

Composition				YEAR ONE	
		DEVELOPING 2	EXPECTED 4	EMBEDDED 6	
	Sentence Structure/ Grammar	Usually uses simple sentence structures  Sentence structure is often repeated	Write simple sentences  Sentence structures often draw more on characteristics of spoken language than those of written language with repetition of pronouns and simple verbs  To write simple compound sentences using and  To separate words with spaces	Use a mixture of simple and compound (using and) sentences independently	
	Punctuation	To mostly separate words with spaces  Some evidence of using a capital letter and full-stop to demarcate a sentence and for the personal pronoun I (although this may not be consistent)	Beginning to <b>use capital letters and full stops to demarcate some sentences.</b>  To begin to <b>use question marks and exclamation marks to demarcate sentences</b>  To consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns (e.g. days of the week, other names)	Words are separated with spaces independently  To begin to use capital letters and full stops to demarcate some sentences independently  To begin to use question marks and exclamation marks to demarcate sentences  To consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns (e.g. days of the week, other names) independently  Sentences planned orally before they are written.	
	Text Structure and Organisation	Some evidence of simple structure e.g. can sequence events.  Attempts to retell elements from familiar stories or write own simple story ideas.  Writing communicates meaning without mediation.  Orally plans sentences before they are written Starting to check writing makes sense through discussion with an adult or peer.	<b>Sequence sentences to form short narratives based on fictional and real experiences</b> , this may include some characteristics of narrative writing but the form may not be sustained.  Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions)	Sequence sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained.  Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions)	
	Drafting and Editing	Writing is read out loud to check writing makes sense and changes made with support	<b>Checks that their writing makes sense by rereading</b> and makes simple changes where suggested	Checks their writing makes sense and begins to make changes independently	
	Effective use of language/Vocabulary	Beginning to use story language to start writing a story.  Mostly draws on characteristics of spoken language rather than written language.  Usually shows some awareness of the purpose of the writing.	Uses vocabulary which is appropriate to the subject matter.  Some use of adjectives for description  Writing refers to the context of task.	Uses vocabulary which is appropriate to the subject matter independently  Some use of adjectives for description independently	

YEAR ONE			
DEVELOPING 2		EXPECTED 4	EMBEDDED 6
Transcription	Spelling	<p>Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately (in line with NC appendix 1)</p> <p><b>Letters are usually clearly shaped and correctly orientated.</b> Mostly writes with spaces between words.</p>	<p>Most words containing <b>previously taught phonemes</b>, GPCs, common exception words are spelt accurately. There is increasingly accurate use of the prefix un- and suffixes when adding –ing, –ed, –er and –est where there is no needed in the spelling of the root word (see NC appendix 1)</p> <p>Names the letters of the alphabet in order</p> <p><b>Begin to form lower-case letters in the correct direction, starting at and finishing in the right place</b> (may be inconsistencies in orientation and size)</p> <p>Holds a pencil comfortably and correctly</p> <p>Form capital letters and digits 0-9 a</p> <p>Understand which letters belong to the handwriting ‘families’ and practise these.</p>
	Handwriting	<p>Most words containing <b>previously taught phonemes</b>, GPCs, common exception words are spelt accurately. There is increasingly accurate use of the prefix un- and suffixes when adding –ing, –ed, –er and –est where there is no needed in the spelling of the root word (see NC appendix 1)</p> <p>Names the letters of the alphabet in order</p> <p><b>Begin to form lower-case letters in the correct direction, starting at and finishing in the right place</b> (may be inconsistencies in orientation and size) with more consistency</p> <p>Holds a pencil comfortably and correctly</p> <p>Form capital letters and digits 0-9</p> <p>Understand which letters belong to the handwriting ‘families’ and practise these.</p>	<p>Beginning to apply taught spelling rules in their own writing with increasing accuracy (see NC appendix 1)</p> <p>Begin to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistencies in orientation and size) with more consistency</p> <p>Holds a pencil comfortably and correctly</p> <p>Form capital letters and digits 0-9</p> <p>Understand which letters belong to the handwriting ‘families’ and practise these.</p>

Composition				YEAR TWO	
		DEVELOPING 8	EXPECTED 10	EMBEDDED 12	
	Sentence Structure/ Grammar	<p>Some variation in sentence structure – simple and compound (a greater range of conjunctions)</p> <p>Some sentences are extended</p> <p>Sentences are linked through conjunctions other than ‘and e.g. but, so</p> <p>Starting to consistently use tense appropriate to the task</p> <p>Beginning to recognise how the grammatical pattern of a sentence matches its purpose (statement, exclamation or command)</p>	<p>Uses correctly structured simple and compound sentences.</p> <p>Growing variety of simple conjunctions being used -<b>Subordination (when, if, that, because) and coordination (or, and, but)**</b></p> <p>Uses a variety of sentence beginnings</p> <p><b>Mostly consistent use of the tense that is appropriate to the task**</b></p> <p>Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command)*</p> <p>Correct use of progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting)</p> <p><b>Uses capital letters and full stops to demarcate sentences.**</b></p>	<p><b>Confident and consistent use of :</b></p> <ul style="list-style-type: none"> <li>-simple and compound sentences.</li> <li>- Use a growing variety of simple conjunctions –Subordination (when, if, that, because) and coordination (or, and, but).</li> <li>- uses a variety of sentence beginning</li> <li>- consistent use of the tense that is appropriate to the task.</li> </ul> <p>Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command)</p> <p>Correct use of progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting)</p>	
	Punctuation	<p>Sentences are usually demarcated by capital letters and full stops*</p> <p>To use capital letters for names and personal pronoun I independently</p> <p>Beginning to use question marks and exclamation marks, realising their effect on the reader</p> <p>Some use of commas to separate items in a list</p> <p>Some attempt at use of apostrophe for contraction and singular possession</p>	<p><b>Uses question marks and exclamation marks</b>, realising their effect on the reader</p> <p>To consistently use capital letters for personal pronoun I and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names)</p> <p><b>Use commas to separate an item in a list</b></p> <p>Uses apostrophes to mark where letters are missing (omission) – simple common contractions</p> <p>Starting to use apostrophes to mark singular possession in nouns</p>	<p><b>Confident and consistent use of:</b></p> <ul style="list-style-type: none"> <li>- Capital letters and full stops to demarcate sentences question marks and exclamation marks, realising their effect on the reader,</li> <li>- Capital letters for personal pronoun I and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names)</li> <li>- Commas to separate an item in a list</li> <li>- Apostrophes to mark where letters are missing (omission) – simple common contractions</li> <li>- Apostrophes to mark singular possession in nouns</li> </ul>	
	Text Structure and Organisation	<p><b>Ideas are developed in a sequence of sentences</b></p> <p><b>Communicates meaning using a narrative form with some consistency.</b></p> <p>Organisation reflects the purpose of the writing.</p> <p>Writes simple narratives about personal experiences and those of others, writes about real events, writes simple poetry</p> <p>Beginning to use some of the characteristics of non-narrative form to communicate meaning</p> <p>Organisation reflects the purpose of the writing</p>	<p>Narrative features beginning to be developed including opening, middle and ending and events in a chronological order</p> <p>Writes simple narratives about personal experiences and those of others, writes about real events, writes simple poems</p> <p>Some characteristic features of a chosen form are beginning to be developed e.g. in narrative a sequence of events, in non-narrative sections of writing sequenced appropriately</p>	<p>Able to clearly structure a narrative, without prompts or guidance</p> <p>Narrative features beginning to be developed including opening, middle and ending and events in a chronological order, with appropriate balance e.g. a more rounded resolution</p> <p>Writes simple narratives about personal experiences and those of others, writes about real events, writes simple poems</p> <p>Some characteristic features of a chosen form are beginning to be developed e.g. in narrative a balanced sequence of events, in non-narrative sections of writing sequenced appropriately with expansion of ideas within sections. Ideas are linked together to provide more details</p>	
Drafting and Editing		<p>Writing is checked and with prompting is able to make some improvements to spelling, punctuation and grammar.</p>	<p><b>Simple additions, revisions and corrections to their own writing including:</b></p> <ul style="list-style-type: none"> <li>- Rereading to check for sense</li> <li>- Proof reading for errors</li> </ul> <p>Uses grammatical vocab from appendix 2 when discussing work (Y1/2)</p>	<p>Evaluation of the effectiveness of their writing, leads to children making changes without being prompted.</p>	

YEAR TWO			
Transcription	Effective use of language/ Vocabulary	DEVELOPING 8	EMBEDDED 12
		Use of adjectives and some uses some expanded noun phrases for description	Adjectives, adverbs and expanded noun phrases to describe and specify (including use of vocabulary drawn from wider reading)  Uses some specific vocabulary linked to the topic in non-narrative writing  Communicates meaning in a way that is lively and generally holds the interest of the reader.
