

Writing Years 1 - 6

Year 1 WRITING

KEY*

Y1e	Entering	A child is just starting to work within that year group's objectives
Y1w	Within	A child has achieved a significant number of objectives within that year group
Y1s	Secure	A child has achieved the vast majority of objectives within that year group and be secure in the first three objective columns.

Assessment needs to be across a range of texts to include a balance of fiction, non-fiction and poetry.

	AUDIENCE, PURPOSE AND CONTEXT	VOCABULARY, GRAMMAR, PUNCTUATION	STRUCTURE AT TEXT LEVEL	Spelling	HANDWRITING
	Talks about what is going to be written as part of planning for writing.	Combines words in the correct order to make simple grammatically correct sentences.	Sequences sentences to form a short passage of writing, e.g. 'Mummy owl flew away. The baby owls are sad. They want their mummy. It was dark and the mummy owl came home and they were all happy.'	Spells words containing each of the 40+ phonemes	Holds a pencil correctly.
	Composes a sentence orally before writing, checking that the meaning is clear.	Joins words and clauses using 'and' to link events and ideas.		Spells the common exception words in English Appendix 1 Year 1.	Forms lower-case letters in the correct direction, starting and finishing in the right place.
	Re-reads sentences that have been written and can check that they make sense.	Demarcates some sentence boundaries with capital letters and full stops, question marks and exclamation marks.		Spells the days of the week.	Forms capital letters correctly.
	Reads own writing aloud and discusses it with others.	Uses a capital letter for proper nouns (names of people, places, the days of the week), and the personal pronoun 'I'.		Names the letters of the alphabet in order.	Forms the digits 0-9.
		Leaves spaces to separate words.		Uses letter names to distinguish between alternative spellings of the same sound.	
		Uses the grammatical terminology in English Appendix 2 Y1 when discussing own and others' writing.		Adds suffixes, using the spelling rule for adding -s or --es as the plural marker for nouns, and the third person singular marker for verbs.	
				Uses the prefix <i>un-</i> to show negation where appropriate, e.g. <i>undo, untidy</i> .	
				Adds suffixes, using <i>-ing, -ed, -er and -est</i> where no change is needed in the spelling of the root word, e.g. <i>helping, helped, helper</i> .	
				Applies the spelling rules and patterns in English Appendix 1 Year 1.	
AREA JUDGEMENT					
OVERALL JUDGEMENT					

Year 2 WRITING					
KEY*					
Y2e	Entering	A child is just starting to work within that year group's objectives			
Y2w	Within	A child has achieved a significant number of objectives within that year group			
Y2s	Secure	A child has achieved the vast majority of objectives within that year group and be secure in the first three objective columns.			
Assessment needs to be across a range of texts to include a balance of fiction, non-fiction and poetry.					
	AUDIENCE, PURPOSE AND CONTEXT	VOCABULARY, GRAMMAR, PUNCTUATION	STRUCTURE AT TEXT LEVEL	SPELLING	HANDWRITING
	Plans for writing in a variety of ways (e.g. role-play, drama, diagrams, story maps, discussion).	Demarcate sentences according to function.	Uses simple structures appropriate to the type of writing. (simple chronology, numbered instructions)	Segments spoken words into phonemes and represents these by graphemes, spelling many correctly.	Uses some diagonal and horizontal strokes to join letters.
	Collects and uses ideas and/or key words, including new vocabulary specific to purpose which may be drawn from reading.	Writes grammatically correct sentences with different forms appropriate to purpose: statements, questions, exclamations, commands.	Sometimes groups related ideas together.	Spells phonemes for which one or more spellings are already known, and uses a few common homophones in context. See English Appendix 1 for Y2	Forms lower case letters, capital letters and digits of uniform size and orientation in relationship to one another.
	Writes appropriately for different purposes, including personal experiences and those of others (real and fictional).	Uses expanded noun phrases, adjectives and -ly adverbs to describe and specify and qualify (<i>the fiery dragon; he ran quickly; it was very exciting</i>).	Creates simple sequences of ideas and events.	Spells most common exception words accurately.	Spaces words appropriately, according to letter size.
	Writes simple poems.	Uses present and past tense correctly and consistently, including the progressive form to mark actions in progress (<i>is / was running</i>) .	Links related sentences, e.g. through consistency of tense, pronoun reference (<i>he, she, they</i>), conjunctions, and familiar adverbs (<i>today, next</i>).	Spells more words with contracted forms as detailed in English Appendix 1 Y2	
	Re-reads writing to check for meaning and the correct, consistent use of tense, making simple additions, revisions and corrections where appropriate.	Uses co-ordination to join clauses (and, but, or).		Adds suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. See English Appendix 1 Y2	
	Works with others to evaluate and improve writing e.g. through class / group discussion, peer-marking and use of success criteria.	Uses some subordination to link clauses (when, if, that, because) .			
	Reads own writing aloud, with appropriate intonation to make the meaning clear.	Demonstrates some understanding of written standard English through the use of correct subject/verb agreement, e.g. <i>He was eating</i> as opposed to <i>he were eating</i> .			
		Uses commas to separate items in a list.			
		Uses apostrophes for contracted forms.			
		Uses apostrophes for singular possession in nouns.			
		Uses the grammatical terminology in English Appendix 2 Y1-2 when discussing own and others' writing.			
AREA JUDGEMENT					
OVERALL JUDGEMENT					

