

	YR	Y1	Y2	Y3	Y4	Y5	Y6
COMPOSITION	Writes 2-3 sentences linked by an idea Can read own writing	Writes 4-5 sentences linked by a simple idea Rehearses what they want to write by saying it out loud Can read own writing aloud Adult can read writing	Writes 150+ words (20 mins) Makes simple additions and revisions to their writing Plans writing, using key words and new vocabulary The purpose of the writing is clear because the main features are present	Typically writes 200+ words (20 mins) The purpose of the writing is evident because the main features are used (character, setting, plot)	Often writes 250+ words The purpose of the writing is evident because the main features of fiction and non-fiction types are developed (character, setting, plot)	Extends writing over several lessons (1.5 sides of A4 are consistently organised) The purpose of the writing is clear because the main features have been used carefully and the audience has been established	Extends pieces over several lessons (2 sides of A4 are consistently organised) The purpose of the writing is clear because key features are evident throughout and the audience has been clearly established.
GRAMMAR	Writes 2-3 sentences linked by an idea	Writes 4-5 statements with some use of capital letters and full stops Joins with <i>and</i> Uses adjectives to describe nouns	Regularly writes 10+ sentences in the lesson (simple grammatical structures secure) Maintains the tense throughout Maintains the 1st or 3rd person consistently Writes sentences with grammatical agreement - 70% Co-ordinating with but, and, or Subordinating with when / if / that/ because Uses expanded noun phrases to add more detail (e.g. adjectives & adverbs - The ginger cat . . . He ran quickly.) Writes statements, commands, questions and exclamations with grammatical agreement	Typically writes 10+ sentences in the lesson (basic grammatical agreement secure) Typically writes accurately in the past or present tense throughout the piece Grammatical construction is largely correct - 90% Expresses time, place and cause using conjunctions (when, before, after, while, so because), adverbs (then, next, soon, therefore) or prepositions (before, after, during, because of)	Regularly writes 15+ sentences in the lesson (basic grammatical agreement secure) Uses different tenses e.g. present perfect (<i>He has downloaded some music.</i>) Sentences have different grammatical structure and length <ul style="list-style-type: none">Using pronouns to prevent repetition and create clarityNoun phrases are expanded by the addition of modifying adjectives, nouns and preposition phrases (eg the strict maths teacher with the curly hair)Use of fronted adverbials <i>Later that day, As quick as a flash, Almost immediately,</i>	Typically writes 15+ sentences in the lesson (has eliminated missing word errors and common grammatical errors e.g. <i>what for that / them for those / being for been / are for our / they for there</i>) Has eliminated incorrect forms of common irregular verbs e.g. <i>was for were / would of for would have</i> Writes sentences with more than one clause - typically <ul style="list-style-type: none">Employ relative clauses to refer back to the subject (Often with reference to the subject e.g. The boy who lives near to the school. Often with reference to the whole clause e.g. Tom broke the game, which annoyed Ali.) (who, which, where, when, whose, that)Employ modal verbs to indicate degrees of probability (might, should, will must) (e.g. <i>This ride might be too scary for me. He should look after his little brother.</i>)	Typically writes 15+ sentences in the lesson (grammatical agreement secure) Creates agreement with irregular verbs throughout (e.g. I was, we were, they will be) Creates a formal tone by using subjunctives (<i>If Zoë were the class president, things would be much better. The school rules demand that pupils not enter the gym at lunchtime. The school requires that all pupils be honest.</i>) Simple, compound and complex sentences are varied deliberately to create effect - able to <ul style="list-style-type: none">Convey complicated information concisely using expanded noun phrases (Almost all healthy adult foxes in this area can jump.)Create cohesion in sentences and writing by marking relationships of time and cause. (A visit has been arranged for Year 6, to the Mountain Peaks Field Study Centre, leaving school at 9.30am. This is an overnight visit. The centre has beautiful grounds and a nature trail. During the afternoon, the children will follow the trail.
