



Strand	Emerging	Expected	Working towards	Y1	Greater depth	Working towards	Y2	Greater depth	Working towards	Y3	Greater depth	Working towards	Y4	Greater depth	Working towards	Y5	Greater depth	Working towards	Y6	Greater depth
Spelling	Hear initial sounds.	Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG: Writing)	Segment many spoken words into phonemes and represent these by graphemes. I can spell some common exception words.	Spell words containing the phonemes already taught (including making phonically plausible attempts at more complex words). Add prefixes and suffixes for plurals/ 3rd person singular (-s and -es) and add -ing, -ed and -est where no change to the root word is needed.	Spell most Year 1 common words and make phonetically plausible attempts at spelling unfamiliar words.	Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others. Spell some common exception words.	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Spell many common exception words.	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Spell most common exception words.	Spell many common exception words and use phonics and other knowledge of spelling to spell many KS1 words correctly.	Spell correctly words from learning in KS1, and some words from the year 3/4 spelling list, using phonics and other knowledge of spelling patterns, to spell words with increasing accuracy. Spell most common exception words.	Spell most Y3/4 statutory words correctly. Use classroom resources such as spelling dictionaries and displays to help with spelling unfamiliar words.	Spell correctly many words from previous year groups and some words from the year 3 / year 4 spelling list.	Spell correctly words from learning in previous year groups, and most words from the Y3/4 spelling list, and use phonics and morphology to spell words, beginning to use a dictionary to check spellings.	Spell correctly most words from the Y3/4 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	Spell correctly common words and many words from Y3/4 spelling lists and use phonics and other knowledge of spelling, such as morphology to spell words as accurately as possible.	Spell correctly words from learning in previous year groups, and some words from the Y5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	Spell correctly most words from the Y5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. (Y6 Exp.)	Spell correctly most words from the Y3/4 spelling list, and some words from the Y5/6 spelling list.	Spell correctly most words from the Y5/6 spelling list, and use a dictionary to check the spelling of more ambitious vocabulary.	Use a range of strategies and resources to support them when spelling unfamiliar and ambitious vocabulary (including language garnered from their reading).
Punctuation	Separate words or phrases with a gap to show a new idea or 'sentence'.	Begin to use capital letters at the start of a sentence and full stops at the end (though this may not be accurate eg. putting a full stop at the end of a line or piece of writing).	Begin to use capital letters at the start of a sentence and full stops at the end (though this may not be accurate eg. putting a full stop at the end of a line or piece of writing). (EY Exp)	Use capital letters for names of people, places, days of the week and the pronoun I. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	Consistently demarcates most sentences as well as beginning to explore a wider range of punctuation encountered in their reading (eg. commas in lists, apostrophes, inverted commas) though not necessarily accurately.	Use capital letters for names of people, places, days of the week and the pronoun I. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. (Y1 Exp)	Demarcate sentences with capital letters and full stops, and use question marks and exclamation marks correctly when required. Use commas for lists. Use apostrophes for contraction and possession (eg. I can't, Ben's socks).	In addition to spokenly using punctuation taught up to Y2 accurately, is beginning to explore a wider range of punctuation encountered in their reading (eg. brackets, apostrophes for plural possession, inverted commas) though not necessarily accurately.	Use the range of punctuation taught up to and including Y2 correctly.	Use inverted commas for direct speech. Use the range of punctuation taught up to and including Y3 mostly correctly (eg. apostrophes for possession, commas in lists).	Use the range of punctuation taught up to and including Y2 correctly.	Use the range of punctuation taught up to and including Y2/3 mostly correctly.	Use apostrophes for plural possession (The girl's names). Use a comma after a fronted adverbial. Accurately punctuate direct speech (The conductor shouted, "Sit down!"). Use the range of punctuation taught up to and including Y4 mostly correctly.	Use the range of punctuation taught up to and including Y4 correctly and begin to explore a wider range of punctuation encountered in their reading (eg. brackets, dashes and commas for parenthesis; colons and semi-colons).	Use the range of punctuation taught up to and including Y3/4 mostly correctly.	Use brackets, commas or dashes for parenthesis. Use commas to clarify meaning ('eats, shoots and leaves' or 'eats shoots and leaves').	Use the range of punctuation taught up to Y5 correctly and begin to explore a wider range of punctuation encountered in their reading (eg. brackets, dashes and commas for parenthesis; colons and semi-colons, hyphens).	Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.	Use colons, semi-colons and hyphens. Use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).	I can use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to make my meaning clear.
