Writing			Writing		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Regular plural noun suffixes –s or	Word	Word Formation of nounc using a range	Word	Converting pouns or adjectives	Word
-es [for example, dog, dogs; wish, wishes],	use suffixes -ful, ness,	Formation of nouns using a range of prefixes [for example <i>super</i> –, anti–, auto–]	plural and possessive <i>-s</i>	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	Use vocabulary for formal speech/informal speech as appropriate
Suffixes added to verbs where no change is needed in the spelling of root words (<i>helping</i> , <i>helped</i>)	use suffix -ly to make adjectives	open boxl	Standard English forms for verb inflections (we were instead of we was, or I did instead of I done)	Verb prefixes [for example, dis–, de–, mis–, over– and re–]	
Sentence	Sentence	Sentence	Sentence	Sentence	Sentence
How words can combine to make	that, because) and co-ordination	Expressing time, place and cause using conjunctions [for example, when before after while so	nouns and preposition phrases	begin relative clauses with who, which, where, when, whose, that,	Use passive voice eg:the greenhouse was broken (by me)
	I(using or, and, but)	hecausel	(e.g. the strict maths teacher with curly hair) instead of the teacher	or an omitted relative pronoun	
	· · · · · · · · · · · · · · · · · · ·		news.]	Indicates degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)	know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (the use of question tags: eg:He's your friend, isn't he?
	Inatterns in a sentence indicate	or prepositions [for example, before, after, during, in, because	extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although		use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]
Text	Text	Text	Text	Text	Text
Sequence sentences to form short narratives	lot present tense and past tense		use paragraphs to organise ideas	use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	link ideas across paragraphs using a wider range of cohesive devices : (eg:the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
	Imark actions in progress itor	Headings and sub-headings to aid	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid	link ideas across paragraphs using adverbials of time [later], place [nearby] and number [secondly] or tense choices [he had seen her before]	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
		Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]		in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	 ensure the consistent & correct use of tense throughout ensure correct subject and verb agreement when using singular and plural
Punctuation	Punctuation	Punctuation	Punctuation	Punctuation	Punctuation
Sonarato Morde with snacos		Introduction to inverted commas to punctuate direct speech	'	use brackets, dashes or commas to indicate parenthesis	use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]
(Beginning to)use capital letters, full stops, question marks and exclamation marks to demarcate sentences	Commas to separate items in a list		Inassession Itar example the airl's	use commas to clarify meaning or avoid ambiguity	Use of the colon to introduce a list and use of semi-colons within lists
1	Apostrophes to mark where letters are missing in spelling		use commas after fronted adverbials		Punctuation of bullet points to list information
	Apostrophes to mark singular possession in nouns [for example, the girl's name]				hyphens used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Handwriting	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
	form lower-case letters of the correct size relative to one another			write legibly, fluently and with increasing speed	
form capital letters	start using some of the diagonal & horizontal strokes needed to join letters & understand which letters are best left unjoined	increase the legibility, consistency and quality of their handwriting	ensure that the downstrokes of letters are parallel and equidistant,		
form digits 0-9		lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not			
	lower-case letters	touch			
Editing	use spacing between words that reflects the size of the letters Editing	Editing	Editing	Editing	Editing
	reread to check that their writing				
re-read what is written to check that it makes sense	lindicate time are used correctly		'	proofread for spelling and punctuation errors	proofread for spelling and punctuation errors
	proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)		propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences		propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning