



	By the end of Year 3 NB: bold statements working at the expected standard descriptors for writing assessments	By the end of Year 4 NB: bold statements working at the expected standard descriptors for writing assessments	By the end of Year 5 NB: bold statements working at the expected standard descriptors for writing assessments	By the end of Year 6 NB: bold statements STA working at the expected standard descriptors
Composition	<p>Children can... After discussion with the teacher and using other similar writing as a model or scaffold...</p> <ul style="list-style-type: none"> work with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and recording them in note or pictorial form for later use (e.g. using a spidergram, flowchart or timeline). write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing describe settings and characters using expanded noun phrases begin to use paragraphs to structure writing use simple organisational devices (e.g. headings or sub-headings) appropriately make simple additions, revisions and proof-reading corrections to their own writing Usually create an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story. Read their writing aloud with expression, loudly and clearly enough to be heard and understood by all. 	<p>Children can... After discussion with the teacher and using other similar writing as a model or scaffold...</p> <ul style="list-style-type: none"> independently, select the most relevant information, key vocabulary and most suitable ideas drawn from discussion and notes to plan own writing e.g. takes notes during discussion and organises them later into a 'boxing up' frame or story mountain) write for both fictional and non-fictional purposes, with a growing awareness of the reader Usually identify and name key organisational and language features of a shared text working with a partner, small group or the whole class. They can usually identify the text type by naming it and when prompted describe a context/scenario for using it. use expanded noun phrases and adverbials to develop descriptions of settings and characters use paragraphs or sections to organise and structure according to purpose and audience make simple additions, revisions and proof-reading corrections to their own writing Read loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation. 	<p>Children can... Beginning to independently apply their knowledge...</p> <ul style="list-style-type: none"> Usually think aloud and record their ideas, sometimes drawing on independent reading and research (e.g. use a spidergram planning model to organise and develop related ideas drawn from reading and research). write effectively for a range of purposes and audiences in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) begin to create atmosphere, and integrate dialogue to convey character and advance the action Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear, monitoring and maintaining audience attention, speaking loudly enough to be heard. 	<p>Children can... Independently...</p> <ul style="list-style-type: none"> Think aloud and record their ideas, sometimes drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write (e.g. selecting from a range of planning models to organise and develop related ideas drawn from notes made when reading and researching). write 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 instructions and persuasive writing) using similar writing as a model (WAGOLL and other texts) in narratives, describe settings, characters and atmosphere using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses integrate dialogue in narratives to convey character and advance the action using correctly punctuated speech <i>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i> Perform and evaluate their own compositions, using appropriate intonation, volume, and movement so that meaning is clear



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Vocabulary, grammar and punctuation	Children can... <ul style="list-style-type: none"> • use a range of co-ordinating and subordinating conjunctions (<i>e.g. and, but, when, so, or, because, when</i>) • use adverbs to express time (<i>e.g. then, next, soon</i>) • use prepositions to express place and time (<i>before, after, during, in</i>) • use correct tense consistently, including the present perfect tense • maintain Standard English forms (<i>e.g. using a/an correctly</i>) • use the full range of punctuation taught at key stage 1 (Y3 WTS) and in Y3 mostly correctly • Some accurate use of inverted commas to punctuate speech • Use <i>some</i> simple adverbials and pronouns to link sentences, sections or paragraphs. • Use <i>some</i> adjectives for precision, clarity and impact • Vary the sentence structure by using sentences with more than one clause. 	Children can... <ul style="list-style-type: none"> • use a range of co-ordinating and subordinating conjunctions (<i>e.g. when, if, because, although</i>) • use a range of adverbs to add detail to writing (<i>e.g. then, next, soon, therefore</i>) • use preposition phrases to expand noun phrases • use fronted adverbials use present, past, progressive and perfect tense verb forms accurately • use pronouns and nouns to aid cohesion and avoid repetition • use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly • use commas after fronted adverbials and with a reported clause • maintain Standard English forms correctly (<i>e.g. I was (not I were), should have (not should of), ours (not ares)</i>) • Use a range of sentence openings to vary sentence structures (e.g. fronted adverbials, subject reference and speech). 	Children can... <ul style="list-style-type: none"> • begin to use a range of devices to build cohesion (<i>e.g. conjunctions, adverbials of time and place, pronouns, synonyms</i>) across paragraphs • use adverbs to add detail, qualification and precision • use preposition phrases to add detail, qualification and precision • use expanded noun phrases to add detail, qualification and precision (<i>e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase</i>) • use relative clauses, (<i>e.g. who, which, what, that</i>) sometimes omitting the relative pronoun • use a wide range of clause structures, sometimes varying their position within the sentence • use verb tenses mostly consistently and correctly throughout their writing • some use of modal verbs to suggest degrees of possibility (<i>e.g. might, could, should, will, must</i>) • use the full range of punctuation taught in KS1 (Y5 WTS) and so far in KS2 mostly correctly (commas after fronted adverbials, inverted commas and other speech punctuation) • use commas for clarity mostly correctly • use some punctuation for parenthesis (brackets, commas and dashes) • Usually use a thesaurus to introduce varied and precise vocabulary. 	Children can... <ul style="list-style-type: none"> • 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 e.g. might, could, should, will, must) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists • Usually use a thesaurus to introduce varied and precise vocabulary and avoid repetitious or bland language.



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Spelling (No Nonsense Spelling Programme is taught separately)	<p>Children can...</p> <ul style="list-style-type: none"> spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3) Use the first 2 or 3 letters of a word to check its spelling in a dictionary with adult direction Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Children can...</p> <ul style="list-style-type: none"> spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4) Use the first 2 or 3 letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Children can...</p> <ul style="list-style-type: none"> spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1, Y3/Y4 and some Y5/6) Use the first 3 or 4 letters in a word to check its spelling in a dictionary Use a dictionary to check the spelling and meaning of words 	<p>Children can...</p> <ul style="list-style-type: none"> spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Recognise how words are related by meaning as synonyms and antonyms
Handwriting and presentation	<p>Children can...</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes needed to join some letters 	<p>Children can...</p> <ul style="list-style-type: none"> Produce legible joined handwriting 	<p>Children can...</p> <ul style="list-style-type: none"> Consistently produce legible joined handwriting 	<p>Children can...</p> <ul style="list-style-type: none"> Maintain legibility in joined handwriting when writing at speed Choose and justify the writing implement that is best suited to the task
Key Vocabulary	Preposition, conjunction word family, prefix clause, subordinate clause direct speech inverted commas consonant	determiner pronoun, possessive pronoun adverbial	Modal verb, relative pronoun Relative clause Parenthesis, bracket, dash Cohesion, ambiguity	Subject, object Active, passive Synonym, antonym Ellipsis, hyphen, colon, semi-colon, bullet points

Qualifiers:

- Some – the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.
- Many/mainly – the statement is met frequently but not yet consistently.
- Most/mostly – the statement is generally met with only occasional errors.