		Spelling rules and guidance from Appendix1 year 2 are beginning to be applied accurately  Segmenting spoken words into phonemes and representing these by graphemes spelling some correctly*  Spelling some common exception words (see Appendix 1)*	Spelling rules and guidance from Appendix1 year 2 are applied accurately including <b>many common exception words and some words with contractions.**</b>
		Holds a pencil comfortably and correctly Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place*  Capital letters and digits 0-9 are mostly formed and orientated accurately  Some consistency in the size and spacing of digits and letters is maintained throughout the writing*  Uses word processing skills to present own stories	Starting to join letters in an appropriate cursive style  Holds a pencil comfortably and correctly  Form lower case letters of the correct size relative to one another  Uses some of the diagonal and horizontal strokes needed to join letters**  <b>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters**</b>  Upper and lower case letters not mixed within words and uses spacing between words that reflects the size of the letters.**

Composition				YEAR THREE	
		DEVELOPING 14	EXPECTED 16	EMBEDED 18	
	Sentence Structure/ Grammar	<p>Usually uses simple and compound sentences with some attempt to form complex sentences, which may be uncontrolled.</p> <p>Uses a variety of sentences with different functions – punctuated correctly</p> <p>Uses range of simple conjunctions, e.g. and, then, but, so, because.</p> <p>Beginning to use pronouns to avoid repetition.</p> <p>Uses ways other than the subject to begin sentences.</p> <p>Present and past tense, including the progressive form, correctly chosen and mostly consistently used throughout writing</p>	<p>Uses simple and compound sentences which are grammatically correct and punctuated correctly</p> <p>Sentences with more than one clause are increasing evident, however these may remain uncontrolled.</p> <p>Uses an increasing variety of sentence openings.</p> <p>Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of)</p> <p>First and third person and tense are used consistently.</p> <p><b>Present and past tense, including the progressive form, usually correctly chosen and usually consistently used throughout writing</b></p> <p><b>Mostly uses the forms a or an according to whether next word begins with consonant or vowel</b></p> <p>Punctuation to mark sentences – full stops, capital letters, exclamation and question marks – is usually used accurately.</p> <p>Capital letters used accurately for proper nouns</p> <p>Apostrophe use increasingly accurate</p> <p>Usually using inverted commas to punctuate direct speech,</p> <p>Start to show awareness of commas to mark phrases and clauses, as well as separating items in lists.</p>	<p>Uses simple and compound sentences which are grammatically correct and punctuated correctly confidently and independently</p> <p>Independently writing sentences with more than one clause, although these may remain uncontrolled</p> <p>Confidently using an increasing variety of sentence openings</p> <p>Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of) with increasing confidence and independence</p> <p>First and third person and tense are used consistently and confidently</p> <p>Present and past tense, including the progressive form, usually correctly chosen and usually consistently used throughout writing</p> <p>There is subject verb agreement</p> <p>Use of common punctuation taught is used accurate and independently at the point of writing.</p> <p>Start to show awareness of commas to mark phrases and clauses, as well as separating items in lists.</p>	