Year 3 WRITING

KEY*		
Y3e	Entering	A child is just starting to work within that year group's objectives
Y3w	Within	A child has achieved a significant number of objectives within that year group
Y3s	Secure	A child has achieved the vast majority of objectives within that year group and be secure in the first three objective columns.

Assessment needs to be across a range of texts to include a balance of fiction, non-fiction and poetry.

	AUDIENCE, PURPOSE AND CONTEXT	VOCABULARY, GRAMMAR, PUNCTUATION	STRUCTURE AT TEXT LEVEL	Spelling	HANDWRITING
	Records ideas from class and group discussion to support planning for writing, e.g. notemaking, incidental writing.	Writes a range of sentences containing more than one clause, using a wider range of conjunctions, including when, if, because, although.	Where appropriate, includes headings and sub-headings to aid presentation.	Uses further suffixes and understands how to add them (English Appendix 1 Y3 & 4).	Diagonal and horizontal strokes are used appropriately to join letters.
	Composes and rehearses dialogue, e.g. through drama and role play, using a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2 Y3).	Uses the present perfect form of verbs in contrast to the past tense (<i>He has tidied his bedroom; we have written a letter</i>).	Groups some related materials and ideas in paragraphs.	Spells further homophones (English Appendix 1 Y3 & 4).	The downstrokes of letters are parallel and equidistant, and lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
	Creates settings, characters and plots in narratives.	Uses conjunctions, adverbs and prepositions to express time and cause (<i>they cheered when he scored; I am going swimming later; we read before bedtime</i>).		Uses the first two or three letters of a word to check its spelling in a dictionary.	
	Assesses the effectiveness of their own and others' writing and suggests / makes improvements.	Forms nouns using a range of prefixes, e.g. <i>super-</i> , <i>anti-</i> , <i>auto-</i> .		Applies some of the rules and patterns of spelling as indicated in English Appendix 1 Y3 & 4	
	Checks and corrects spelling and punctuation errors in accordance with expected knowledge (See English Appendix 1 Y3 & 4 and Appendix 2 Y3).	Uses <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (<i>a horse; an elephant</i>)			
	Reads aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Uses the grammatical terminology in English Appendix 2 Y1 - 3 when discussing own and others' writing.			
		Beginning to use inverted commas to punctuate direct speech.			
		Use and understand the year 3 grammatical terminology accurately and appropriately when discussing their writing and reading.			
AREA JUDGEMENT					
OVERALL JUDGEMENT					

