

Fierté Year 1 Age Expectations in Writing

Writing - composition

- 1 I can think of a sentence in my head.
- 2 I can say sentences out loud before writing them.
- 3 I can put sentences together in order to make short narratives (*real or fictional*).
- 4 I can re-read what I have written to check that it makes sense.
- 5 I can write for different purposes but may not always keep to the type of writing.
- 6 I can talk about my writing with the teacher and other pupils to check that what I have written makes sense and to make simple changes.
- 7 I can read aloud my writing clearly enough to be heard by other pupils and my teacher.

Vocabulary, Punctuation and Grammar

- 8 I use capital letters and full stops to clearly show sentences.
- 9 I am beginning to use *question marks* and *exclamation marks*.
- 10 I leave (finger) spaces between words.
- 11 I use *capital letters* for names of people, places, days of the week and I.
- 12 I use adjectives.
- 13 I can use '*and*' to join words and clauses.
- 14 I understand the words: *letter, capital letter; word, singular, plural, sentence, punctuation, full stop, question mark* and *exclamation mark*.

Spelling (Word)

- 15 I can write from memory simple sentences dictated by the teacher that include words taught by the teacher using the GPCs and common exception words I have been taught so far.
- 16 I can spell words containing the 40+ phonemes I have been taught.
- 17 I can spell the days of the week correctly.
- 18 I can name letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound.
- 19 I can spell common exceptions words from the Year 1 word list and identify the grapheme – phoneme correspondence that is different to what has been taught so far *e.g. the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our*.
- 20 I can add *-s* or *-es* to make a noun plural and explain the change in meaning *e.g. dog, dogs; wish, wishes*.
- 21 I can use the prefix *un-* and can explain how it changes the meaning of verbs and adjectives *e.g. unkind, or undoing: untie the boat*.
- 22 I can add *-ing, -ed, -er, -est* when no change is needed in the spelling or root words *e.g helping, helped, helper, eating, quicker, quickest*.
- 23 I can apply simple spelling rules I have been taught *e.g. for compound words each part of the longer word is spelt as it would be if it were on its own*.

Handwriting and presentation

- 24 I can form lower-case letters in the correct direction, starting and finishing in the right place.
- 25 I can sit correctly at a table and hold a pencil comfortably and correctly.
- 26 I can form capital letters correctly starting and finishing in the right place.
- 27 I can form the digits 0 – 9 correctly.
- 28 I understand which letters belong to which handwriting families (*the letters that are formed in similar ways*).

Fierté Year 2 Age Expectations in Writing

Writing - composition

1	I can write coherent narratives about my personal experiences and those of others (real and imaginary).
2	I can write recounts of real events I have experienced or have learnt about.
3	I can write poems based on those I have read in class.
4	I can write for different purposes in the style of the narratives, information texts, recounts and non-fiction texts I have read in class.
5	I can plan and say out loud what I want to write about.
6	I can write down my ideas, key words and new vocabulary.
7	I can evaluate my work with my teacher and my peers, adding words or phrases.
8	I can re-read my work to check verbs are used correctly and consistently.
9	I can proof read my work to check for mistakes in spelling, grammar and punctuation.
10	I can use some features of written Standard English.

Vocabulary, Punctuation and Grammar

11	I can use and understand nouns, adjectives, adverbs and verbs.
12	I can use subordination (<i>when, if, that, because</i>) and co-ordination (<i>or, and, but</i>) to create my sentences (TAF - WA).
13	I can use expanded noun phrases to add description and specification to my sentences (TAF - WA). <i>E.g. big, blue butterfly (two adjectives).</i>
14	I can compose different types of sentences e.g. a statement, a question, an exclamation or a command (TAF - WA).
15	I can write sentences in the past and present tense including the progressive form <i>e.g. she was drumming; he was shouting</i>
16	I can use full stops and capital letter, question marks and exclamation marks to demarcate sentences (TAF - WA/GD).
17	I can use commas to separate items when writing a list (TAF - WA/GD).
18	I can use an apostrophe to mark where letters are missing in spellings <i>e.g. we're</i> .
19	I can use an apostrophe to mark singular possessive nouns <i>e.g. the girl's name</i> .