	Punctuation	<p>Capital letters, full stops, exclamation and question marks are mostly used accurately to demarcate sentences.</p> <p>Capital letters increasingly and mostly accurate for proper nouns.</p> <p>Apostrophes for common contractions and singular possession nouns mostly accurate</p> <p>Beginning to use inverted commas to punctuate direct speech, however this may be inconsistent</p> <p>Commas used in lists used correctly</p> <p>Uses scaffolding and support to aid planning</p>	<p>Plans using ideas gathered from wider reading and modelling.</p> <p>Writing demonstrates an understanding of purpose and audience</p> <p>Main features of story structure are present – beginning, middle and clearly developed resolution</p> <p><b>Usually groups similar information together (starting to use paragraphs for all forms of writing).</b></p> <p>Simple overall structure of the chosen non-narrative text type is usually used appropriately.</p> <p>In non-narratives, simple organisational devices including headings and sub-headings aid presentations</p>	<p>Clear demonstration of the ability to plan and write in the appropriate form, taking into account the purpose and audience</p> <p>Children are able to make choices about the form their writing should take without the need for scaffolds.</p> <p>Showing more confidence in grouping ideas together to form paragraphs</p> <p>In non-narratives, simple organisational devices including headings and sub-headings aid presentations independently</p>	
	Text Structure and Organisation	<p>Although the writing demonstrates an understanding of purpose and audience, this may not be sustained through the whole piece.</p> <p>Stories are written with a beginning, middle and simple ending (creates characters and setting), although there should be appropriate balance.</p> <p>A simple sequence of events which are generally related to each other, though not necessarily well paced.</p> <p>Uses simple overall structure of the chosen non-fiction text type and includes brief introduction or concluding sentence.</p>	<p>To proof read to check for errors in spelling, grammar and punctuation with increasing accuracy.</p> <p>Can make simple improvements for contents either within their own and others' writing</p>	<p>To proof read to check for errors in spelling, grammar and punctuation in with increasing accuracy.</p> <p>Can make simple improvements for contents either within their own writing with confidence</p>	
	Drafting and Editing				

YEAR THREE			
Transcription	Effective use of language/Vocabulary	DEVELOPING 14	EMBEDED 18
		Starting to use adventurous word choices to add detail and engage the reader	Deliberate uses of adventurous word choices to add detail and engage the reader e.g. adding adverbs to add detail to verbs,  Using technical language appropriate to the text type
		Spelling rules and guidance from Appendix 1 year 2 are applied accurately. Starting to use taught spelling rules from appendix 1 (year 3 and 4)	Some of spelling rules and guidance from English Appendix 1 (Year 3 and 4) applied accurately including further homophones and possessive apostrophe
Handwriting		Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined  The children should be moving towards a joined style of handwriting.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined  The children should be using towards a joined, legible style of handwriting.



Composition				
		YEAR FOUR		
		EMBEDDED 24		
		EXPECTED 22		
		DEVELOPING 20		
Sentence Structure/ Grammar	Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by starting to use a wider range of conjunctions including when, if, because, although	Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, independently and through writing across the curriculum
	Use of a range of sentence openings	Use of a range of sentence openings	Use of a wide and varied range of sentence openings	Use of a wide and varied range of sentence openings independently
	Starting to expand noun phrases by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair	Starting to expand noun phrases by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair	Noun phrases extended by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair	Independent use of extended noun phrases by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair
Punctuation	The same tense is sustained throughout the writing. Simple present tense is used in dialogue	The same tense is sustained throughout the writing. Simple present tense is used in dialogue	Choice of tense is accurate and consistent.	Choice of tense is accurate and consistent through writing across the curriculum
	Starting to use appropriate use of pronouns to avoid repetition.	Starting to use appropriate use of pronouns to avoid repetition.	Appropriate use of pronouns to avoid repetition.	Appropriate use of pronouns to avoid repetition.