Year 4 WRITING					
KEY*					
Y4e	Entering	A child is just starting to work within that year group's objectives			
Y4w	Within	A child has achieved a significant number of objectives within that year group			
Y4s	Secure	A child has achieved the vast majority of objectives within that year group and be secure in the first three objective columns.			
Assessment needs to be across a range of texts to include a balance of fiction, non-fiction and poetry.					
	AUDIENCE, PURPOSE AND CONTEXT	VOCABULARY, GRAMMAR, PUNCTUATION	STRUCTURE AT TEXT LEVEL	Spelling	HANDWRITING
	Draws on the structure, vocabulary and grammar of similar writing to support planning of own writing.	Uses fronted adverbials, e.g. to indicate when, where and how (<i>Later that morning, we made...; Over the hill, he saw...; Very slowly, I lifted... </i>).	Chooses nouns or pronouns appropriately to aid cohesion and to avoid repetition (<i>Melissa / she / my friend</i>).	Uses further prefixes and understands how to add them (English Appendix 1 Y3 & 4).	understand which letters, when adjacent to one another, are best left unjoined.
	Uses some vocabulary for effect, according to audience and purpose, including that used in drama, debate and formal presentations.	Uses adjectives, nouns and prepositions to expand noun phrases appropriately (<i>the argumentative alligator; a bright blue lizard with sharp, beady eyes</i>).	Organises ideas into paragraphs around a theme.	Spells near homophones (English Appendix 1 Y3 & 4).	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].
	Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Uses Standard English, rather than local spoken forms, for verb inflections, e.g. <i>we were</i> instead of <i>we was</i> ; <i>I did</i> instead of <i>I done</i> .		Spells words that are often misspelt (English Appendix 1 Y3 & 4).	
	Checks and corrects spelling and punctuation errors in accordance with expected knowledge (See English Appendix 1 Y3 & 4 and Appendix 2 Y4).	Uses inverted commas and other punctuation to indicate direct speech (<i>"Go away!" he shouted... </i>).		Applies the rules and patterns of spelling as indicated in English Appendix 1 Y3 & 4	
		Where appropriate, uses a comma after a fronted adverbial.			
		Uses an apostrophe to indicate possession with a plural noun (<i>the girls' names</i>).			
		Uses the grammatical terminology in English Appendix 2 Y1 - 4 when discussing own and others' writing.			
	AREA JUDGEMENT				
	OVERALL JUDGEMENT				

Year 5 WRITING		
KEY*		
Y5e	Entering	A child is just starting to work within that year group's objectives
Y5w	Within	A child has achieved a significant number of objectives within that year group
Y5s	Secure	A child has achieved the vast majority of objectives within that year group and be secure in the first three objective columns.
Assessment needs to be across a range of texts to include a balance of fiction, non-fiction and poetry.		

	AUDIENCE, PURPOSE AND CONTEXT	VOCABULARY, GRAMMAR, PUNCTUATION	STRUCTURE AT TEXT LEVEL	Spelling	HANDWRITING
	Some independent identification of the audience for, and the purpose of writing, with selection of an appropriate form, e.g. chooses to write a letter of thanks / recount / leaflet, following a visit to a museum. Uses other similar writing as a model for their own.	Uses modal verbs and adverbs to indicate possibility, (<i>he is likely to win; he could win; he will probably win</i>).	Uses different devices to build cohesion within paragraphs, e.g. conjunctions (<i>although, once</i>); determiners (<i>some [cats], this [species]</i>); pronouns (<i>it, we, they</i>); adverbs (<i>then, however, therefore</i>).	Uses further prefixes and suffixes and understands the guidance for adding them.	Chooses which shape of a letter to use when given choices and decides whether or not to join specific letters.
				Spells some words with 'silent' letters [for example, knight, psalm, solemn].	Chooses the writing implement that is best suited for a task.
	Notes and develops initial ideas, drawing on reading and research where appropriate.	Uses relative clauses (beginning with <i>who, which, where, whose, that</i>) to post-modify nouns, noun phrases or whole sentences (<i>James, who was afraid of the dark, huddled under the bedclothes. I have finished my homework, which was difficult.</i>).	Links ideas across paragraphs using adverbials of time (<i>the following evening</i>); place (<i>out of nowhere</i>); and number (<i>secondly</i>).	Continues to distinguish between homophones and other words which are often confused.	
	Creates characters and settings and atmosphere using appropriate description demonstrating some understanding of of the way in which these are developed by authors.		Creates whole text coherence and cohesion through appropriate and consistent choices of tense.	Uses knowledge of morphology and etymology in spelling and correctly spells most words that need to be learnt specifically, as listed in English Appendix 1 Y5 & 6.	
	Selects appropriate grammar and vocabulary, demonstrating understanding of alternative meanings (<i>his mother was extremely cross; a cross marked the spot; they had to cross the mountains</i>).	Consistently uses correct subject and verb agreement for singular and plural structures.	Uses organisational and presentational devices to structure text and guide the reader, e.g. underlining, arrows, fact boxes.	Uses a dictionary to check the spelling and meaning of words.	
		Uses brackets, dashes or commas to indicate parenthesis.		Uses a thesaurus to check meaning and look for synonymous vocabulary.	
	Uses dialogue to convey character in narratives.	Uses commas to clarify meaning or avoid ambiguity in writing, e.g. to mark phrases or clauses.			
	Proposes changes to vocabulary, grammar and punctuation to clarify meaning.	Uses the grammatical terminology in English Appendix 2 Y1 - 5 when discussing own and others' writing.			
	Checks and corrects spelling and punctuation errors in accordance with expected knowledge (See English Appendix 1 Y5 & 6 and Appendix 2 Y5).				
	When planning for narrative ideas for characters and settings ideas are drawn from what they read, listened to or seen performed				
AREA JUDGEMENT					
OVERALL JUDGEMENT					