PUNCTUATION	Tries out capital letters & full stops	Tries out capital letters and full-stops in own writing Some use CL for people's names, places, days and personal pronoun I Tries out exclamation marks and question marks	Punctuates most simple sentences with a CL & FS Secure use of CL for people's names, places, days and personal pronoun I Tries out question marks and exclamation marks Uses apostrophe to mark singular possession Tries out commas in lists	Errors with missing CLs and full stops are rare in the piece Tries out inverted commas to punctuate speech Uses apostrophe for contraction Secure use of ? and ! Uses commas to punctuate a list	Regularly writes 15+ sentences in the lesson (all simple sentences correctly punctuated, no comma splicing) Punctuates speech before or after the reporting clause "I am hungry," she said. She said, "I am hungry." Commas and full stops correctly placed; inverted commas in place. Uses apostrophe for possession (has eliminated use for plurals e.g. <i>We went to the shop's.</i>) Beginning to use a comma after fronted adverbial (Happily, the house did not burn down.)	Typically writes 15+ sentences in the lesson (10+ correctly punctuated). Punctuates speech around the reporting clause "I am hungry," she said. "Please give me a sandwich." Use of apostrophe secure for possession - singular and plural forms Uses brackets, dashes or commas to clarify meaning or avoid ambiguity (usually successful).	Typically writes 15+ sentences in the lesson (correctly punctuated). Uses brackets for parenthesis Punctuation inside sentences includes use of colon to introduce a list; uses a semi colon to replace and. Uses semi-colons, colons & dashes to mark boundaries between independent clauses Uses hyphen to avoid ambiguity Uses commas successfully to clarify meaning. Uses bullet points to list information
STRUCTURE & ORGANISATION	Writing is organised into phrases or sentences	Writing is organised as a sequence of sentences	Writing is organised as a sequence of events	Writing is organised to a conclusion Groups ideas into paragraphs (3-4 sentences) A range of organisational devices are used (headings, sub-headings)	Writing is well structured; the end as well developed as the beginning Organises writing into paragraphs which are linked by an idea A range of organisational devices are used (captions, labels)	Writing is well structured; all paragraphs are evenly constructed with the end as well developed as the beginning. Paragraphs are linked using adverbials of time, place number or tense choices. Organised writing into paragraphs that have opening and closing signals (then, after that, this)	Writing is well structured with evidence of précis and expansion Organises writing into paragraphs that are cohesive and well structured A range of organisational devices are used (underlining, different fonts)

SPELLING	In own writing spells 10 HF words Writes dominant sounds Spells CVC words Can spell own name Uses capital letter for I	In own writing spells 50 HF words Can spell Year 1 common exception words Spelling of all phonemes is phonically plausible Can spell correct sound to grapheme Can write dictated sentences Uses letter names for spellings Can spell phonically in own writing Can spell numbers 1-10 Can spell days of the week	In own writing spells 75+ HF words Spells Year 1 Spelling of vowel phonemes is typically correct (ee / ea / oo / ue etc) Spells polysyllabic words Spells suffixes and verb endings correctly (-ed / -er / -est / -ing) Uses contractions (don't can't) Can spell words from Y1/Y2 spelling list (80% accuracy)	In own writing spells 100 HF words Makes the spelling change -y to -I correctly (tidy tidies / happy-happily) Double consonants before adding -ing etc to indicate short vowel (getting / running) In weekly spelling test spells words from Y3/Y4 spelling list to 75% accuracy (15/20)	Uses and spells correct form of common homophones (their / there) <i>Interest words</i> can be read easily. Spells complex phonemes -ough -tion -ould -ure Spells accurately using the possessive apostrophe In weekly spelling test spells words from Y3/Y4 spelling list to 80% accuracy (16/20)	Spelling is 90% accurate in own writing - including <i>interest words</i> In weekly spelling test spells words from Y5/Y6 spelling list to 75% accuracy (15/20)	Is making use of adventurous vocabulary which is typically spelled correctly throughout all writing Spelling is 95% accurate in own writing In weekly spelling test spells words from Y5/Y6 spelling list to 80% accuracy (16/20)
WORD WORK	Spells CVC words I write a CL for I Spells 10 HF words in own writing	Leaves spaces between words Describes using colour, size etc. Uses joining words (and) Uses plural noun suffixes -s or -es (dog, dogs, wish, wishes) Uses some suffixes that can be added to verbs where no change is needed (helping, helped, helper) Knows how the prefix un- changes the meaning of verbs and adjectives- kind/unkind, helpful/unhelpful Shows awareness of names, days, I by using CL	Shows an understanding that verbs have different endings in different tenses (-ed -ing -s) Uses a range of descriptive vocabulary Typically creates interest through use of common words (e.g. big / little / happy / sad / beautiful / ugly) Some words from genres used Once upon a time . . .	No longer uses capital letters inside words Creates interest through use of a variety of words (enormous / small / joyful / gloomy / good looking / hideous) Uses suffices and prefixes in writing demonstrating an understanding of word structure (-ing -un -ly -ful) Typically topic words from the writing type are used (volcano / eruption / lava)	Typically creates interest through use of a variety of words (gigantic / tiny / joyful / gloomy / good looking / hideous) Uses suffixes and prefixes in writing, demonstrating an understanding of word structure (-dis -mis -in -im - -ation) Sometimes words and phrases from the writing type are used (first, as a result, meanwhile, presently)	Sometimes uses affixes in writing which alter word class (-ance -tial -ible -able) Typically adds detail through the use of a mature vocabulary (huge / minute / pleased / dismal / gorgeous / hideous) Typically words and phrases from the writing type are used (furthermore, on the other hand)	Sometimes uses affixes in writing which alter word class (-ance -tial -ible -able) Sometimes adds detail through the use of a well-chosen, mature vocabulary (Colossal / petite / thrilled / depressing / attractive / unattractive) Typically makes use of a precise and adventurous vocabulary (extensive / slight / poignant / content /striking / unsightly) Sometimes uses figurative language to enhance description (personification / simile) Often uses figurative language to enhance description (personification / simile) Typically words and phrases are well chosen to establish the period, audience and voice of the writing
HANDWRITING	Holds my pencil between my finger and thumb Can write letters clearly	Holds pencil comfortably and correctly Forms lower case letters correctly - descenders below the line, ascenders clear Writes digits 0-9	Forms lower case letters of even size Can form diagonal and horizontal strokes for later use in cursive script Proms capital letter correctly	Is beginning to write in a cursive script Handwriting is always legible and even	Can write using a cursive script Handwriting is always legible and is even throughout Handwriting is neat throughout	Ensures that they have the right writing implement for the task Writes fluently and neatly Writes at sufficient speed to complete tasks (250 words in 20 mins)	Writes fluently and neatly Writes at sufficient speed to complete tasks (300 words in 20 mins)
TERMINOLOGY FOR PUPILS		Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma	Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)	Determiner, pronoun, possessive pronoun, adverbial	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Subject, object, active, passive, synonym, atonym, ellipsis, hyphen, colon, semi-colon, bullet points