

# Key Assessment Criteria

## *Being a writer*



The key assessment criteria for writing have been devised in such a way that they can be applied in all settings, regardless of the agreed programme of study. These criteria allow teachers to assess how well children are developing as writers.

Teachers may wish to supplement these key assessment criteria with other criteria if they feel that this adds value.

# What the National Curriculum requires in writing at Y1

## Writing - transcription

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, quicker, quickest]
- apply simple spelling rules and guidance, as listed in Appendix 1 of the National Curriculum
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

## Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

## Writing - composition

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.
  
- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Spelling

Handwriting

Composition

Vocabulary,  
grammar &  
punctuation

# What the National Curriculum requires in writing at Y2



## Writing - transcription

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in Appendix 1 of the National Curriculum
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Spelling

## Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Handwriting

## Writing - composition

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.
- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2
  - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Composition

Vocabulary,  
grammar &  
punctuation

# What the National Curriculum requires in writing at Y3 and Y4



## Writing - transcription

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three 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.

## Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Spelling

Handwriting

## Writing - composition

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures – see Appendix 2 of the National Curriculum
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Composition

Vocabulary,  
grammar &  
punctuation

# What the National Curriculum requires in writing at Y5 and Y6



## Writing - transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

## Handwriting

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task.

Spelling

Handwriting

## Writing - composition

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Composition

Vocabulary,  
grammar &  
punctuation

# KS1 Grammar, punctuation & spelling 2016: The expected standard

2016

In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in grammar, punctuation and spelling by the end of Key Stage One.

- Use some variety of sentence types as is appropriate to the given task, e.g. commands to instruct the reader; statements to give information.
- Able to introduce additional detail in their writing through the use of, for example, adjectives (including comparatives), adverbs, or simple expanded noun phrases (e.g. *the small cottage / the small cottage with the red door*).
- Clauses are mostly joined with co-ordinating conjunctions (*and, but, or*), with some use of subordination (e.g. to indicate cause or time).
- Tense is appropriate and mostly consistent in simple and progressive past and present forms.
- Sentences are usually demarcated with capital letters and full stops, or with appropriate use of question and exclamation marks.
- Capital letters are used to mark some proper nouns and always for the personal pronoun 'I'. There is some use of internal sentence punctuation, including commas to separate items in a list and apostrophes to mark contracted forms.
- Handwriting is legible. Capital and lower-case letters are accurately and consistently formed with appropriate spacing and consistent size.

# KS1 Grammar, punctuation & spelling 2016:

## The expected standard

2016

In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in grammar, punctuation and spelling by the end of Key Stage One.

### Grammar and vocabulary

- Demonstrate familiarity with some word classes and their use, including nouns, verbs, adjectives and adverbs
- Apply this terminology to identify familiar words within each word class when presented in a context
- Recognise different types of sentences, including statements, questions, commands and exclamations
- Write different types of sentences including statements, questions, commands and exclamations when prompted
- Understand that the coordinating conjunctions *and*, *or*, *but* link words and clauses and use them to construct and extend sentences
- Add a subordinate clause to a main clause using a simple subordinating conjunction (e.g. *when*, *if*, *because*, *that*) when prompted
- Combine or expand given words to make noun phrases, clauses or sentences
- Identify the present or past tense forms of familiar, regular verbs and some high-frequency irregular verbs (e.g. *has* / *had*)
- Apply correct endings to regular verb forms to indicate present and past tense, including the progressive form to mark actions in progress (e.g. *the lion is running* / *Ellie was shouting*)
- Demonstrate Standard English subject-verb agreement (e.g. *we were* as opposed to *we was*)
- Identify and select some appropriate language for the context such as formal, informal or Standard English as appropriate
- Understand that the prefix *un-* can change the meaning of some words
- Use some straightforward suffixes to form nouns and adjectives, including the suffixes *-er* and *-est* to form comparative adjectives.

