

## Stage 1 learning in Writing

(Expected understanding by the end of stage 1)

1	<ul style="list-style-type: none"> <li>• Spell some red words accurately</li> </ul>
2	<ul style="list-style-type: none"> <li>• Spell the days of the week</li> </ul>
3	<ul style="list-style-type: none"> <li>• Name the letters of the alphabet in order</li> </ul>
4	<ul style="list-style-type: none"> <li>• Use letter names to distinguish between alternative spellings of the same sound</li> </ul>
5	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> </ul>
6	<ul style="list-style-type: none"> <li>• Form capital letters</li> </ul>
7	<ul style="list-style-type: none"> <li>• Form digits 0-9</li> </ul>
8	<ul style="list-style-type: none"> <li>• Understand which letters belong to which handwriting 'families'</li> </ul>
9	<ul style="list-style-type: none"> <li>• Re-read my sentences to check what I have written makes sense</li> </ul>
10	<ul style="list-style-type: none"> <li>• Talk to my teacher and friends about what I have written</li> </ul>
11	<ul style="list-style-type: none"> <li>• Leave spaces between words</li> </ul>
12	<ul style="list-style-type: none"> <li>• Use 'and' to join sentences and ideas</li> </ul>
13	<ul style="list-style-type: none"> <li>• Use capital letters and full stops</li> </ul>
14	<ul style="list-style-type: none"> <li>• Use capital letters for proper names</li> </ul>
15	<ul style="list-style-type: none"> <li>• Sometimes use question marks and exclamation marks</li> </ul>

## Stage 2 learning in writing

(Expected understanding by the end of stage 2 - plus all of stage 1)

1	Sound out to spell
2	Choose the right homophones
3	Plan my work before writing
4	Improve my writing using green pen
5	Use the possessive apostrophe
6	Use suffixes -er, -est and -ly to spell words
7	Start using some of the diagonal and horizontal strokes needed to join letters
8	Know which letters should be unjoined in handwriting
9	Use sensible spaces between words depending on the size of my writing
10	Think, say, write a sentence
11	Read my work back with expression
12	Use expanded noun phrases
13	Use conjunctions to join ideas: 'and', 'or' and 'but' 'when', 'where', 'if', 'that' and 'because'
14	Use capital letters, full stops, question marks, exclamation marks
15	Use commas for lists

## Stage 3 learning in writing

(Expected understanding by the end of stage 3 - plus all of stages 1-2)

1	Spell an increasing number of homophones
2	Spell the Yr 3 tricky words
3	I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.
4	In handwriting, I know which letters are appropriate to join.
5	My joined handwriting is legible with all letters the same height and the correct distance apart from each other.
6	Use the first two or three letters of a word to check its spelling in a dictionary
7	Use the right TOTT for a piece of writing
8	Use ISPACE to start sentences in different ways
9	Choose and use the best vocabulary
10	Draft my work in paragraphs
11	Organise my writing by using headings and sub-headings.
12	Improve my writing using Success Criteria
13	Read my writing out to an audience in an interesting and clear manner.
14	Use 'when, if, because, although' to extend sentences
15	Use adverbs
16	Use some prepositions to express time and cause
17	Know when to use 'a' or 'an'
18	Use prefixes 'super' and 'anti'
19	Use inverted commas to punctuate direct speech

## Stage 4 learning in writing

(Expected understanding by the end of stage 4 - plus all of stages 1-3)

1	Spell the tricky Yr 4 words
2	Show I know how to correctly use the possessive apostrophe with plural nouns in my writing.
3	Spell prefixes and suffixes from the Year 4 list
4	Use the first two or three letters of a word to check its spelling in a dictionary
5	Achieve the scribe certificate
6	I plan my writing by looking at similar texts I have written before -discussing the structure and vocabulary.
7	Independently use a range of sentence structures for effect
8	Use a thesaurus to choose the best words
9	Draft my paragraphs around a theme
10	Use an increasing range organisational features in non-fiction writing
11	Improve my own and others' writing using SC
12	Underline words I think I have misspelt
13	Avoid repetitive use of pronouns
14	Use commas after fronted adverbial
15	I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing
16	Use adverbs
17	Use present perfect
18	Punctuate speech in a text.
19	Spell the tricky Yr 4 words
20	Show I know how to correctly use the possessive apostrophe with plural nouns in my writing.

