

Charmouth Primary School

Writing Year 1

Transcription	I can spell my word list accurately.
Transcription	I can spell some unusual words correctly.
Transcription	I can spell the days of the week.
Transcription	I know the names of all the letters of the alphabet in order.
Transcription	I know some sounds can be spelled in different ways using different letters.
Transcription	I use word endings such as -s and -es to change a word to mean more than one.
Transcription	I know how to add un- at the beginning of a word to create a new word.
Transcription	I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper.
Transcription	I can spell the words correctly in my Year 1 spelling list.
Transcription	I can write out a sentence told to me by my teacher.
Handwriting	When writing, I sit and hold a pencil correctly.
Handwriting	I can write some of my letters correctly, starting and finishing in the right place.
Handwriting	I can write some capital letters.
Handwriting	I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.
Handwriting	I can tell you how some letters are similar and can be put into groups.
Composition	Before I write a sentence, I can say out loud what I am going to write.
Composition	I can think of and say a sentence before I write it.
Composition	I can write a text by thinking of a list of sentences in the order I need.
Composition	I check my sentences make sense by re-reading them.
Composition	I can discuss what I have written with the teacher or my friends.
Composition	I can read aloud my own writing so my friends and the teacher can hear me.
V G P	When I write, I leave spaces between my words.
V G P	I can add together two sentences using 'and'.
V G P	I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.
V G P	I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.
V G P	I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.
V G P	I can add endings such as -ing and -ed to words to make new words.
V G P	I understand how adding un to the beginning of some words changes the word to mean the opposite.
V G P	I know that words can be put together to build sentences.
V G P	I can use the grammar rules set out in my grammar list.

Charmouth Primary School	
Writing Year 2	
Transcription	I can spell words correctly by saying them out loud.
Transcription	I am learning new ways for spelling words which sound the same but have different meanings.
Transcription	I know how to spell words that do not follow a spelling pattern.
Transcription	I can spell more words by using 'rules' I already know.
Transcription	I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.
Transcription	I can show I know the difference between homophones and near-homophones in my spelling.
Transcription	I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.
Transcription	I can spell the words correctly in my Year 2 spelling list.
Transcription	I can write out a sentence told to me by my teacher and use the correct punctuation.
Handwriting	When I write, my letters are the same size.
Handwriting	I am learning which letters to join up in my handwriting, and which ones are best left unjoined.
Handwriting	I can write letters and numbers that are the right way round and the right size.
Handwriting	I know where to leave spaces between words.
Composition	I am beginning to write stories about things that have happened to me or other people.
Composition	I am able to write longer stories about real things that have happened.
Composition	I can write my own poems.
Composition	I like to write for different purposes, for example, for my teacher, myself or for a class assembly.
Composition	Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.
Composition	I think about what I am going to write by writing down my ideas and important words which will help me.
Composition	I can write down brief descriptions about what I want to include in my writing, before I begin.
Composition	I can make changes in my writing by listening to what others have to say about it.
Composition	Once finished, I will re-read my work to make sure it makes sense.
Composition	I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.
Composition	I can read aloud my work in a way which helps people understand it.
V G P	I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.
V G P	I can use commas correctly when making a list of things.
V G P	I can use an apostrophe to show where some letters are missing from a word

	or to say when something belongs to someone. For example, I'll means I will.
V G P	I am learning to write sentences which convey different meaning for different purposes.
V G P	I am able to write more interesting sentences by adding further detail.
V G P	I try to write in the present or past tense when writing.
V G P	I can use words such as when, if, that, because, or, and or but when I write sentences.
V G P	I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.
V G P	I can add -ful and -less to words to make adjectives.
V G P	I know what changes happen to the meaning of words when I add -er, -est and -ly to words.
V G P	When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.

Charmouth Primary School	
	Writing Years 3 and 4
Transcription	I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.
Transcription	I can spell an increasing number of homophones.
Transcription	I am able to spell words that are often misspelt.
Transcription	I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.
Transcription	When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.
Transcription	I can write simple sentences from memory that have been dictated to me, using the correct punctuation.
Handwriting	In handwriting, I know which letters are appropriate to join.
Handwriting	My joined handwriting is legible with all letters the same height and the correct distance apart from each other.
Composition	I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.
Composition	I am able to use ideas to plan my writing.
Composition	I am using an increasing range of sentence structures and richer vocabulary in my writing.
Composition	I can draft my work into paragraphs.
Composition	I can organise my writing using different settings, characters and plot.
Composition	I can organise my writing by using headings and sub-headings.
Composition	I can edit my own work and that of others and add improvements to the texts.
Composition	I can edit written work to improve the use of grammar.
Composition	When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.
Composition	I can read my writing out to an audience in an interesting and clear manner.
	Writing Year 3
V G P	I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.
V G P	I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.
V G P	I can use the grammar rules set out in my grammar list.
V G P	I can use conjunctions, adverbs and prepositions to express time and cause in my writing.
V G P	I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.
V G P	I know when to use 'a' or 'an' depending on what the next word begins with.
V G P	I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.

V G P	I group ideas I write about into paragraphs.
V G P	I use headings and sub-headings to structure and present my work.
V G P	I know that inverted commas are used to open and close what some one is saying in a text.