	Starting to use fronted adverbials (e.g. later that day, I heard the bad news)	Starting to use fronted adverbials (e.g. later that day, I heard the bad news)	<b>Use of fronted adverbials</b> (e.g. later that day, I heard the bad news)	Competent use of fronted adverbials (e.g. later that day, I heard the bad news)
Text Structure and Organisation	Starting to user appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Starting to user appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	<b>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</b>	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
	Basic grammar is accurate but sometimes reflects the local spoken forms. (e.g. should have, would have)	Basic grammar is accurate but sometimes reflects the local spoken forms. (e.g. should have, would have)	Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. should have, would have)	Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. should have, would have)
	Capital letters, full stops, question marks and exclamation marks are used accurately, but may still need prompting or editing	Capital letters, full stops, question marks and exclamation marks are used accurately, but may still need prompting or editing	Capital letters, full stops, question marks and exclamation marks are used accurately.	Capital letters, full stops, question marks and exclamation marks are used accurately through writing across the curriculum independently
Text Structure and Organisation	Starting to show an awareness of the need for a comma after fronted adverbials	Starting to show an awareness of the need for a comma after fronted adverbials	Commas used after fronted adverbials	Commas used after fronted adverbials independently
	Inverted commas are used to indicate beginning and end of direct speech	Inverted commas are used to indicate beginning and end of direct speech	<b>Inverted commas and other punctuation to indicate direct speech</b> (e.g. a comma after reporting a clause, end punctuation within inverted commas)	Inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas) with more confidence
	Apostrophes for singular possession accurate, starting to use apostrophes for plural possession	Apostrophes for singular possession accurate, starting to use apostrophes for plural possession	Apostrophes to mark singular and plural possession	Apostrophes to mark singular and plural possession independently
Text Structure and Organisation	Stories are written with a clear beginning, middle and ending, starting to create more detailed settings and characters, along with a coherent plot.	Stories are written with a clear beginning, middle and ending, starting to create more detailed settings and characters, along with a coherent plot.	<b>Stories are written with a clear beginning, middle and ending with the creation of more detailed settings and characters, along with a coherent plot.</b>	Stories structure is well developed and the well-paced.
	Usually uses of paragraphs to organise ideas around a theme	Usually uses of paragraphs to organise ideas around a theme	The ending is developed and of an appropriate length.	Effective use of paragraphing adds cohesion and aid the reader
	Mostly consistent and appropriate use of the structure of the chosen non-narrative text type.	Mostly consistent and appropriate use of the structure of the chosen non-narrative text type.	Use of paragraphs to organise ideas around a theme	Demonstrate the ability to plan and structure non-narrative texts appropriately without the use of model
Text Structure and Organisation	In non-narrative texts, text structure usually includes introduction, ordered sections and a brief conclusion, as well as other organisational devices	In non-narrative texts, text structure usually includes introduction, ordered sections and a brief conclusion, as well as other organisational devices	Consistent and appropriate use of the structure of the chosen non-narrative text type.	Demonstrate the ability to plan and structure non-narrative texts appropriately without the use of model
			In non-narrative texts, text structure includes introduction, ordered sections and a brief conclusion, as well as other organisational devices	

YEAR FOUR			
Transcription	Drafting and Editing	DEVELOPING 20	EXPECTED 22
		Can, with support, proof-read and amend their own writing, checking for accuracy of grammar and vocabulary and use of pronouns throughout the text.	Independently, <b>proof-read and amend their own writing</b> , checking for accuracy of grammar, vocabulary and use of pronouns throughout the text: e.g. spotting repetitious language, verb/subject disagreement or lapses in tense.
