

	Year One
1	I can spell words containing each of the letter sounds I have been taught.
2	I can name the letters of the alphabet in order.
3	I can write the correct spellings in simple sentences I hear my teacher say.
4	I can write lower-case letters in the correct direction, starting and finishing in the right place.
5	I can join my sentences together to make a story.
6	I can read my sentence and check that it makes sense.
7	I can use capital letters, full stops, question marks and exclamation marks at the end of sentences.

	Year Two
1	I can break down spoken words into their sounds and write them mostly correctly.
2	I can learn new spellings by using words I already know how to spell E.g. match, catch, thatch.
3	I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters.
4	I can write for different purposes, writing long and short pieces of work.
5	I can plan my writing by writing down my ideas or talking about them for each sentence.
6	I can proof read my work and check for spelling, punctuation and grammar errors.
7	I can add these letter groups to the end of words: -er, -est, -ly E.g. smoother, smoothest, smoothly.
8	I can use these words in my writing: when, if, that, because, or, but.
9	I can use the correct tense in my writing.
10	I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end.
11	I can use commas when I am writing a list.

	Year Three
1	I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.
2	I can draft and write descriptive work that creates settings, characters and plots.
3	I can proof read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed.
4	I can understand when to use 'a' or 'an' in front of a word.
5	I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of etc.
6	I can use headings and sub-headings.
7	I can use the present perfect form of verbs E.g. 'He has gone out to play' contrasted with 'He went out to play'.
8	I can use speech marks correctly.

	Year Four
1	I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.
2	I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.
3	I can proof read my writing for spelling and use of punctuation.
4	I can use the correct form of the verb inflection E.g. we were instead of we <i>was</i> .
5	I can use an adverbial phrase at the start of a sentence E.g. Later that day , I heard the bad news.
6	I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated. E.g. Jack had a suspicious look on his face; he was clearly up to mischief.
7	I can use inverted commas and other punctuation to indicate direct speech E.g. The conductor shouted, ' Sit down! '

	Year Five
1	I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.
2	I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood.
3	I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing E.g. letter, leaflet, information text, instructions.
4	I can mark and edit work to have the correct tense throughout.
5	I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose.
6	I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify E.g. elasticate, standardise, solidify.
7	I can indicate degrees of possibility using adverbs E.g. perhaps, surely, or modal verbs E.g. might, should, will, must.
8	I can use devices to build cohesion within a paragraph E.g. then, after that, this, firstly.
9	I can use commas to make my writing clear to the reader.

Year Six	
1	I can use dictionaries to check the spelling and meaning of words.
2	I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.
3	I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.
4	I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.
5	I can mark and edit work to have the correct tense throughout.
6	I can read work looking for spelling errors and correct them using a dictionary.
7	I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.
8	I can use the passive to affect the presentation of information in a sentence E.g. The children are taught by an old, angry teacher.
9	I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.
10	I can use the colon to introduce a list and use semi-colons within lists.
11	I can use bullet points to list information.