Year 6 WRITING

KEY*		
Y6e	Entering	A child is just starting to work within that year group's objectives
Y6w	Within	A child has achieved a significant number of objectives within that year group
Y6s	Secure	A child is at the expected NATIONAL level and has achieved the vast majority of objectives within that year group and be secure in the first three objective columns.
T1	Transition 1	A child has achieved ALL the objectives and working above their year group and undergoing Year 7 transition.
T2	Transition 2	

Assessment needs to be across a range of texts to include a balance of fiction, non-fiction and poetry.

	AUDIENCE, PURPOSE AND CONTEXT	VOCABULARY, GRAMMAR, PUNCTUATION	STRUCTURE AT TEXT LEVEL	Spelling	HANDWRITING
	Independently identifies the audience for and purpose of most writing, selecting the appropriate form. Uses models of similar writing as a resource to further develop grammatical structures, text organisation and vocabulary.	Uses a range of verb forms to affect the presentation of information in a sentence, e.g. modals, the subjunctive, active and passive.	Uses a wide range of devices to build cohesion within and across paragraphs, including repetition of a word or phrase for emphasis / effect; grammatical connections (adverbials, e.g. on the other hand, in contrast, or as a consequence); and ellipsis..	Uses an appropriate range of prefixes and suffixes and understands the guidance for adding them.	Chooses which shape of a letter to use when given choices and decides whether or not to join specific letters.
		Uses the perfect form of verbs to mark relationships of time and cause (<i>He had to work hard, but he now has a place on the team.</i>)	Creates whole text coherence and cohesion through appropriate and consistent choices of tense, across a range of verb forms.	Uses knowledge of morphology and etymology in spelling and correctly spells almost all words that need to be learnt specifically, as listed in English Appendix 1 Y6.	Chooses the writing implement that is best suited for a task.
	Develops ideas for writing through research and wider reading.	Uses expanded noun phrases to convey complicated information concisely (<i>his courageous attitude throughout the battle; this elegant, yet deadly amphibian</i>).	Uses a range of devices to aid layout and presentation e.g. columns, bullets, tables		
	Selects appropriate grammar and vocabulary to enhance meaning (<i>my main concern is the long term threat to our environment; we found him cowering in a corner, trembling and whimpering quietly</i>).	Uses semi-colons, colons or dashes to mark boundaries between independent clauses (above national)	Uses paragrapghs to develop and expand ideas, descriptions, themes or events in depth		
	Distinguishes between the language of speech and writing and chooses the appropriate register (" <i>This'll be a right pain I reckon.</i> " / <i>In my opinion, this could prove to be a difficult task.</i>).	Uses a colon to introduce a list and semi colons to separate items in a list			
	Integrates dialogue within narrative to convey character and advance the action.	Uses hyphens to avoid ambiguity.			
	Précis longer passages where appropriate.	Punctuates bullet points consistently.			
	Assesses the effectiveness of own and others' writing, proposing changes to vocabulary, grammar and punctuation to clarify meaning or to enhance the effect on the reader.	Uses the grammatical terminology in English Appendix 2 Y1 - 6 when discussing own and others' writing.			
	Proof reads and corrects spelling and punctuation errors in accordance with expected knowledge and effective use of a dictionary (See English Appendix 1 Y5 & 6 and Appendix 2 Y6).	Uses relative clauses introduced by a wide range of relative pronouns (<i>The potion took effect immediately, which was a relief to everyone.</i> / <i>That's the boy who ate my lunch!</i> / <i>The children wondered whose house it was.</i> / <i>The puppy that we bought is full of mischief.</i>)			
AREA JUDGEMENT	Develops ideas for characters and settings	Uses vocabulary and grammatical choices to suit informal and formal situations (<i>He's only a kid!</i> / <i>We hope that you will consider our proposals.</i> / <i>The dog had clearly been abandoned.</i>).			
OVERALL JUDGEMENT					