# KS1 Grammar, punctuation & spelling 2016: The expected standard

2016

In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in grammar, punctuation and spelling by the end of Key Stage One.

## **Punctuation**

- Identify and use appropriate end punctuation for demarcating different sentence types (full stop, question mark and exclamation mark)
- Identify and use a capital letter to start a sentence, for names and for the personal pronoun *I*
- Identify and insert commas in a list of single words
- Use apostrophes to construct simple contracted verb forms from given full forms, using correct spelling
- Identify the correct use of the apostrophe to denote singular possession and sometimes use the apostrophe correctly for this purpose.

## **Spelling**

- Usually accurately spell simple monosyllabic and polysyllabic words, including high-frequency homophones and near-homophones in context
- Draw on their developing phonological, morphological and lexical awareness to apply the rules and patterns set out in the statutory Appendix 1 of the 2014 national curriculum.



# KS2 Grammar, punctuation & spelling 2016:

## The expected standard

2016

In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in grammar, punctuation and spelling by the end of Key Stage Two.

### Grammar

- Demonstrate familiarity with a range of word classes and their use, including nouns, verbs, adjectives, conjunctions, pronouns, adverbs, prepositions and determiners;
- Apply this terminology to identify familiar words within each word class when presented in a context;
- Recognise and write different types of sentences, including statements, questions, commands and exclamations;
- Demonstrate familiarity with terms relating to a sentence, including subject and object;
- Distinguish between co-ordinating and subordinating conjunctions and use them to link clauses appropriately;
- Identify and use main clauses and subordinate clauses (including relative clauses) in a sentence and construct expanded noun phrases for description and concision;
- Identify and construct fronted adverbial phrases to denote time and place (e.g.: *Later that day, I met Tina.*);
- Select pronouns appropriately for clarity and cohesion (e.g. **The children** will be visiting the **activity centre**. **They** will try all the activities **it** has to offer.);
- Distinguish between formal and informal varieties of English (e.g. active / passive, subjunctive) and Standard and non-Standard varieties of English (e.g. use of *I* and *me*);
- Use Standard English and formal or informal structures when appropriate;
- Select and construct regular and irregular verb forms that express present and past time, including the progressive and perfect forms (e.g. *We are hoping to win. I had swum across the lake.*);
- Choose tenses accurately and mostly consistently;
- Ensure that subject and verb agree when using singular and plural nouns in a sentence;
- Identify the active and passive voice in terms of sentence structure; identify modal verbs to express future time and possibility (e.g. *I might go to the park. They should be home soon.*);
- Identify, form and expand contractions accurately;
- Select appropriate synonyms and antonyms for a wide range of words;
- Use prefixes and suffixes to change the meaning of words, for example, to change words into different word classes;
- Recognise and use words from the same word families.

# KS2 Grammar, punctuation & spelling 2016: The expected standard

2016

In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in grammar, punctuation and spelling by the end of Key Stage Two.

## Punctuation

- Demarcate sentences accurately, using capital letters and full stops, question marks or exclamation marks as appropriate;
- Use commas to mark clauses or phrases, including fronted adverbials, (eg: *The cottage, which had a blue door, looked warm and cosy. Despite these facts, people choose to eat unhealthy food.*) but they may not be able to use them consistently;
- Use inverted commas to denote speech and place these correctly in relation to internal punctuation;
- Use apostrophes correctly for omission and singular possession, and mostly accurately for plural possession;
- Identify where punctuation is used to indicate parenthesis;
- Identify colons, semi-colons, single dashes and hyphens but may not be able to use them consistently.

## Spelling

- Spell accurately in general, including polysyllabic words that conform to regular patterns and some common exceptions to these, and less common prefixes and suffixes, for example *ir-*, *il-*, *-cian*, *-ous*;
- Spell or select the correct forms of common homophones; and
- Draw on their phonological, morphological and lexical awareness to apply the common rules and patterns and spell correctly a wide range of words, including those set out in statutory Appendix 1 of the 2014 national curriculum.