		Expansion of noun phrases (see sentence structure and grammar)  Starting to use noun phrases, adverbs and adjectives are used to create variety and add interest.  Adjectives are beginning to be modified for emphasis.  Beginning to use a range of powerful verbs.  Some evidence of viewpoint, e.g. use of authoritative voice or some evaluative comment, but may not be maintained.	Expansion of noun phrases (see sentence structure and grammar)  Noun phrases, adverbs and adjectives are used to create variety and add interest.  Adjectives are sometimes modified for emphasis.  Beginning to use a wider range of powerful verbs.  Attempts to use technical and precise vocabulary in non-narrative writing  Writer's viewpoint is established, but may not be maintained.
	Effective use of language/ Vocabulary		<b>Confidently and independently through writing across the curriculum:</b>  Expansion of noun phrases (see sentence structure and grammar)  Noun phrases, adverbs and adjectives are used to create variety and add interest.  Adjectives are sometimes modified for emphasis.  Beginning to use a wider range of powerful verbs.  Attempts to use technical and precise vocabulary in non-narrative writing  Writer's viewpoint is established, but may not be maintained.
	Spelling	Spelling rules and guidance from English Appendix 1 (year 3 and 4) mostly applied	Spelling rules and guidance from English Appendix 1 (year 3 and 4) applied  Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families
	Handwriting	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined  The children should be using towards a joined, legible style of handwriting.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined  The children should be using towards a joined, legible style of handwriting.



YEAR FIVE			
Composition	DEVELOPING 26	EXPECTED 28	EMBEDED 30
	<p>A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, starting to take into account audience and purpose for writing</p> <p>A variety of sentence structures are used but may not always be controlled</p> <p>Some relative clauses are starting to be used with support</p> <p>Usually appropriate use of direct and reported speech</p> <p>Tense changes are usually appropriate and usually accurate.</p> <p>Use of fronted adverbials to vary sentence structure, although may not always be controlled</p> <p>All sentences are demarcated appropriately.</p>	<p>A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing</p> <p>Expanded phrases and clauses are used to add information or detail.</p> <p>Appropriate use of direct and reported speech.</p> <p>Tense changes are appropriate and consistently accurate.</p> <p>Beginning to use of relative clauses beginning with who, which, where, when whose that or omitted relative pronoun</p> <p><b>Beginning to indicate degrees of possibility using adverbs</b> (e.g. perhaps, surely) or modal verbs (e.g. might, should, will must)</p>	<p>A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing and understanding the impact on the reader (e.g. the use of short sentences to add tension or increase pace)</p> <p>Confident use of expanded phrases and clauses to add information or detail.</p> <p>Consistent appropriate use of direct and reported speech.</p> <p>Tense changes are appropriate and consistently accurate.</p> <p>More confident use of relative clauses beginning with who, which, where, when whose that or omitted relative pronoun to add detail to writing</p>
	<p>Starting to use commas to clarify meaning or avoid ambiguity (e.g. Let's eat grandma. Let's eat, grandma)</p> <p>Inverted commas and other punctuation to indicate direct speech and is starting to use new lines for each new speaker</p>	<p><b>Use of commas to clarify meaning or avoid ambiguity</b> ( e.g. Let's eat grandma. Let's eat, grandma)</p> <p>Inverted commas are used to demarcate direct speech, with new lines used for each new speaker.</p> <p>Some use of brackets, dashes or commas to indicate parenthesis</p>	<p>Confident use of commas for a variety of reasons</p> <p>Confident use of accurate speech punctuation</p> <p>Growing use of brackets, dashes or commas to indicate parenthesis</p>
