



EYFS

Write simple sentences which can be read by themselves and others

Year 1

Re-reading what they have written to check that it makes sense; discuss what they have written with the teacher or other pupils

Year 2

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation

Year 3&4

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proofread for spelling and punctuation errors

Year 5&6

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proofread for spelling and punctuation errors

	Autumn 1		Autumn 2		Spring 1 term		Spring 2 term		Summer	
	Grammar and punctuation focus	Spelling focus	Grammar and punctuation	Spelling focus	Grammar and punctuation focus	Spelling focus	Grammar and punctuation focus	Spelling focus	Grammar and punctuation focus	Spelling focus
EYFS	Pencil grip	First name	Letter formation (link to letters taught in handwriting)	High frequency words (first **)	Letter formation (link to letters taught in handwriting)	High frequency words (first **)	Letter formation (link to letters taught in handwriting)	High frequency words (first **)	Letter formation (link to letters taught in handwriting)	High frequency words (first 44)
Year 1	Letter formation (link to letters taught in handwriting)	High frequency words (first 44)	Letter formation (link to letters taught in handwriting)	High frequency words (first 44)	Letter formation (link to letters taught in handwriting)	High frequency words (first 100)	Letter formation (link to letters taught in handwriting)	High frequency words (first 100)	Capital letters and full-stops	High frequency words (first 100)
Year 2	Capital letters and full-stops	High frequency words (first 100)	Avoid misuse of capital letters in handwriting	High frequency words (first 200)	Capital names, places and personal pronoun	High frequency words (first 200)	Verbs are correct (present, past and progressive)	High frequency words (first 200)	Consolidate KS1 foci	
Year 3	Correct use of capital letters and full-stops	Plurals -s, -es -ies	Exclamation and question marks	Apostrophes for contraction E.g. they're, you're, we're	Effective use of adjectives (avoid overuse)	-ed verb endings	Tenses are correct present, past and progressive) e.g. when I was eating tea, the bell rang	-ing verb endings	Mix of sentence structure (including subordination)	Spelling rules -ly suffix
Year 4	Correct use of full stops (no comma splicing)	Homophones, e.g. there, their, they're	Correct use of an or a	Apostrophes for possession	Correct use of pronouns	Homophones, e.g. you're, your, we're	Commas after fronted adverbials	Suffixes	Explaining <i>when, where</i> and <i>how</i> (using prepositions, conjunctions and adverbs)	High frequency words (1 st 300)

Year 5	Correct use of full stops (no comma splicing)	High frequency words (1 st 300)	Paragraphing	Suffixes	Correct use of tense (including modals)	Prefixes	Commas to separate clauses (and in speech and embedded)	Y5/6 words (any that are used)	Ideas are linked cohesively	Y5/6 words (any that are used)
Year 6	Correct use of full stops and commas (no comma splicing)	High frequency words (1 st 300)	Subject verb agreement is correct when writing plurals	Contractions and apostrophes	Register is appropriate to the audience and purpose	Y5/6 words (any that are used)	Mix of sentence structure (,, : ; and short sentences)	Y5/6 words (any that are used)	Consolidate KS1 and KS2 foci	