# Year 1

Aspect	Autumn	Spring	Summer
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>I sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>I form the digits 0-9 correctly.</li> </ul>	<ul style="list-style-type: none"> <li>I form lower case letters in the correct direction, starting and finishing in the right place. <i>(cursive- kicks and flicks)</i></li> </ul>	<ul style="list-style-type: none"> <li>I name the letters of the alphabet in order.</li> <li>I form capital letters.</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>I spell unknown words using my phonemes (sounds). <i>(phonetically plausible attempts: yoo, rayn- rain, sed- said friend for friend)</i></li> </ul>	<ul style="list-style-type: none"> <li>I use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.</li> <li>I write from memory simple dictated sentences including the words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>I use letter names to show alternative spellings of the same phonemes.</li> <li>I spell words that use suffixes for plurals or 3<sup>rd</sup> person. <i>(E.g.: adding s/es; box, fox, fix, pencil, pen)</i></li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>I say a sentence out loud before I write it down. <i>(Hold a sentence)</i></li> </ul>	<ul style="list-style-type: none"> <li>I plan my writing by saying what I am going to write about. <i>(build a sentence)</i></li> <li>I read my own writing aloud so it can be heard by others and check for sense. <i>('Oops, I forgot to put a capital letter after that full stop.:' 'I used my sounds to help me spell that long word.')</i></li> </ul>	<ul style="list-style-type: none"> <li>I sequence sentences to form short narratives. <i>(Beginning/middle/ end-sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home.)</i></li> <li>I use sequence sentences in chronological order to recount an event /experience. <i>(Basic adverbials for when-First, Then, Next, After that)</i></li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>I use the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>I use 'and' to join ideas within a sentence. <i>('I went to the park and played on the swing.')</i></li> </ul>	<ul style="list-style-type: none"> <li>I may attempt to use other conjunctions.</li> <li>I make sure that word choices are relevant to the context and I use word banks to support this.</li> <li>I begin to use adjectives to add detail to my sentences.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>I leave spaces between words.</li> <li>I use a capital letter for the start of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>I begin to use other punctuation such as exclamation and question marks.</li> <li>I use a full stop accurately.</li> </ul>	<ul style="list-style-type: none"> <li>I use capital letters for the names of people, places and days of the week. <i>(Aa)</i></li> </ul>

## Year 2

Aspect	Autumn	Spring	Summer
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>▪ I use some of the diagonal and horizontal strokes needed to join letters.</li> <li>▪ I understand which letters, when adjacent to one another, are best left unjoined.</li> <li>▪ I write capital letters (and digits) of the correct size/ orientation to one another.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I form lower case letters of the correct size relative to one another.</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>▪ I segment spoken words into phonemes and record these as graphemes. <i>(Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. E.g. yesterday, exsighting, speshal, diffrent)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ I spell longer words using suffixes such as ment, ness, ful, less, ly <i>(Root words ending in a consonant- merriment, happiness, plentiful, penniless, happily, quickly, thoughtless/ful/ly)</i></li> <li>▪ I spell common exception words <i>(door, because, sugar, people, - see Year 2 spelling list)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ I use apostrophes for the most common contracted words. <i>(e.g. don't, won't, I'll, I'm, won't)</i></li> <li>▪ I spell words with different spellings <i>(multisyllabic words containing new spellings eg: race, ice, knock, gnat, typewriter, margarine, muckspreader)</i></li> <li>▪ I identify and apply my knowledge of homophones/ near homophones <i>(There/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night)</i></li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>▪ I develop stamina for writing by writing for different purposes. <i>(Real and fictional/own and other's experiences- including simple narratives, poems and recounts)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ I plan and discuss the content of my writing. <i>(Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence)</i></li> <li>▪ I evaluate my writing independently, with peers and with my teacher by making simple additions and corrections. <i>(Re-reading to check for sense; verbs used correctly E.g. Pupil writes 'I sitted under the tree and eated my lunch' becomes 'sat and ate')</i></li> <li>▪ I write, from memory, simple dictated sentences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I proof-read to check for errors in spelling, grammar and punctuation. <i>(Will spot most of their own spelling and errors quickly. e.g. 'This should be an exclamation because she's shouting for help' 'I forgot to double the p of stop when adding -ing')</i></li> <li>▪ I make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing.</li> </ul>