Grammar (conjunctions & adverbials)		(Orally) express their ideas and feelings about their experiences using full sentences, making use of conjunctions, with modelling and support from their teacher. (ELG: Speaking)	Orally express their ideas and feelings about their experiences using full sentences, making use of conjunctions, with modelling and support from their teacher. (EY Exp)	After discussion with the teacher, write in sentences and join words and clauses using 'and' in their writing.	After discussion with the teacher, write in sentences and join words and clauses using 'and' in their writing as well as a wider range of co-ordinating and subordinating conjunctions (Y2 Exp).	After discussion with the teacher, write in sentences and join words and clauses using 'and' in their writing. (Y1 Exp)	Write in full sentences and use co-ordinating conjunctions (eg. while, therefore, during, because of). (Y3 Exp)	Use more complex co-ordinating conjunctions (eg. while, therefore, during, because of) and adverbs (eg. then, next, soon, therefore) and adverbs to express time and cause. (Y4 Exp).	Write in full sentences and use co-ordinating conjunctions (eg. while, therefore, during, because of) and adverbs (eg. then, next, soon, therefore) and adverbs to express time and cause. (Y4 Exp).	Use more complex co-ordinating conjunctions (eg. while, therefore, during, because of) and adverbs (eg. then, next, soon, therefore) and adverbs to express time and cause. (Y4 Exp).	Write in full sentences and use co-ordinating conjunctions (eg. while, therefore, during, because of) and adverbs (eg. then, next, soon, therefore) and adverbs to express time and cause. (Y4 Exp).	Write in full sentences and use co-ordinating conjunctions (eg. while, therefore, during, because of) and adverbs (eg. then, next, soon, therefore) and adverbs to express time and cause. (Y4 Exp).	Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause). (Y4 Exp).	Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause). (Y4 Exp).	Write in full sentences and use co-ordinating conjunctions (eg. while, therefore, during, because of) and adverbs (eg. then, next, soon, therefore) and adverbs to express time and cause. (Y4 Exp).	Use a range of devices to build cohesion within and across paragraphs (e.g. a wide variety of conjunctions: adverbials of time and place; pronouns; synonyms), in much of their writing. (Y5 Exp)	Consistently use a range of devices to build cohesion within and across paragraphs (e.g. a wide variety of conjunctions: adverbials of time and place; pronouns; synonyms), in much of their writing. (Y6 Exp).	Write in full sentences and use co-ordinating conjunctions (eg. while, therefore, during, because of) and adverbs (eg. then, next, soon, therefore) and adverbs to express time and cause. (Y4 Exp).	Consistently use a range of devices to build cohesion within and across paragraphs (e.g. a wide variety of conjunctions: adverbials of time and place; pronouns; synonyms), in much of their writing. (Y6 Exp).	Be selective about the cohesive devices used in their writing, exercising an assured and conscious control over levels of formality, depending on the purpose and audience of the text.
Grammar (tenses)		(Orally) express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses, with modelling and support from their teacher. (ELG: Speaking)	With modelling and support, use the simple present and simple past tense accurately. (eg. I go to school. I play the drums. I went to school. I drummed. He listened.)	Use the simple present and past tense mostly correctly and consistently. Begin to include other verb forms not yet explicitly taught such as the progressive form (eg. I am going, I am drumming, He was shouting). (Y2 Exp).	Use the simple present and past tense mostly correctly and consistently. Begin to include other verb forms not yet explicitly taught such as the progressive form (eg. I am going, I am drumming, He was shouting). (Y2 Exp).	Use the simple present and past tense mostly correctly and consistently. Begin to include other verb forms not yet explicitly taught such as the progressive form (eg. I am going, I am drumming, He was shouting). (Y1/2 WT)	Use the present and past tense mostly correctly and consistently, including the progressive form (eg. I am going, I am drumming, He was shouting). (Y1 WT)	Use the present and past tense mostly correctly and consistently, including the progressive form (eg. I am going, I am drumming, He was shouting). (Y1 WT)	Use the present and past tense mostly correctly and consistently, including the progressive form (eg. I am going, I am drumming, He was shouting). (Y1/2 WT)	Use the present and past tense mostly correctly and consistently, including the progressive form (eg. I am going, I am drumming, He was shouting). (Y1/2 WT)	Use the present and past tense mostly correctly and consistently, including the progressive form (eg. I am going, I am drumming, He was shouting). (Y1/2 WT)	Use the present and past tense mostly correctly and consistently, including the progressive form (eg. I am going, I am drumming, He was shouting). (Y1/2 WT)	Use past and present tenses taught so far correctly. (eg. present perfect, past progressive), and include a wider range of these verb forms (e.g. they have been, we were going). (Y4 Exp)	Use past and present tenses taught so far correctly. (eg. present perfect, past progressive), and include a wider range of these verb forms (e.g. they have been, we were going). (Y4 Exp)	Use past and present tenses taught so far correctly. (eg. present perfect, past progressive), and include a wider range of these verb forms (e.g. they have been, we were going). (Y4 Exp)	Use the simple present and past mostly accurately. With some modelling and support, use other present and past tense forms taught so far. (Y5 Exp)	Use the simple present and past mostly accurately. With some modelling and support, use other present and past tense forms taught so far. (Y6 Exp)	Use the simple present and past mostly accurately. With some modelling and support, use other present and past tense forms taught so far. (Y6 Exp)	Use the simple present and past mostly accurately. With some modelling and support, use other present and past tense forms taught so far. (Y6 Exp)	Be selective about the verb forms used in their writing, exercising an assured and conscious control over levels of formality, depending on the purpose and audience of the text. (eg. use of the subjunctive form in a formal piece of writing).
Grammar (affixes & other)				Use suffixes and prefixes where no change is needed in the spelling of root words (eg. helping, helped, helper). Understand how the prefix un- alters the meaning of words. (eg. untie, unkind). Use regular plural noun suffixes (eg. dog-> dogs; fox -> foxes).			Use suffixes such as -ness, -er, -ful, -less, -er, -est and -ly. Use simple expanded noun phrases (eg. The beautiful, blue butterfly, plain flower, the man in the moon).			Use a or an depending on whether the word begins with a vowel or consonant. Use a range of more complex prefixes (eg. super-, anti-, auto-)			Use Standard English ('We were not 'we was', 'I did not 'I done'). Use expanded noun phrases with prepositions (eg. The friendly teacher with curly hair).			Use modal verbs (must, could) and adverbs (perhaps, surely) to indicate degrees of possibility. Use relative clauses (eg. The milkman, who was dragging his feet wearily, waved as he passed). Use suffixes to convert nouns & adjectives into verbs (eg. -ate, -fy, -ise) and use a wider range of prefixes (eg. dis-, mis-, over- and re-).			Use the passive voice (eg. The pyramid was built by the teachers). Use the subjunctive form. (eg. If they were to come... He requested that I be present throughout.)	