Spelling

20	I can spell by segmenting words in phonemes and represent these as graphemes (TAF - WA).
21	I can spell familiar common homophones and near homophones.
22	I can spell the common exception words I have already learnt (TAF - WA/GD).
23	I can spell words with the possessive apostrophe that are familiar to me <i>e.g. the girl's book</i> .
24	I can use the suffixes -ment, -ness, -less, -ly, -ful to spell longer words (TAF - WA/GD).
25	I can spell using the spelling rules I have been taught in Year 2 (<i>spelling appendix, evidence of each rule</i>).
26	I can write from memory the simple sentences my teacher tells me spelling the words correctly, including punctuation I have learnt so far.

Handwriting and presentation

27	I can form lower-case letters so that they are of the correct size relative to one another.
28	I am starting to use some of the diagonal and horizontal strokes needed to join letters.
29	I am beginning to join some of my letters using the first basic joins (TAF - WA).
30	I can write capital letters and digits of the correct size, orientation and relationship to one another and to the lower-case letters (TAF - WA).
31	The spaces between my words reflect the size of my letters (TAF - WA).

Fierté Year 3 Age Expectations in Writing

Writing - composition

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| 1 | I independently plan, using clear ideas I have gathered from wider reading and modelling taking into account the purpose and audience considering narratives, creating settings, characters and plot. |
| 2 | I can confidently express thoughts, feelings and preferences in my writing. |
| 3 | I can compose and orally rehearse sentences. |
| 4 | I am beginning to organise paragraphs around a theme and can apply this to any genre. |
| 5 | I can consistently and confidently use a simple overall structure of the chosen non-fiction text type and include some key features e.g. subheadings, title, and diagrams. |
| 6 | I can confidently write for a range of purposes across subject areas including planning and discussing this. |
| 7 | I can proof read my work for errors in spelling, grammar and punctuation with increasing accuracy and can confidently make improvements to my own or partner's work. |
| 8 | I can read aloud my own writing to a group/the class using expression, tone and volume so the meaning is clear. |

Vocabulary, Punctuation and Grammar

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| 9 | I can write sentences with more than one clause with growing confidence. |
| 10 | I can use first and third person; tenses are used consistently and independently. |
| 11 | I can usually use pronouns to avoid repetition. |
| 12 | I can express time, place and cause using conjunctions e.g. <i>when, before, after, while, so, because and are</i> . |
| 13 | I can use adverbs e.g. <i>then, next, soon, therefore</i> or prepositions e.g. <i>before after, during, in, because of</i> with increasing confidence and consistency. |
| 14 | I can use fronted adverbials e.g. <i>Later that day, I heard the bad news</i> . |
| 15 | I can independently write in the present and past tense, including the progressive form with consistency throughout my writing. |
| 16 | There is a subject-verb agreement in my writing. |
| 17 | I consistently use articles <i>a</i> or <i>an</i> correctly according to whether the next word begins with a consonant or vowel. |
| 18 | I use punctuation to mark sentences increasingly accurately, independently and consistently throughout all curriculum areas. (<i>Capital letters, full stops, question marks and exclamation marks</i>). |
| 19 | I can use commas to mark clauses as well as separate items in a list. |
| 20 | I can use commas after fronted adverbials e.g. <i>Slowly, I crept in to the house</i> . |
| 21 | I can use inverted commas to indicate direct speech. |
| 22 | I can indicate possession by using the possessive apostrophe with plural nouns. |

Spelling

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| 23 | I can spell homophones consistently and correctly. |
| 24 | I confidently use taught spelling rules from appendix 1 (Years 3 and 4) including further homophones and the possessive apostrophe. |
| 25 | I usually spell words that are exceptions to common spelling rules. |
| 26 | I use the first two or three letters of a word to check its spelling in a dictionary. |
| 27 | I use prefixes and suffixes and I understand how to add them. |
| 28 | I can spell words that are often misspelt. |
| 29 | I can place the possessive apostrophe accurately in words with regular plurals e.g. <i>girls', boys'</i> and in words with irregular plurals e.g. <i>children's</i> . |
| 30 | I can write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught. |

