

MELLING'S WRITING STATEMENTS

A YR Writer

A Reception writer can say a sentence aloud, hold it in memory, and write it down. In their **composition**, they write simple phrases to communicate meaning. For **grammar and cohesion**, they show emerging sentence awareness. They begin to explore **punctuation** by noticing capital letters and full stops. For **spelling**, they use phonetically plausible attempts applying the 35 Set 1 phonemes. In their **handwriting**, they form recognisable letters, most of which are correctly formed. Finally, they begin to **proofread and edit** by reading their own writing aloud to check it makes sense.

A Y1 Writer

A Year 1 writer independently composes simple sentences by orally rehearsing ideas. In their **composition**, they apply phonics to encode words and sequence short narratives. For **grammar and cohesion**, they add common prefixes and suffixes where the root word unchanged. They show emerging control over **punctuation**, using some capital letters (for sentences, proper nouns, and 'I'). Uses full stops (mostly correct), question marks, and exclamation marks with increasing accuracy. In their **handwriting**, they use clear finger spaces and form letters correctly within their letter families. With support or independently, they **proofread and edit** to change some errors.

A Y2 Writer

A Year 2 writer independently writes simple and some compound, coherent narratives or real events. In their **composition**, they use expanded noun phrases for descriptive detail. For **grammar and cohesion**, they maintain past/present tense and join clauses using coordinating and subordinating conjunctions. They control **punctuation** by accurately using capital letters, full stops, question marks, and exclamation marks, while beginning to use apostrophes for contraction and possession and commas for a list. Pupils **spell** many common exception words and use complex speed sounds (RWI Sets 1–3) for challenging words. In their **handwriting**, they form letters correctly and show early cursive style. They **proofread and edit** to make simple additions and corrections.

A Y3 Writer

A Year 3 writer independently writes for a range of purposes using rich vocabulary, using some compound and complex sentences. In their **composition**, they describe settings and characters and use paragraphs to group related material. For **grammar and cohesion**, they express time, place, and cause using varied conjunctions, adverbs, and prepositions. They control **punctuation** by mostly ending sentences correctly and beginning to punctuate direct speech with inverted commas. Pupils accurately **spell** many Year 3/4 words, including prefixes, suffixes, and homophones. They use a more consistent, fluent, joined **handwriting** style and show emerging independence when they **proofread and edit** spelling, punctuation, grammar, and vocabulary.

A Y4 Writer

A Year 4 writer independently writes for a range of purposes using standard English. In their **composition**, they create effective settings, characters, and plots, using clear organisational tools for non-fiction. For **grammar and cohesion**, they use fronted adverbials to transition and maintain flow. They control **punctuation** by mostly following fronted adverbials with a comma, using plural possession apostrophes, and correctly punctuating speech, lists, and expanded noun phrases. Pupils **spell** most Year 3/4 words, including key homophones and Year 4 spelling routes. They demonstrate legible, consistent **handwriting** and regularly **proofread and edit** for spelling and punctuation errors.

A Y5 Writer

A Year 5 writer independently develops ideas from reading for a range of purposes. In their **composition**, they select vocabulary to enhance meaning, describe atmosphere, and use dialogue to drive action. For **grammar and cohesion**, they use relative clauses, modal verbs, and adverbs for possibility, while maintaining a consistent tense. They accurately use **punctuation** for parenthesis, including brackets, dashes, and commas. Pupils correctly **spell** most Year 3/4 words, consistently write in a fluent, joined **handwriting** style, and regularly **proofread and edit** to ensure spelling and punctuation accuracy.

A Y6 Writer

A Year 6 writer independently writes for a range of purposes and audiences. In their **composition**, they select precise vocabulary and structural features to suit the audience, purpose, and atmosphere. For **grammar and cohesion**, they manipulate multi-clause and complex sentences to control focus, pace, and cohesion. Pupils demonstrate assured control over the full range of **punctuation** (including colons, semi-colons, and dashes) and maintain high **spelling** accuracy, including most Year 5/6 words. They use a fluent, legible, joined **handwriting** style and effectively **evaluate and edit** their work to enhance effects and clarify meaning.