## Year 2 (continued)

Aspect	Autumn	Spring	Summer
<b>Grammar</b>	<ul style="list-style-type: none"> <li>My word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.</li> </ul>	<ul style="list-style-type: none"> <li>I use expanded noun phrases to describe, expand and specify. (<i>'the delicate, blue butterfly flew off into the humid, summer sky'</i>)</li> <li>I use subordination (using when, if, that or because). (<i>Consistent use of both e.g.: You need to pack your raincoat because it is going to rain later.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>I use sentences with different forms: statements, questions, exclamations and commands. (<i>'The colourful butterfly flew from flower to flower' 'Where do clouds come from?' 'What big eyes you have!' Sift the flour and mix the other ingredients'</i>)</li> <li>I use co-ordination (using or, and or but) <i>You remembered your book bag but forgot your packed lunch.</i></li> <li>I use present and past tenses correctly and consistently including the progressive form. (<i>Consistently makes the correct choice eg: 'She is drumming; she drummed, she was drumming'</i>)</li> <li></li> <li>I use adjectives, adverbs and expanded noun phrases to add detail and specify.</li> <li></li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>I use full stops and capital letters- most are correct. (<i>This will be consistent across a range of dictated and independent writing</i>)</li> <li>I mostly use exclamation and question marks accurately to demarcate sentences.</li> </ul>	<ul style="list-style-type: none"> <li>I use capital letters for the personal pronoun I and for most proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>I begin to use commas to separate items in a list.</li> <li>I sometimes use apostrophes for singular possession.</li> </ul>

# Year 3

Aspect	Autumn	Spring	Summer
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>I increase the legibility, consistency and quality of my handwriting.</li> <li>I understand which letters, when adjacent to one another, are best left unjoined.</li> <li>I use the diagonal and horizontal strokes that are needed to join letters.</li> </ul>		
<b>Spelling</b>	<ul style="list-style-type: none"> <li>I use the first two or three letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>I spell words with additional prefixes and suffixes and understand how to add them to root words. (<i>from nouns using super, anti, auto</i>)</li> <li>I spell correctly word families based on common words. (<i>solve, solution, solver</i>)</li> <li>I identify the root word in longer words.</li> </ul>	<ul style="list-style-type: none"> <li>I recognise and spell additional homophones. (<i>he'll/heel/heal</i>)</li> <li>I make comparisons from a word already known to apply to an unfamiliar word.</li> <li>I spell some identified commonly misspelt words from the Year 3 and 4-word list.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>I write a non-narrative using simple organisational devices such as headings and sub-headings.</li> <li>In narrative writing, I develop resolutions and endings.</li> </ul>	<ul style="list-style-type: none"> <li>I make improvements by proposing changes to grammar and vocabulary to improve consistency. (<i>The accurate use of pronouns in sentences/ tenses</i>)</li> <li>I look at and discuss different models of writing, taking account of purpose and audience.</li> <li>I plan my writing by discussing and recording ideas. (<i>timeline, flowchart, spider diagram, jottings</i>)</li> <li>I write a narrative with a clear structure, setting, characters and plot.</li> <li>I suggest improvement to my writing through assessing the writing with peers and through self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>I identify structure, grammatical features and use of vocabulary for effect in texts.</li> <li>I compose sentences using a wider range of structures linked to the grammar objectives. (<i>e.g. tenses – including present perfect/subordinate clauses/ co-ordinating conjunctions.</i>)</li> <li>I begin to organise paragraphs around a theme. (<i>Supported by planning then moving to independence</i>)</li> </ul>