TRANSCRIPTION

Year 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Spell words containing each of the 40+ phonemes already taught.	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	Use further prefixes and suffixes and understand how to add them (English Appendix 1).	Use further prefixes and suffixes and understand how to add them (English Appendix 1).	Use further prefixes and suffixes and understand the guidance for adding them.	Use further prefixes and suffixes and understand the guidance for adding them.
Spell common exception words.	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.	Spell further homophones.	Spell further homophones.	Spell some words with 'silent' letters [for example, knight, psalm, solemn].	Spell some words with 'silent' letters [for example, knight, psalm, solemn].
Spell the days of the week.	Learning to spell common exception words.	Spell words that are often misspelt (English Appendix 1).	Spell words that are often misspelt (English Appendix 1).	Continue to distinguish between homophones and other words which are often confused.	Continue to distinguish between homophones and other words which are often confused.
Naming the letters of the alphabet in order.	Learning to spell more words with contracted forms.	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].	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 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 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.
Using letter names to distinguish between alternative spellings of the same sound.	Learning the possessive apostrophe (singular) [for example, the girl's book].	Use the first two or three letters of a word to check its spelling in a dictionary.	Use the first two or three letters of a word to check its spelling in a dictionary.	Use dictionaries to check the spelling and meaning of words.	Use dictionaries to check the spelling and meaning of words.
Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.	Distinguishing between homophones and near-homophones.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Add prefixes using the prefix un-.	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.			Use a thesaurus.	Use a thesaurus.
Add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].	Apply year 2 spelling rules and guidance.				
Apply simple year 1 spelling rules and guidance.	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.				
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.					

HANDWRITING

Year 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Sit correctly at a table, holding a pencil comfortably and correctly.	Form lower-case letters of the correct size relative to one another.	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.	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.	Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	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.	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].	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].	Choosing the writing implement that is best suited for a task.	Choosing the writing implement that is best suited for a task.
Form capital letters.	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.				
Form digits 0-9.	Use spacing between words that reflects the size of the letters.				
Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these..					

COMPOSITION

Year 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Saying out loud what they are going to write about.	Writing narratives about personal experiences and those of others (real and fictional).	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
Composing a sentence orally before writing it.	Writing about real events.	Discussing and recording ideas.	Discussing and recording ideas.	Noting and developing initial ideas, drawing on reading and research where necessary.	Noting and developing initial ideas, drawing on reading and research where necessary.
Sequencing sentences to form short narratives.	Writing poetry.	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.	Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.
Re-reading what they have written to check that it makes sense.	Writing for different purposes.	Organising paragraphs around a theme.	Organising paragraphs around a theme.	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
Discuss what they have written with the teacher or other pupils.	Planning or saying out loud what they are going to write about.	Creating settings, characters and plot in narratives.	Creating settings, characters and plot in narratives.	describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.	describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.
Read aloud their writing clearly enough to be heard by their peers and the teacher.	Writing down ideas and/or key words, including new vocabulary.	Using simple organisational devices in non-narrative material [for example, headings and sub-headings].	Using simple organisational devices in non-narrative material [for example, headings and sub-headings].	Precising longer passages.	Precising longer passages.
	Encapsulating what they want to say, sentence by sentence.	Assessing the effectiveness of their own and others' writing and suggesting improvements.	Assessing the effectiveness of their own and others' writing and suggesting improvements.	Using a wide range of devices to build cohesion within and across paragraphs.	Using a wide range of devices to build cohesion within and across paragraphs.
	Evaluating their writing with the teacher and other pupils.	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
	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-read for spelling and punctuation errors.	Proof-read for spelling and punctuation errors.	Assessing the effectiveness of their own and others' writing.	Assessing the effectiveness of their own and others' writing.
	Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].	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.	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.	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
	Read aloud what they have written with appropriate intonation to make the meaning clear.			Ensuring the consistent and correct use of tense throughout a piece of writing.	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.	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.	Proof-read for spelling and punctuation errors.
				Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