	<p>Writing for a range of purposes and audiences</p> <p>Writing is organised appropriately for the purpose of the reader, using a clear structure in which events are well paced and logically related</p> <p>Paragraphs are usually suitably linked, however transition may be awkward</p> <p>Characters are developed through action and description.</p> <p>Descriptions of setting used to create and reflect changes in mood.</p> <p>In non-narrative writing, new sections/paragraphs are mostly indicated by the consistent use of sub-headings or introductory phrases.</p> <p>In non-narrative, connections between ideas are established and maintained.</p> <p>Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader, showing mostly effective use of the structure of the chosen non-fiction text type.</p>	<p><b>Writing for a range of purposes and audiences</b></p> <p><b>Choose structure and organisation of text depending on audience and purpose</b></p> <p>Story structure is well developed, using paragraphs to mark changes of time, scene, action or person.</p> <p>Within paragraphs, sequences of events are developed around a main sentence</p> <p>Characters develop through descriptions of appearance, actions and direct or reported speech</p> <p>Use of fronted adverbials of time, place and number to link ideas across paragraphs</p> <p>Tense choice and other devices to build cohesion within and across paragraphs</p> <p>Writing shows consistently effective use of the structure of the chosen non-narrative text type.</p> <p><b>A widening range of layout conventions and presentational devices are used</b> to indicate main and supporting points. Ideas are linked across paragraphs.</p>	<p>Across writing conscious control of paragraphing helps shape the overall pieces in both narrative and non-narrative writing.</p> <p>Use of fronted adverbials of time, place and number to link ideas across paragraphs independently through writing across the curriculum</p> <p>Tense choice and other devices to build cohesion within and across paragraphs independently through writing across the curriculum</p> <p>Independently writing shows consistently effective use of the structure of the chosen non-narrative text type.</p> <p>Independently a widening range of layout conventions and presentational devices are used to indicate main and supporting points. Ideas are linked across paragraphs.</p>

YEAR FIVE			
Transcription	Drafting and Editing	DEVELOPING 26	EXPECTED 28
		EMBEDDED 30	
Effective use of language/ Vocabulary		independently, proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text and able to suggest some areas for improvement:	Can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing
		<p>Adverbials and expanded noun phrases used to engage and inform. Vocabulary choices are often adventurous.</p> <p>Appropriate use of technical and precise vocabulary for effect in non-narrative writing</p> <p>Narrator's or character's viewpoint is established.</p> <p>Writing in a range of forms is lively and thoughtful, with ideas often sustained and developed in interesting ways, seeking to engage the reader.</p> <p>Writing shows usually appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience.</p> <p>Writer's viewpoint is established and usually maintained</p>	<p>Writing demonstrates carefully chosen vocabulary and phrases (including relative clauses) to clarify meaning, enhance effect, add/slow pace and conjure mood</p> <p>Viewpoint is usually well controlled and convincing</p> <p>Precise, varied and technical vocabulary are used effectively to support the writer's purpose, clarify meaning or add interest</p>
Spelling		Taught spelling rules and guidance from English Appendix 1 ( year 5 and 6) starting to be applied	Taught spelling rules and guidance from English Appendix 1 (year 5 and 6) are applied.  Errors are identified through proof reading and self-corrected
	Handwriting	<p>Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters</p> <p>The children should be using towards a joined, legible style of handwriting.</p>	<p>Handwriting is legible, fluent handwriting is usually maintained when writing at an efficient speed</p> <p>The children should be using towards a joined, legible style of handwriting.</p>

YEAR SIX			
Composition	DEVELOPING 32	EXPECTED 34	EMBEDED 36
	Sentence Structure/ Grammar	<p>Variety of <b>simple</b>, compound and complex sentences is used, usually with some control, in order to create specific effects.</p> <p>Complex sentences usually secure, beginning to position clauses for effect, e.g. using embedded subordinate clauses for economy of expression.</p> <p>Uses co-ordinating and subordinating conjunctions*</p> <p>Range of verbs forms used, usually accurately *</p>	<p>According to audience, purpose and context, writing demonstrates assured use of:</p> <ul style="list-style-type: none"> <li>- Sentences containing more than 1 subordinate clause to elaborate and to specify relationships between ideas</li> </ul> <p>Precise vocabulary and grammatical choices including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations</p>