Handwriting and presentation

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| 31 | I use joined handwriting throughout my independent writing. |
| 32 | My writing is increasingly legible, consistent and of a good standard. |

Fierté Year 4 Age Expectations in Writing

Writing - composition	
1	I can use paragraphs effectively, consistently and independently to add cohesion and aid the reader in a variety of different text structures; paragraphs are organised around a theme. (←Y3; 4).
2	I can confidently demonstrate the ability to plan and structure non-narrative texts appropriately without the use of a model. (←Y3; 1). (←Y3; 5).
3	Through self- and peer-assessment, I can consistently , independently and confidently edit and improve writing checking for accuracy of: spelling, punctuation, pronouns, grammar and vocabulary. (←Y3; 7).
4	I can usually spot repetitious language, verb/subject agreement or lapses in tense.
5	I can use headings and sub-headings (organisational devices) in non-narrative writing.
Vocabulary, Punctuation and Grammar	
6	I can consistently and confidently use a comma to mark a fronted adverbial. (←Y3; 20).
7	I can independently and consistently use inverted commas to indicate direct speech. (←Y3; 21).
8	I can consistently and independently use punctuation to mark sentences (capital letters, full-stops, ? and !). (←Y3; 18).
9	I can use a range of descriptive language: adjectives, adverbs, powerful verbs, prepositions and similes with confidence and independence . (←Y3; 13).
10	I can confidently use a range of powerful verbs.
11	I can often use technical and precise vocabulary in non-narrative writing.
12	I can consistently and independently use simple and compound sentences. (←Y3; 9).
13	I can extend the range of sentences with more than one clause by starting to use a wider range of conjunctions including <i>when, if, because and although</i> , independently .
14	I can consistently and independently use fronted adverbials. (←Y3; 14).
15	I can use an appropriate choice of pronouns or nouns within and across sentences to aid cohesion and avoid repetition. (←Y3; 11).
16	I can independently and consistently use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict mathematics teacher with curly hair</i>).
17	I can use the present perfect form of verbs instead of the simple past (<i>for example, He has gone out to play</i> contrasted with <i>He went out to play</i>).
18	I can use standard English forms for verb inflections instead of local spoken forms.
Spelling	
19	I can apply the spelling rules from English Appendix I (Years 3 and 4) with confidence and consistently . (<i>Reference Trust agreed set of words</i>).
20	I can show a deep understanding of word families.
21	I can confidently spell homophones and near homophones. (←Y3; 24).
Handwriting and presentation	
22	I can confidently and consistently write legibly increasing the quality of my handwriting. (←Y3; 32).

- ★ **Consistently:** errors may be made occasionally, however, these are independently identified during proof-reading and self-corrected.
- ★ **Independently:** without assistance or reminding.
- ★ **Confidently:** with certainty without the need for reassurance.

It is expected that Y4 learners will require less scaffolding and modelling than Y3 pupils in achieving those aspects where there are overlaps.

Fierté Year 5 Age Expectations in Writing

Writing - composition

1	I can plan by identifying the audience for and the purpose of the writing using other similar writing as models.
2	I can plan by noting and developing initial ideas, drawing on reading where necessary.
3	I can plan a narrative including how characters and plot will develop using what the class have read, listened to or seen performed.
4	I can plan a narrative considering how authors have developed settings using what the class have read, listened to or seen performed.
5	I can draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2.
6	I can draft and write narratives, describing settings, characters, atmosphere and integrating dialogue to convey character.
7	I can write a shortened version of a text that has most of the essential details.
8	I can draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly.
9	I can draft and write by linking ideas across paragraphs using adverbials of: - place e.g. nearby; - time e.g. later - number e.g. secondly; also by using tense choices e.g. he had seen her before.
10	I can draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.
11	I can evaluate and edit by assessing the effectiveness of my own and others' writing.
12	I can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning including ensuring mostly consistent and correct use of tense; correct subject and verb agreement when using singular and plural. (<i>English Appendix 2</i>).
13	I can check my own work for errors in spelling and punctuation.
14	I can perform my own compositions, using appropriate: intonation, volume, and movement so that meaning is clear.