VOCABULARY, GRAMMAR, PUNCTUATION

Year 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Leaving spaces between words.	Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Using commas after fronted adverbials.	Using modal verbs or adverbs to indicate degrees of possibility.	Using hyphens to avoid ambiguity.
Joining words and joining clauses using 'and'.	Learning how to use commas for lists.	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 brackets, dashes or commas to indicate parenthesis.	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	Learning how to use apostrophes for contracted forms and the possessive (singular).	Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.	Using fronted adverbials.	Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading.	Using passive verbs to affect the presentation of information in a sentence.
Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Sentences with different forms: statement, question, exclamation, command.	Using conjunctions, adverbs and prepositions to express time and cause.	Understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little].
Understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.	Expanded noun phrases to describe and specify [for example, the blue butterfly].	Understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-]	Indicating possession by using the possessive apostrophe with plural nouns.	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.
Understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].	The present and past tenses correctly and consistently including the progressive form.	Understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].	Using and punctuating direct speech.	Understanding verb prefixes [for example, dis-, de-, mis-, over- and re-].	Understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].
Understanding how the prefix un- changes the meaning of verbs and adjectives.	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).	Understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].	Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading.	Understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].	Using semi-colons, colons or dashes to mark boundaries between independent clauses.
Understanding how words can combine to make sentences.	Understanding the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman]	Understanding paragraphs as a way to group related material.	Using expanded noun phrases to convey complicated information concisely.	Understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].	Using a colon to introduce a list.
Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.	Understanding the formation of adjectives using suffixes such as -ful, -less.	Using headings and sub-headings to aid presentation.		Using commas to clarify meaning or avoid ambiguity in writing.	Punctuating bullet points consistently.
	Understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.	Beginning to use inverted commas to punctuate direct speech.			Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading.
	Use and understand the year 2 grammatical terminology in English Appendix 2 in discussing their writing.				

Y7,8,9 WRITING EXAMPLE

KEY*

1	Emerging	A child is just starting to work within that year group's objectives
2	Developing	A child has achieved a significant number of objectives within that year group
3	Secure	A child has achieved the vast majority of objectives within that year group. In order to be secure, a child has to be secure in number.

OBJECTIVES	COMPOSITION	VOCABULARY, GRAMMAR, PUNCTUATION
	Writing for a wide range of purposes and audiences, including well structured formal expository and narrative essays.	Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts.
	Writing for a wide range of purposes and audiences, including stories, scripts, poetry and other imaginative writing.	Studying the effectiveness and impact of the grammatical features of the texts they read.
	Writing for a wide range of purposes and audiences, including notes and polished scripts for talks and presentations.	Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.
	Writing for a wide range of purposes and audiences, including a range of narrative and non-narrative texts, including arguments, and personal and formal letters.	Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.
	Summarising and organising material, and supporting ideas and arguments with any necessary factual detail.	Using Standard English confidently in their own writing and speech.
	Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.	Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.
	Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.	
	Considering how their writing reflects the audiences and purposes for which it was intended.	
	Amending the vocabulary, grammar, punctuations and structure of their writing to improve its coherence and overall effectiveness.	
	Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in Appendix 1 to the KS1 and KS2 programmes of study.	
AREA JUDGEMENT		
OVERALL JUDGEMENT		