

Working at Expected – Y1						
Write a group of sentences that makes sense						
Sequence sentences to form a short narrative						
				Self /peer assess	Teacher assess	
	Write from memory simple sentences dictated by teacher					
	Re-reading writing to check for sense					
	Sequencing sentences to form short narratives					
CO	Coordination (and)					
	Some use of	Capital letters and full stops and question marks to punctuate sentences				
CL		Capital letter for names and I				
	Spelling:	Using phonic knowledge to write words in ways which match their sound				
CE		Some common exception words				
HFW		Phase 5 HFW				
		All days of the week				
	Handwriting:	Sitting at table, holding pencil correctly				
		Leave spaces between words				
		Forming most lower and upper case letters correctly				
		Forming digits 0-9				
	Writer's voice	To write a group of sentences that make sense				
Phase 5 HFW						
don't	old	I'm	by	time	house	
about	your	day	made	came	make	
here	saw	very	put	oh	their	
people	Mr	Mrs	looked	called	asked	
could						

Working at Expected – Y2			
Compose a piece of writing, beginning to group information – beginning, middle, end Develop writing stamina			
		Self/ Peer assess	Teacher assess
	Coherent narratives (real or fiction)		
	Write about real events		
PT	Past/present tense mostly consistent		
CO	Co-ordination (and, or, but)		
SUB	Some subordination (when, if, that, because)		
CL	Most sentences	capital letters, full stops	
	Some use of	question marks	
	Spelling:	Segmenting words into phoneme sand representing with graphemes	
CE		Spell many common exception words	
	Handwriting:	Lower-case, capital letters and digits of correct size, orientation and relationship to each other	
		Correct spacing between words	
	Writer's voice	Beginning to group information- Beginning, middle and end	
		Can write a group of sentences that make sense	

Working at greater depth – Year 2		Self/Peer assessment	Teacher assessment
The pupil can, after discussion with the teacher:			
	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing		
	Make simple additions, revisions and proof-reading corrections to their own writing		
	use the punctuation taught at key stage 1 mostly correctly:		
	Commas (to separate items in a list)		
	Exclamation marks		
	Apostrophes:		
PA	To show possession		
CT	Contractions		
CE	Spell <u>most</u> common exception words		
SUF	Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)		
	Use the diagonal and horizontal strokes needed to join some letters		

Working at Expected – Y3			
Extended writing organised in paragraphs, using modelled strategies to engage the reader			
Consolidate writing skills, vocabulary, and grasp of sentence structure			
		Self/peer assess	Teacher assess
	Write in a linked series of sentences to develop an idea		
P	Organise writing in paragraphs around a theme		
	Create settings, characters, plot , using some expanded noun phrases		
	Use headings and subheadings		
SUB	Range of sentence structures – simple, compound, complex (using subordinating conjunctions in different places in sentences)		
T	Select appropriate tense		
N/PN	Nouns and pronouns to avoid repetition (eg he, she, it, they his, hers, its, their)		
	Wider range of conjunctions (when, if, because, although) adverbs and prepositions		
	Use a and an correctly		
	Use Standard English verb inflections (I did vs I done)		
	Using mostly correctly	Capital letters, full stops, question marks, exclamation marks	
CM		Commas for lists	
IC		Inverted commas and other punctuation for direct speech	
		Apostrophes for possession (sing/pl)	
	Spelling:	most words spelled correctly* (Yr3/4)	
P/S		Use a wider range of prefixes and suffixes	
H		Further homophones	
	Handwriting: joined up, legible, fluent and speedy		
	Writer's voice	Use modelled strategies to engage the reader	
		Write a group of sentences that make sense and are grammatically correct	

Working at Expected – Y4		Self/Peer Assess	Teacher Assess
Extended writing organised in paragraphs, using modelled strategies to engage the reader An emerging writer's voice, using vocabulary etc for effect			
	Write in a linked series of sentences to develop an idea		
P	Group writing in paragraphs		
ENP	Create settings, characters, plot – expanded noun phrases		
	Use headings and subheadings to structure text		
SUB	Range of sentence structures – simple, compound, complex (using subordinating conjunctions in different places in sentences)		
T	Select appropriate tense (including perfect present - I have lived, Have you been?) Past tense for diary		
FA	Use fronted adverbials		
N/P N	Nouns and pronouns to avoid repetition (eg he, she, it, they his, hers, its, their)		
CJ AV PP	Range of appropriate conjunctions (and/but/if/when, because, although), adverbs and prepositions		
	Use a and an correctly		
	Use Standard English verb inflections (I did vs I done)		
	Using mostly correctly	Capital letters, full stops, question marks, exclamation marks - BOTTOM LINE	
		Commas for lists and fronted adverbials	
IC		Punctuating direct speech: inverted commas, commas after reporting clause, end punctuation within inverted commas	
PA		Apostrophes for possession (sing/pl)	
	Spelling: most words spelled correctly* (Yr3/4)		
	Handwriting: joined up, legible, fluent and speedy – BOTTOM LINE		
	Writer's voice	Emerging writer's voice-choosing strategies and vocab for effect	
		Write groups of sentences that are grammatically correct and make sense to the reader.	

