

By the end of Year One...

I can use adjectives to describe.

I can use the joining word (conjunction) 'and' to link ideas and sentences.

I can use simple sentence structures.

I can use some features of different text types (although these may not be consistent).

I can write sentences in order to create short narratives and non-fiction texts.

I can re-read my writing to check that it makes sense and make suggested changes.



By the end of Year Two...

I can use progressive verb forms (-ing) to show actions in progress, e.g. she is running**ing**, he was shouting**ing**

I can write simple, coherent narratives about personal experiences and those of others (real or fictional).

I can use co-ordination (e.g. or / and / but).

I can use present and past tense mostly correctly and consistently.

I can use some subordination (e.g. when / if / that / because to join clauses)

I can write about real events, recording these simply and clearly.



By the end of Year Three...

I can maintain the correct tense (including present perfect tense) throughout a piece of writing.

I can use subordinate clauses.



I can begin to use conjunctions, adverbs and prepositions to show time, place and cause.

I can begin to organise my writing into paragraphs around a theme.

I can use 'a' or 'an' correctly most of the time.

I can make deliberate ambitious word choices to add detail.

By the end of Year Four...

I can use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.

I can expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. The strict teacher with curly hair.



I can regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.

I can consistently organise my writing into paragraphs around a theme.

I can maintain an accurate tense throughout a piece of writing.

I can use fronted adverbials, e.g. As quick as a flash, Last weekend, (usually demarcated with commas).

By the end of Year Five...

I can use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including **time** adverbials, e.g. later; **place** adverbials, e.g. nearby; and **number**, e.g. secondly

I can use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.



I can use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.

I can create paragraphs that are usually suitably linked.

By the end of Year Six...

I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using **contracted forms in dialogues** in narrative; using **passive verbs** to affect how information is presented; using **modal verbs** to suggest degrees of possibility).

I can use verb tenses consistently and correctly throughout my writing.

I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