Vocabulary, Punctuation and Grammar

15	I can convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify.
16	I can add prefixes to verbs e.g. dis-, de-, mis-, over- and re-.
17	I can use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
18	I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.
19	I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.
20	I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.
21	I can use brackets, dashes, or commas to indicate parenthesis.
22	I can use commas to clarify meaning or avoid ambiguity.
23	I understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity.
24	I can use semi-colons to join independent clauses.
25	I can use colons to introduce a list and between clauses.
26	I can use hyphenated words e.g. ice-cream.
27	I can use commas to punctuate clauses within a sentence and to avoid ambiguity.
28	I can use a mixture of simple, compound and complex sentences.

Spelling

29	I can spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.
30	I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.
31	I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance.
32	I can spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly.
33	I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.
34	I can spell some words with 'silent' letters e.g. knight, psalm, solemn.
35	I can spell some of the Year 5 and 6 words correctly (<i>English Appendix 1</i>).
36	I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (<i>English Appendix 1</i>).
37	I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
38	I can use a thesaurus.

Handwriting and presentation

39	I can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.
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Fierté Year 6 Age Expectations in Writing

Writing - composition	
1	I can plan by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar models. (←Y5; 1).
2	I can draft and write by selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning.
3	I can draft and write narratives, describing settings, characters and atmosphere; also, integrating dialogue to convey character and advance the action. (←Y5; 6).
4	I can draft and write by précising longer passages of text. (←Y5; 7).
5	I can draft and write by using a wide range of devices to build cohesion within and across paragraphs: repetition of a word or phrase , grammatical connections for example, the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> or <i>as a consequence</i> , and ellipsis . (←Y5; 8). (←Y5; 9).
6	Continuing from Year 5, I can evaluate and edit by assessing the effectiveness of my own and others' writing. (←Y5; 11).
7	I can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. (←Y5; 12).
8	I can evaluate and edit by always ensuring the consistent and correct use of tense throughout a piece of writing. (←Y5; 12).
9	I can evaluate and edit by always ensuring correct subject and verb agreement when using singular and plural. (←Y5; 12).
10	I can evaluate and edit by consistently and correctly distinguishing between the language of speech and writing and choosing the appropriate register.
11	I can proof-read for spelling errors linked to spelling statements for Year 6.
12	I can make considered choices when proof-reading for spelling and punctuation errors. (←Y5; 13).
Vocabulary, Punctuation and Grammar	
13	I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, for example: <i>The school requires that all pupils be honest. The school rules demand that pupils not enter the gym at lunchtime. If Zoe were the class president, things would be much better.</i>
14	I can use passive verbs to affect the presentation of information in a sentence, for example: <i>A visit was arranged by the school. Our cat got run over by a bus.</i>
15	I can use the perfect form of verbs to mark relationships of time and cause. For example: <i>She has downloaded some songs.</i>
16	I can use expanded noun phrases to convey complicated information concisely.
17	I can use modal verbs or adverbs to indicate degrees of possibility. <i>This ride may be too scary for you!</i>
18	I can use hyphens to avoid ambiguity. For example: <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> .
19	I can use semi-colons, colons or dashes to mark boundaries between independent clauses. For example: <i>It's raining; I'm fed up.</i>
20	I can punctuate bullet points consistently.
21	I can understand and use the following terminology correctly: <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</i>
Spelling	
22	I can consistently and independently spell a broad range of words from the Year 5/Year 6 spelling list.
23	I can choose and select the most appropriate word for the purpose and desired effect.
24	I can distinguish between homophones and other words which are often confused.
25	I can use prefixes involving the use of a hyphen e.g. <i>re-enter, co-ordinate</i> .
26	I can use further prefixes and suffixes showing an understanding of the guidance for adding them.
27	I can use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
Handwriting and presentation	
28	I can maintain legibility in joined handwriting when writing at speed.

It is expected that Y6 learners will require less scaffolding and modelling than Y5 pupils in achieving those aspects where there are overlaps.