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	Writing Years 3 and 4
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Transcription	I am able to spell words that are often misspelt.
Transcription	I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.
Transcription	When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.
Transcription	I can write simple sentences from memory that have been dictated to me, using the correct punctuation.
Handwriting	In handwriting, I know which letters are appropriate to join.
Handwriting	My joined handwriting is legible with all letters the same height and the correct distance apart from each other.
Composition	I plan my writing by looking at similar texts I have written before – discussing the structure and vocabulary.
Composition	I am able to use ideas to plan my writing.
Composition	I am using an increasing range of sentence structures and richer vocabulary in my writing.
Composition	I can draft my work into paragraphs.
Composition	I can organise my writing using different settings, characters and plot.
Composition	I can organise my writing by using headings and sub-headings.
Composition	I can edit my own work and that of others and add improvements to the texts.
Composition	I can edit written work to improve the use of grammar.
Composition	When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.
Composition	I can read my writing out to an audience in an interesting and clear manner.
	Writing Year 4
V G P	I use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.
V G P	I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.
V G P	I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.
V G P	I know I should not write in the same way that I talk.
V G P	I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.
V G P	I can punctuate speech in a text.
V G P	I can talk about my work using the learning from my Year 4 grammar list.
V G P	I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.

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Writing Years 5 and 6	
Transcription	I add prefixes and suffixes using the rules we have worked on in class.
Transcription	I can spell some words that include silent letters, such as knight, psalm and solemn.
Transcription	I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').
Transcription	I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.
Transcription	I use a dictionary to check how words are spelled and what words mean.
Transcription	I use the first three or four letters of a word to quickly find it in a dictionary.
Transcription	I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.
Handwriting	I make sure others can read my handwriting and decide whether or not to join specific letters.
Handwriting	I choose the writing tool that is best suited for a task.
Composition	I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.
Composition	I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.
Composition	I plan my writing by considering how other authors have developed characters and settings.
Composition	I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
Composition	I review my work to further describe and develop settings, characters and the narrative atmosphere.
Composition	I can precis a longer passage to create a short text with the same meaning.
Composition	I use themes and details across my texts to help link paragraphs together into a flow of text.
Composition	I use headings, bullet points and underlining to structure and guide a reader through my writing.
Composition	I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.
Composition	I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.
Composition	I ensure I use the consistent and correct use of tense throughout a piece of writing.
Composition	I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.
Composition	I proof-read my work to correct spelling and punctuation mistakes.
Composition	I read aloud my own work so the meaning is clear, fluent and flows correctly.
Writing Year 5	

V G P	I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.
V G P	I use brackets, dashes or commas to create an explanation section in a sentence.
V G P	I can talk about my work using the learning from my Year 5 grammar list.
V G P	I begin sentence clauses with who, which, where, when, whose, that or with.
V G P	I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].
V G P	I understating a range of verb prefixes (such as dis-, de-, mis-, over- and re-).
V G P	I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.
V G P	I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].
V G P	I use commas to structure my sentences and clarify the meaning of a text.

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Writing Years 5 and 6	
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Transcription	I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.
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Handwriting	I choose the writing tool that is best suited for a task.
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Composition	I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.
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Composition	I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
Composition	I review my work to further describe and develop settings, characters and the narrative atmosphere.
Composition	I can precis a longer passage to create a short text with the same meaning.
Composition	I use themes and details across my texts to help link paragraphs together into a flow of text.
Composition	I use headings, bullet points and underlining to structure and guide a reader through my writing.
Composition	I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.
Composition	I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.
Composition	I ensure I use the consistent and correct use of tense throughout a piece of writing.
Composition	I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.
Composition	I proof-read my work to correct spelling and punctuation mistakes.
Composition	I read aloud my own work so the meaning is clear, fluent and flows correctly.
Writing Year 6	

V G P	I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.
V G P	I can write out formal speech or texts using appropriate vocabulary.
V G P	I use passive verbs to affect the focus of information in a sentence – for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.
V G P	I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).
V G P	I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.
V G P	I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.
V G P	I mark out separate clauses in a sentences by using a semi-colon or colon.
V G P	I use a colon to indicate the beginning of a list.
V G P	I use bullet points accurately when constructing a list.
V G P	I can talk about my work using the learning from my Year 6 grammar list.

	Writing KS3
Composition	Writing for a wide range of purposes and audiences, including well structured formal expository and narrative essays.
Composition	Writing for a wide range of purposes and audiences, including stories, scripts, poetry and other imaginative writing.
Composition	Writing for a wide range of purposes and audiences, including notes and polished scripts for talks and presentations.
Composition	Writing for a wide range of purposes and audiences, including a range of narrative and non-narrative texts, including arguments, and personal and formal letters.
Composition	Summarising and organising material, and supporting ideas and arguments with any necessary factual detail.
Composition	Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.
Composition	Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.
Composition	Considering how their writing reflects the audiences and purposes for which it was intended.
Composition	Amending the vocabulary, grammar, punctuations and structure of their writing to improve its coherence and overall effectiveness.
Composition	Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in Appendix 1 to the KS1 and KS2 programmes of study.
V G P	Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts.
V G P	Studying the effectiveness and impact of the grammatical features of the texts they read.
V G P	Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.
V G P	Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.
V G P	Using Standard English confidently in their own writing and speech.
V G P	Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.