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| **Working Towards the Expected Level for Year 3** | |
| Writes for different purposes and audiences (using a writing frame if required), sustaining the form and conventions | |
| Often correctly uses | capital letters |
| full stops |
| Demonstrate some correct use of further punctuation | |
| Begin to maintain awareness of audience | |
| Organise ideas by experimenting with paragraphs | |
| Sometimes use headings and sub-headings | |
| Sometimes use past and present tense correctly | |
| Sometimes use conjunctions to express time, place and cause | |
| Spell (when used) **some** KS1 common exception words correctly | |
| Spell (when used) **some** Year 3 words correctly | |
| Segment spoken words into phonemes and represents these with increasing accuracy | |
| Handwriting is legible but may have inconsistencies with letter formation and word spacing | |
| With support, review own writing and begin to make some corrections to spelling and punctuation | |
| **Working at the Expected Level for Year 3** | |
| Uses punctuation taught at KS1 mostly correctly when required: | capital letters |
| full stops |
| question marks |
| exclamation marks |
| commas for lists |
| apostrophes for contraction |
| apostrophes for singular possession |
| Maintain awareness of audience throughout a piece of writing | |
| Begin to use paragraphs to group related ideas | |
| Correctly use headings and sub-headings | |
| Use past and present tense correctly and consistently, including the use of the present perfect form (e.g. *he has gone out to play)* | |
| Use the grammar taught in KS1 and Year 3 mostly correctly to enhance writing | |
| Use a or an appropriately , e.g. a rock, an apple | |
| Regularly use conjunctions to express time, place and clause | |
| Use inverted commas with some accuracy to punctuate direct speech | |
| Spell (when used) KS1 common exception words mostly correctly | |
| Correctly form letters and space words to produce legible handwriting | |
| Using self and peer review, identify and make corrections to some errors in spelling, grammar and punctuation | |
| Using self and peer review, make additions or changes that improve the writing | |
| **Working at Greater Depth within the Expected Level for Year 3** | |
| Sustain the form and awareness of audience throughout a piece of writing | |
| Draw upon reading as a stimulus for writing | |
| Draw upon experience to make decisions about text organisation | |
| Use the full range of punctuation taught so far mostly correctly | |
| Spell (when used) most KS1 common exception words and Year 3 words correctly | |
| Use the diagonal and horizontal strokes needed to join letters | |
| Identify and make corrections to ensure writing makes sense and flows | |
| Begin to review vocabulary and grammatical choices to inform or engage the reader | |

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| **Working Towards the Expected Level for Year 4** | |
| Writes for a range of audiences and purposes (using a writing frame if required) and, at times, sustain viewpoint, form and style | |
| Uses mostly correctly | capital letters |
| full stops |
| Uses with increasing accuracy | question marks |
| commas in a list |
| apostrophes for contraction |
| Use paragraphs to organise ideas | |
| Recognise the grammatical difference between plural and possessive *-s* | |
| In narratives, begin to create settings, characters and develop plot | |
| Use headings and sub-headings | |
| Use noun phrases for description | |
| Use fronted adverbials with some commas correctly placed | |
| Use verb inflections correctly, e.g. we were rather than we was, I did rather than I done | |
| Use past and present tense verbs correctly and consistently | |
| Use pronouns or nouns appropriately within / across sentences to make the meaning clear and avoid repetition | |
| Spell most KS1 common exception words correctly | |
| Spell some Year 3 & 4 words correctly | |
| Writes legibly | |
| With support, review own writing and begin to make corrections to spelling and punctuation | |
| **Working at the Expected Level for Year 4** | |
| Uses mostly correctly: | apostrophes to mark possession |
| inverted commas for direct speech |
| commas after fronted adverbials |
| Begin to use other punctuation with direct speech, e.g. ? ! , | |
| In narratives, create setting, characters and plot | |
| Use noun phrases with modifying adjectives, nouns or preposition phrases | |
| Maintain verb tense throughout writing | |
| Purposefully use pronouns, conjunctions and adverbials to build cohesion and avoid repetition | |
| Spell **most** KS1 and Year 3/4 common exception words correctly | |
| Consistently use legible, joined handwriting | |
| Use the first 2 or 3 letters of a word to check and correct spellings in a dictionary independently | |
| Use self and peer review to identify and make corrections to spelling, punctuation and grammar | |
| Use self and peer review to make additions and changes that enhance the writing | |
| **Working at Greater Depth within the Expected Level for Year 4** | |
| Write for a range of purposes showing clear awareness of audience throughout each piece | |
| Use paragraphs to aid cohesion | |
| Select and use vocabulary and grammar for precision and effect (drawing upon their own reading) | |
| Select and use punctuation taught so far accurately and effectively to enhance writing | |
| Use self and peer review to identify and make corrections to ensure coherence and cohesion | |
| Review vocabulary choices and grammatical structures to enhance the impact of writing on the reader | |