Working at Expected – Y5			
Extended writing organised into paragraphs, using independent strategies to engage the reader. More confident writer's voice - increasing confidence in using strategies and vocabulary across a variety of genres, with some support			
		Self/peer assess	Teacher assess
	Writing in logically sequenced paragraphs		
ENP	Describe settings, characters, atmosphere – using expanded noun phrases		
	Integrated dialogue to convey character and advance the action		
	Layout devices to structure text (headings, subheadings, columns, bullet points, tables)		
	Range of sentence structures – simple, compound, complex		
	Consistent and accurate use of tense including present and past perfect (she had lived, she has lived)		
	Correct subject/verb agreement for singular and plural		
	Nouns and pronouns to avoid repetition (eg he, she, it, they his, hers, its, their)		
CJ AV PP	Wide range of appropriate conjunctions, adverbs and prepositions		
RC	Relative clauses (who, which, where, when, whose, that)		
MV	Modal verbs (would, should, could, might, will, must etc)		
FA	Devices to build cohesion including adverbials of time (later), place (nearby) manner (firstly)		
	Confident writer's voice - deliberate vocabulary choices for effect/specialist vocabulary		
	Using mostly correctly	Capital letters, full stops, question marks, exclamation marks	
		Commas for lists and fronted adverbials	
IC		Punctuating direct speech: inverted commas, commas after reporting clause, end punctuation within inverted commas	
PA		Apostrophes for possession (sing/pl)	
	Some correct use of	Brackets, dashes, commas for parenthesis	
		Commas to clarify meaning	
	Spelling: most words spelled correctly* (Yr5/6)		
	Handwriting: joined - legible, fluent and speedy		
	Writer's voice	Use strategies independently to engage the reader	
		Write sentences that are grammatically correct	

Working at Expected – KS2 Fluent writing; conscious control of sentence structure Awareness of audience and purpose of writing displayed by selection of appropriate grammar and vocabulary Nuanced and age-appropriate vocabulary choice			
		Self/peer assess	Teacher assess
	Description of settings, characters and atmosphere in narratives		
	Integrated dialogue used to convey character and advance action		
	Vocabulary and grammatical structures selected to reflect level of formality , including subjunctive in very formal writing (if I were)		
T	Consistent and correct use of tense throughout a piece of writing including perfect present and past to mark relationships of time and cause (he had seen her before; she has gone home; he had had enough)		
	Correct subject/verb agreement for singular and plural		
FA	Writing in logically sequenced paragraphs , with a range of cohesive devices , within and across sentences and paragraphs – eg repetition of word/phrase, adverbials eg on the other hand, as a consequence, ellipsis.		
	Passive voice (the window was broken by me)		
MV	Modal verbs (would, should, could, might, will, must)		
	Wide range of clause structures used, sometimes in various positions in sentences		
RC	Relative clauses (who, which, where, when, whose, that)		
AV PP ENP	Adverbs/prepositional phrases/ expanded noun phrases used well for detail, qualification and precision		
	Layout devices to structure text (headings, subheadings, columns, bullet points, tables)		
	Using mostly correctly	Punctuating direct speech: inverted commas, commas after reporting clause, end punctuation within inverted commas	
		commas for clarity	
		punctuation for parenthesis: bracket, dashes and commas	
	Some correct use of	Semi-colon, semi-colon and dash to demarcate clauses	
		Colons to introduce lists and semi-colons within lists	
		Hyphens to avoid ambiguity	
		Bullet points to list information	
	Spelling: most words spelled correctly* (Yr5/6)		
	Handwriting: joined – legible, fluent, speedy		
	Writer's voice	Produce a lively piece of writing, clearly organised in paragraphs and using strategies to engage the reader independently	
		Write a groups of sentences that are grammatically correct	