	Punctuation	<p><b>Some</b> attempts to use more ambitious punctuation, <b>however this may not be always used accurately</b> (including brackets, dashes or commas to indicate parenthesis, hyphens to avoid ambiguity; consistent punctuation of bullet points; use of semi-colon, colon and dash to mark the boundaries between independent clauses (e.g. It's raining; I'm fed up); and use of colon to introduce a list and use of semi-colon within list)</p> <p>Uses capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly*</p> <p>Writing for a range of purposes and audiences</p>	<p>A range of punctuation is used, accurately and appropriately, including semi-colons, colons and dashes to mark the boundary between independent clauses.</p>
	Text Structure and Organisation	<p>Use of fronted adverbials of time, place and number to link ideas across paragraphs</p> <p>Elements of dialogue, action and description are interwoven appropriately, however may not always be balanced</p> <p>Writing includes significant interaction between characters.</p> <p>Secure and effective use of the chosen text type to establish context and purpose of writing.</p> <p>Uses some cohesive devices within and across sentences and paragraphs*</p> <p>Each section/paragraph has a clear focus around which content is organised.</p> <p>Ideas are usually <b>organised into</b> appropriately sequenced sections or <b>paragraphs</b> which lead to a well-drawn conclusion*</p> <p>Wide range of layout conventions and presentational devices used to indicate main and supporting points</p>	<p>Writing for a range of purposes and audiences demonstrates selection and use of suitable forms.</p> <p>Paragraphs to develop and expand some ideas, descriptions, themes and events in depth</p> <p>Relationships between paragraphs usually give clear structure and coherence to the whole story.</p> <p>Elements of dialogue, action and description are interwoven appropriately.</p> <p><b>A range of organisational and presentational devices, including use of columns, bullet points and tables to guide the reader</b></p> <p>A range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis*</p> <p>Controlled use of structure across the whole piece which maintains and emphasises the context and purpose of writing.</p> <p>In non-narrative writing, within sections /paragraphs ideas are clearly developed or explained, including relevant detail.</p> <p>Ideas are mostly organised into appropriately sequenced sections or paragraphs which contribute to the overall effectiveness and shape of the text.</p>

YEAR SIX			
DEVELOPING 32		EXPECTED 34	EMBEDED 36
Drafting and Editing		Effective of own writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning	The drafting process is used to make deliberate choices of grammar and vocabulary to change and enhance meaning for intended effect  Effectiveness of own writing is evaluated and edited to make assured changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
	Effective use of language/ Vocabulary	<p>Vocabulary choices are imaginative and words are used precisely and appropriately to create impact and augment meaning</p> <p>Makes appropriate choices between colloquial language and standard English (match formal and informal situations)</p> <p>In narratives descriptions of settings, characters and atmosphere is used appropriately including integration of dialogue to convey character and advance the action.*</p> <p>Effective use of well-chosen phrases e.g. adverbials, expanded noun phrases are used to engage reader and for clarity of meaning.*</p> <p>Expanded noun phrases to convey complicated information concisely</p> <p>Uses wider range of narrative techniques to engage the reader, e.g. use of flashback and time-shift.</p> <p>Viewpoint is well controlled and convincing.</p>	<p>Consistently precise vocabulary and grammatical choices, including use of the subjunctive mood where appropriate, to suit both formal and informal situations</p> <p>Vocabulary is varied, precise and often ambitious</p> <p>A range of stylistic features contribute to the effect of the text e.g. rhetorical questions, repetition for effect, figurative language</p>
Transcription	Spelling	<p>Spells most words correctly* (years 3 and 4)</p> <p>Spells some words correctly* (years 5 and 6) (see Appendix 1)</p>	Accurate spelling, with only occasional errors in more ambitious vocabulary
	Handwriting	<p>Handwriting is legible, fluent handwriting is usually maintained when writing at an efficient speed</p> <p>Uses legible joined handwriting*</p> <p>Beginning to develop a personal legible style.</p> <p>Chooses the writing implement style of handwriting that is best suited for the task</p>	Legible, fluent handwriting is mostly maintained when writing at sustained, efficient speed