## Year 3 (continued)

Aspect	Autumn	Spring	Summer
<b>Grammar</b>	<ul style="list-style-type: none"> <li>▪ I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing. (<i>when, if, because, although</i>)</li> <li>▪ I recognise and use determiners 'a', 'an' and 'the' appropriately. (<i>an apple; a house; the yellow car /the an a</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use the perfect form of verbs instead of the simple past. (<i>I have written it down so we can check what he said</i>) (<i>he has worked hard</i>)</li> <li>▪ I understand the purpose of adverbs.</li> <li>▪ I use adverbs effectively in my writing.</li> <li>▪ I use conjunctions, adverbs and prepositions to express time and cause. (<i>the next thing, next, soon, so, before, after, during, in, because of</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Word choices are adventurous and carefully selected to add detail and to engage the reader.</li> <li>▪ Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>▪ I begin to use inverted commas for some direct speech punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use apostrophes for possession with increasing accuracy including plural possession.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Commas are sometimes used to mark clauses and phrases.</li> </ul>

# Year 4

Aspect	Autumn	Spring	Summer
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>I use the diagonal and horizontal strokes that are needed to join letters.</li> <li>I understand which letters, when adjacent to one another, are best left un-joined. <i>b/p/s/x</i></li> </ul>	<ul style="list-style-type: none"> <li>I increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>	
<b>Spelling</b>	<ul style="list-style-type: none"> <li>I use the first two or three letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>I spell words with additional prefixes and suffixes and understand how to add them to root words. (<i>- ation, ous, ion, ian</i>)</li> <li>I use plural 's' and possessive 's' correctly. (<i>The girls were playing football. The girls' football boots. The girl's football boots.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>I recognise and spell additional homophones. (<i>accept/except; whose/who's; whether/weather; peace/piece; medal/meddle</i>)</li> <li>I spell identified commonly misspelt words from the Year 3 and 4 word list.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>I write from memory simple dictated sentences that include words and punctuation taught.</li> <li>My narrative writing is organised into clear sequences with more than a basic beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>I write a narrative with a clear structure, setting, characters and plot.</li> <li>I include key vocabulary and grammar choices that link to the style of writing. (<i>e.g.: Scientific words/ historical words/ words that fit with the context, e.g. science fiction</i>)</li> </ul>	<ul style="list-style-type: none"> <li>I begin to open paragraphs with topic sentences and organise them around a theme. (<i>Boxing up method independently; five-part story volcano; chunking their writing into paragraphs- they then use this to ensure they have accurate paragraphs and how to demarcate them</i>).</li> <li>My endings are developed and close the narrative appropriately relating to the beginning or a change in a character.</li> </ul>



## Year 4 (continued)

Aspect	Autumn	Spring	Summer
<b>Grammar</b>	<ul style="list-style-type: none"> <li>▪ I use a range of sentences with more than one clause- through use of conjunctions.</li> <li>▪ <i>'We put our umbrellas up when it rained' becomes 'When it rained, we put up our umbrellas.'</i></li> <li>▪ I use of a wider range of conjunctions, such as, although, however, despite, as well as:</li> <li>▪ I use the correct article 'a' or 'an'.</li> <li>▪ My sentences are often opened in different ways to create effects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. (<i>When I was writing about bees, the hive and the queen. I remembered to write 'they', 'it', and 'she' every other time, so that my writing was less repetitive</i>).</li> <li>▪ I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. (<i>e.g. accurate use of pronouns in sentences; 'I forgot to put the comma after a fronted adverbial'; realise the spelling of proberbly is wrong</i>).</li> <li>▪ I use fronted adverbials of place, time and manner, including the use of a comma. (<i>'Later that day, I went shopping'</i>,</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use expanded noun phrases with modifying adjectives. (<i>'The strict teacher with curly hair.'</i>)</li> <li>▪ I use adverbs and prepositions to express time, place and cause.</li> <li>▪ I build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions.</li> <li>▪ I use standard English for verb inflections- instead of spoken forms. (<i>We were- instead of we was, or I did instead of I done. He is/his instead of he's</i>)</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>▪ All my sentences are correctly demarcated.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use the apostrophe for omission and possession. – (<i>women's rights, boys' cloakroom</i>)</li> <li>▪ I secure the use of punctuation in direct speech-, including a comma after the reporting clause. (<i>The conductor shouted, "Sit down!"</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I almost always use commas for fronted adverbials.</li> </ul>

