception words correctly.</li> <li>- Spell words with a range of suffixes e.g. ly, tion, ous.</li> <li>- Spell further homophones.</li> <li>- Spell words that are often misspelt.</li> <li>- Use further prefixes and suffixes and understand how to add them.</li> <li>- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> <li>- Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>- Write effectively for a range of purposes and audiences, engaging the reader by using a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>- Organise paragraphs around a theme.</li> <li>- Achieve cohesion by effectively using a range of fronted adverbials, using a comma after fronted adverbials.</li> <li>- Proofread for spelling and punctuation errors, independently using the dictionary/word banks using the first 2 or 3 letters of a word.</li> </ul>	<ul style="list-style-type: none"> <li>- Extend a range of sentences by using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</li> <li>- Standard English forms used mostly correctly for verb inflections (for example, we were instead of we was, or I did instead of I done).</li> <li>- Use inverted commas and other punctuation to indicate direct speech (for example, a comma after the</li> </ul>	<ul style="list-style-type: none"> <li>- Determiner</li> <li>- Pronoun</li> <li>- Possessive pronoun</li> <li>- Adverbial</li> </ul>

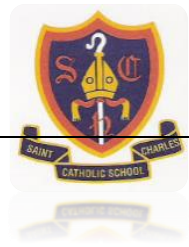


			<ul style="list-style-type: none"> <li>- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>- Assess the effectiveness of their own and others' writing and suggest improvements.</li> <li>- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>- Proofread for spelling and punctuation errors.</li> <li>- Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<p>reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").</p> <ul style="list-style-type: none"> <li>- Use apostrophes to mark plural possession (for example, the girl's name, and the girls' name).</li> <li>- Use fronted adverbials and commas after the fronted adverbial.</li> <li>- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> </ul>	
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of suffixes or prefixes taught In year 5 (e.g. Convert nouns or adjectives into verbs using suffixes for example, -ate; -ise; -ify), Verb prefixes (for example, dis-, de-, mis-, over- and re-).</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect understanding of the audience and purpose of their writing by selecting appropriate vocabulary and grammar, using further organisational and presentational devices to</li> </ul>	<ul style="list-style-type: none"> <li>- Use brackets, dashes or commas to indicate parenthesis.</li> </ul>	<ul style="list-style-type: none"> <li>- Modal verb</li> <li>- Relative pronoun</li> <li>- Relative clause</li> <li>- Parenthesis</li> <li>- Bracket</li> <li>- Dash</li> </ul>



<p>- Choosing the writing implement that is best suited for a task.</p>	<p>- Spell many year 5/6 spelling words.</p> <p>- Spell some words with 'silent' letters.</p> <p>- Continue to distinguish between homophones and other words which are often confused.</p> <p>- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>- Use dictionaries to check the spelling and meaning of words.</p> <p>- Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>- Use a thesaurus.</p>	<p>structure text and to guide the reader (for example, headings, bullet points, underlining), when needed.</p> <p>- Proofread for spelling and punctuation errors, using a dictionary to check spelling and meaning of words.</p> <p>- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>- Plan writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>- Draft writing by:</p> <ul style="list-style-type: none"> <li>● Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>● In narratives, describing settings, characters and</li> </ul>	<p>- Use commas to clarify meaning or avoid ambiguity.</p> <p>- Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>- Indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must).</p> <p>- Using expanded noun phrases to convey complicated information concisely.</p> <p>- Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>- Use the perfect form of verbs to mark relationships of time and cause</p> <p>- Convert nouns or adjectives into verbs.</p> <p>- Use verb prefixes.</p>	<p>- Cohesion</p> <p>- Ambiguity</p>
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atmosphere and integrating dialogue to convey character and advance the action.

- *Précising longer passages.*
- *Use devices to build cohesion within a paragraph (for example, then, after that, this, firstly).*
- *Link ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly) or tense choices (for example, he had seen her before).*

- *Edit writing by:*

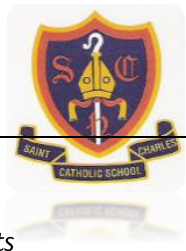
- *Assessing the effectiveness of their own and others' writing.*
- *Proposing changes to vocabulary, grammar and punctuation to*

- *Use devices to build cohesion, including adverbials of time, place and number.*

- *Use commas to clarify meaning or avoid ambiguity in writing.*



			<p>enhance effects and clarify meaning.</p> <ul style="list-style-type: none"> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>• Proofread for spelling and punctuation errors.</li> </ul> <p>- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>		
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>- Maintain legibility in joined handwriting when writing at speed.</li> <li>- Choosing the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>- Spell correctly most words from the Year 5 / 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li> <li>- Spell some words with 'silent' letters.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>- Write effectively for a range of purposes and audiences,</li> </ul>	<ul style="list-style-type: none"> <li>- Use expanded noun phrases to convey complicated information concisely.</li> <li>- Use modal verbs or adverbs to indicate degrees of possibility.</li> </ul>	<ul style="list-style-type: none"> <li>- Subject</li> <li>- Object</li> <li>- Active</li> <li>- Passive</li> <li>- Synonym</li> <li>- Antonym</li> <li>- Ellipsis</li> <li>- Hyphen</li> </ul>



		<ul style="list-style-type: none"> <li>- Continue to distinguish between homophones and other words which are often confused.</li> <li>- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> <li>- Use a thesaurus.</li> <li>- Use dictionaries to check the spelling and meaning of words.</li> <li>- Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</li> </ul>	<p>selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).</p> <ul style="list-style-type: none"> <li>- In narratives, describe settings, characters and atmosphere.</li> <li>- Integrate dialogue in narratives to convey character and advance the action.</li> <li>- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>- When planning written work note and develop initial ideas, drawing on reading and research where necessary.</li> </ul> <p>When drafting written work:</p> <ul style="list-style-type: none"> <li>• Select appropriate grammar and vocabulary, understanding how such choices can</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>- Use passive verbs to affect the presentation of information in a sentence.</li> <li>- Use the perfect form of verbs to mark relationships of time and cause.</li> <li>- Understand differences in informal and formal language.</li> <li>- Understand and apply synonyms and antonyms.</li> <li>- Use further cohesive devices such as grammatical connections and adverbials.</li> <li>- Use of ellipsis.</li> <li>- Use hyphens to avoid ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>- Colon</li> <li>- Semi-colon</li> <li>- Bullet points</li> </ul>
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			<p>change and enhance meaning.</p> <ul style="list-style-type: none"><li>● In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li><li>● Précising longer passages.</li><li>● Use a wide range of devices to build cohesion within and across paragraphs.</li><li>● Use further organisational and presentational devices to structure text and to guide the reader.</li></ul> <p>- When editing written work:</p> <ul style="list-style-type: none"><li>● Assess the effectiveness of their own and others' writing.</li><li>● Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li></ul>	<ul style="list-style-type: none"><li>- Use semicolons, colons or dashes to mark boundaries between independent clauses.</li><li>- Use a colon to introduce a list punctuating bullet points consistently.</li><li>- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</li><li>- Use verb tenses consistently and correctly throughout their writing.</li></ul>	
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			<ul style="list-style-type: none"><li>• <i>Ensure the consistent and correct use of tense throughout a piece of writing.</i></li><li>• <i>Ensure the correct subject and verb agreement is used when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</i></li><li>• <i>Proofread for spelling and punctuation errors.</i></li></ul> <p><i>- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</i></p>		
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