## Stage 5 learning in writing

(Expected understanding by the end of stage 5 - plus all of stages 1-4)

1	Spell the tricky Yr 5 words
2	Spell some words that include silent letters, such as knight, psalm and solemn.
3	Add prefixes and suffixes using the rules we have worked on in class.
4	Use a dictionary to check how words are spelled and what words mean.
5	Use the first three or four letters of a word to quickly find it in a dictionary.
6	Use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.
7	Make choices about which types of handwriting to use
8	Plan the structure of my writing by identifying the audience for my text and the purpose of the writing.
9	I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.
10	I plan my writing by considering how other authors have developed characters and settings.
11	Logically sequence paragraphs
12	Link non-fiction paragraphs using time openers
13	Make deliberate vocabulary choice for effect
14	Use a mix of dialogue and action in fiction writing
15	Use a range of non-fiction organisational and presentational features
16	Asses my own and others' writing with suggestions for improvements
17	Use punctuation for effect
18	Use the same tense throughout a piece of writing
19	Ensure verb and subject agreement
20	Use informal and formal speech
21	Convert nouns and adjectives into verbs -ate; -ise; -fy
22	use relative clauses beginning with who, which, where, when, whose,
23	Use modal verbs
24	use devices to build cohesion, including adverbials of time, place and number:
25	Use brackets, dashes or commas to indicate parenthesis
26	Use commas to clarify meaning and clarify the meaning of a text
27	<ul style="list-style-type: none"> <li>Confidently identify and summarise the main ideas in a text</li> </ul>
28	<ul style="list-style-type: none"> <li>show how language, structure and presentation all contribute to meaning in texts I read.</li> </ul>
29	<ul style="list-style-type: none"> <li>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.</li> </ul>
30	<ul style="list-style-type: none"> <li>distinguish between fact and opinion</li> </ul>

## Stage 6 learning in writing

(Expected understanding by the end of stage 6 - plus all of stages 1-5)

1	<ul style="list-style-type: none"> <li>Use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</li> </ul>
2	<ul style="list-style-type: none"> <li>I am aware that some words sound different to how they are spelt.</li> </ul>
3	<ul style="list-style-type: none"> <li>read and discuss a widening range of fiction and non-fiction</li> </ul>
4	<ul style="list-style-type: none"> <li>I am able to choose from a range of books that are set out differently but give me the information I require.</li> </ul>
5	<ul style="list-style-type: none"> <li>Make comparisons within and between books</li> </ul>
6	<ul style="list-style-type: none"> <li>Identify different genres of books</li> </ul>
7	<ul style="list-style-type: none"> <li>I will perform poems and play scripts to read aloud to keep the listener interested.</li> </ul>
8	<ul style="list-style-type: none"> <li>Self-correct words I misread.</li> </ul>
9	<ul style="list-style-type: none"> <li>ask questions about what I have read to further improve my understanding.</li> </ul>
10	<ul style="list-style-type: none"> <li>Confidently identify and summarise the main ideas in a text</li> </ul>
11	<ul style="list-style-type: none"> <li>show how language, structure and presentation all contribute to meaning in texts I read.</li> </ul>
12	<ul style="list-style-type: none"> <li>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.</li> </ul>
13	<ul style="list-style-type: none"> <li>distinguish between fact and opinion</li> </ul>
14	<ul style="list-style-type: none"> <li>I like to recommend books to my friends giving reasons for my choices</li> </ul>
15	<ul style="list-style-type: none"> <li>I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.</li> </ul>
16	<ul style="list-style-type: none"> <li>present or debate on topics I have read about, using notes if necessary.</li> </ul>
17	I am able to justify my views
18	<ul style="list-style-type: none"> <li>Use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</li> </ul>
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