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| **Working Towards the Expected Level for Year 5** | |
| Writes for a range of audiences and purposes, usually maintaining structure | |
| Uses mostly correctly | capital letters |
| full stops |
| question marks |
| exclamation marks |
| commas in a list |
| apostrophes for contraction |
| Use paragraphs mostly correctly to organise ideas | |
| Begin to build cohesion within a paragraph | |
| Begin to link ideas across paragraphs using adverbials of time | |
| In narratives, begin to develop characters and setting | |
| In non-narratives, develop ideas based upon reading and research | |
| Begin to use the appropriate grammar and vocabulary for the purpose and audience (based on what has been taught so far) | |
| Language choices show an awareness of the audience | |
| Spell most KS1 and Year 3&4 words correctly | |
| Spell some Year 5 words correctly | |
| Produce legible handwriting | |
| With support, review writing and begin to make corrections to spelling and punctuation | |
| **Working at the Expected Level for Year 5** | |
| Use the range of punctuation taught so far mostly correctly when required | capital letters |
| full stops |
| question marks |
| exclamation marks |
| commas |
| inverted commas with other punctuation |
| apostrophes |
| Begin to use correctly: | commas for clarity |
| brackets, dashes and commas to mark parenthesis |
| Sustain the use of paragraphs to organise ideas | |
| Use devices to build cohesion **within** a paragraph (e.g. then, after that, this, firstly) | |
| Link ideas **across** paragraphs using adverbials of **time** (later), **place** (nearby), **number** (secondly) or **tense choices** (he had seen her before) | |
| Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should) | |
| Use relative clauses beginning with a relative pronoun (e.g. who, which, where, when etc.) | |
| In narratives, develop characters and setting and create atmosphere | |
| In narratives, integrate dialogue to convey character **and** advance the action | |
| Use further organisational and presentational devices to structure the text and guide the reader (e.g. headings, bullet points, underlining) | |
| Reflect the level of formality through choice of language and grammatical form | |
| Spell, when used, more Year 5/6 words correctly | |
| Maintain legibility and fluency of joined handwriting in everyday use | |
| Use self and peer review to identify and make corrections to spelling, grammar and punctuation | |
| Make some additions that enhance the writing | |
| **Working at Greater Depth within the Expected Level for Year 5** | |
| Select the appropriate form for writing and maintain clear awareness of purpose and audience throughout (drawing upon reading as models for own writing) | |
| Select and maintain levels of formality through language choice and grammar | |
| Use the full range of punctuation taught so far, ensuring it is appropriate for purpose | |
| Identify and make corrections to ensure coherence and cohesion across writing | |
| Review vocabulary and grammatical structures to enhance the impact upon the reader | |

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| **Working Towards the Expected Level for Year 6** | | |
| Writes for a range of purposes | | |
| Uses correctly | | capital letters |
| full stops |
| question marks |
| commas for lists |
| apostrophes for contraction |
| Uses paragraphs to organise ideas | | |
| Describes characters and settings in narratives | | |
| Uses simple devices to structure the writing and support the reader in non-narrative writing (e.g. headings, sub-headings, bullet points) | | |
| Spells **most** Year 3/4 words correctly | | |
| Spells **some** Year 5/6 words correctly | | |
| Produces legible joined handwriting | | |
| **Working at the Expected Level for Year 6** | | |
| Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instruction and persuasive writing) | | |
| Describes settings, characters and atmosphere in narratives | | |
| Integrates dialogue in narratives to convey character and advance the action | | |
| Selects vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately | | uses passive verbs to affect how information is presented |
| uses modal verbs to suggest degrees of possibility |
| Uses a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs | | |
| Uses verb tenses consistently and correctly throughout a piece of writing | | |
| Uses the range of punctuation taught at KS2 mostly correctly: | inverted commas and other speech punctuation | |
| dashes | |
| hyphens | |
| colons in a list | |
| semi-colons in a list | |
| (^*pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident)* | | |
| Spells more words correctly (Years 5&6) and uses a dictionary to check the spelling of uncommon or more ambitious vocabulary | | |
| Maintains legibility, fluency and speed in handwriting | | |
| **Working at Greater Depth within the Expected Standard for Year 6** | | |
| Writes effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) | | |
| Distinguishes between the language of speech and writing and chooses the appropriate register | | |
| Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this | | |
| Uses the range of punctuation taught at KS2 correctly and, when necessary, uses such punctuation precisely to enhance meaning and avoid ambiguity. | semi-colons for main clauses | |
| colons for main clauses | |
| dashes | |
| hyphens | |