# Year 5

Aspect	Autumn	Spring	Summer
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters.</li> <li>I choose the writing implement that is best suited for a task. (e.g. quick notes, letters).</li> </ul>		
<b>Spelling</b>	<ul style="list-style-type: none"> <li>I form verbs with prefixes, for example, dis, de, mis, over and re.</li> <li>I use the first three or four letters of a word to check spelling, meaning or both in a dictionary.</li> <li>I begin to proof read my work for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>I spell some words with 'silent' letter. (e.g. knight, psalm, solemn)</li> <li>I convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify.</li> <li>I distinguish between homophones and other words which are often confused. (guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle)</li> </ul>	<ul style="list-style-type: none"> <li>I can spell identified commonly misspelt words from Year 5 and 6-word list. (Draw on knowledge of root words e.g.: ordinary to spell extra ordinary/ordinarily)</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>My writing shows that I aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade.</li> <li>I organise writing into paragraphs to show different information or events. (TIP TOP – Time, Place, Topic, Person Speaking) (paragraphs can be extended or developed- main point, topic, event, idea with an explanation or additional detail)</li> </ul>	<ul style="list-style-type: none"> <li>I link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with))</li> <li>I develop characters through action, description and dialogue. (Correct and effective use of speech, "Well done, you can use speech marks correctly!" exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs).</li> <li>I add well-chosen detail to interest the reader. (Expanded noun phrases- 'the small playground with the horizontal climbing wall...; the north coast beaches with the best surf...; a tiny kitten with its eyes barely open...').</li> </ul>	<ul style="list-style-type: none"> <li>My settings are used to not only create atmosphere, but also to indicate a change.</li> <li>Models from my reading are often used or integrated into my writing.</li> <li>I manage shifts in time and place effectively and guide the reader through my text.</li> </ul>

## Year 5 (continued)

Aspect	Autumn	Spring	Summer
<b>Grammar</b>	<ul style="list-style-type: none"> <li>▪ I ensure the correct and consistent use of tense throughout a piece of writing.</li> <li>▪ I start sentences in different ways. <i>(-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The). (adverbials of time- Later, When the, As the dawn broke,) (adverbials of place- nearby, Inside, On top of, Over the rainbow, In a nearby village,) (manner- as quick as a flash, with legs swinging in the air,)</i></li> <li>▪ I use a thesaurus for alternative word choices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use stylistic devices to create effects in writing. <i>(simile, metaphor, personification)</i></li> <li>▪ I use modal verbs or adverbs to indicate degrees of possibility. <i>(There might be.... It could be....we may be...sometimes....possibly....occasionally...)</i></li> <li>▪ I use relative clauses beginning with who, which, where, when, whose, that or with an implied. <i>(i.e. omitted) relative pronoun (Drop-in Sentence)</i></li> <li>▪ I suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use the perfect form of verbs to mark relationships of time and cause. <i>(e.g. She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.)</i></li> <li>▪ I choose words for deliberate effect and I use them thoughtfully and with precision.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>▪ I use commas to clarify meaning or avoid ambiguity in writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use colons to introduce a list.</li> <li>▪ I use inverted commas and other punctuation to accurately indicate direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use brackets, dashes or commas to indicate parenthesis. <i>Outside I was smiling (Inside I was angrier than a bull about the charge).</i></li> </ul>

# Year 6

Aspect	Autumn	Spring	Summer
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>I produce legible joined handwriting and develop my own personal fluent joined handwriting style. (<i>join/not join specific letters- loops</i>)</li> </ul>		
<b>Spelling</b>	<ul style="list-style-type: none"> <li>I use a range of spelling strategies not just phonics.</li> <li>I use a dictionary to check spelling/meaning.</li> <li>I proof read and edit my work to check for spelling and punctuation errors. (<i>Year 3 and 4 and Year 5/6 word lists</i>)</li> <li>I ensure I use the correct homophone. (<i>see Year 5/6 homophone list</i>)</li> <li>I spell most words with silent letters.</li> </ul>	<ul style="list-style-type: none"> <li>I change verbs into nouns by adding suffixes. (<i>tion/sion/ment – cancel- cancellation/ expand- expansion/ excite- excitement/ enjoy- enjoyment</i>)</li> </ul>	<ul style="list-style-type: none"> <li>I make sure that I can spell the vast majority of words that appear in the Year 5/6 list.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>I use a thesaurus to develop word understanding and build a bank of antonyms and synonyms.</li> </ul>	<ul style="list-style-type: none"> <li>I use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event. (<i>TIP TOP</i>)</li> <li>I adapt the grammar and vocabulary used in my writing to suit the audience and purpose. (<i>choose the appropriate form and register/ structure/ layout</i>)</li> <li>I create atmosphere and describe settings- I use antonyms and synonyms to enhance the description.</li> <li>I describe and integrate dialogue to convey character and advance the action. (<i>use of inverted commas, mostly correct</i>)</li> <li>I add detail to my writing by using expanded noun phrases to add precision, detail and qualification.</li> </ul>	<ul style="list-style-type: none"> <li>My second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader.</li> <li>My writing is evaluated as a matter of course and proof reading ensures a high level of accuracy.</li> </ul>

## Year 6 (continued)

Aspect	Autumn	Spring	Summer
<b>Grammar</b>	<ul style="list-style-type: none"> <li>▪ I use the correct tense throughout a piece of writing.</li> <li>▪ I use modal verbs mostly appropriately to suggest degrees of possibility. (<i>could, would, might</i>)</li> <li>▪ I add precision, detail and qualification using prepositional phrases and adverbs.</li> <li>▪ I effectively draft my work so that I enhance meaning and adapt my grammar choices for effect.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use a range of cohesive devices*, including adverbials, within and across sentences and paragraphs. (<i>Pronouns/ adverbials, conjunctions, similes, -ing, -ed, adverb openers/ repetition of key words for effect/ prepositional phrases/ tenses are secure/ellipses in narratives</i>)</li> <li>▪ I ensure correct subject verb agreement in singular and plural. <i>e.g. was – I (one person) were – we (more than one- the children were)</i></li> <li>▪ I use a wide range of clause structures, sometimes varying their position within the sentence. (<i>Relative clauses/ embedded clauses/subordinate and coordinating clauses/ adverbials/ prepositional clauses</i>).</li> <li>▪ I use structures typical of very formal speech. (<i>Subjunctive forms- If I were/ Were they to come, or questions tags- he is your friend, isn't he?</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.</li> <li>▪ I use a range of verb forms to create more subtle meanings.</li> <li>▪ I use the passive voice to present information with a different emphasis. (<i>I broke the window in the greenhouse- The window of the greenhouse was broken (by me).</i>)</li> <li>▪ My vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>▪ I can mostly use commas correctly to mark phrases and clauses- clarity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I make some correct use of a further range of punctuation across a range of writing. (<i>Colons to start lists; semi colons to separate items in lists and hyphens to emphasis ideas/ use of semi colon/ colon to mark clauses- It's raining; I'm fed up</i>)</li> <li>▪ I can use punctuation for parenthesis, mostly correctly. (<i>brackets/commas/hyphens</i>)</li> </ul>	