

1 Beginning (Working Towards)			
1Ba	sit correctly at a table holding a pencil comfortably and correctly		
1Bb	begin to form lower-case letters and 0-9 in the correct direction and orientation, starting and finishing in the right place		
1Bc	orientate writing correctly (top to bottom, left to right)		
1Bd	begin to leave finger spaces between words		
1Be	link phonemes to graphemes to write simple CVC words		
1Bf	say out loud what you are going to write about and form it into a sentence		
1Bg	recognise letters and simple words and phrases that are used to convey meaning		
1Bh	use capital letters for your own name and the personal pronoun 'I'		
1Bi	join words/ideas with and e.g. fish AND chips		
1Bj	write simple sentences and phrases		
1Bk	begin to show an awareness of how full stops are used <i>e.g. the end of a sentence</i>		
1Bl	read your writing to the teacher so they can understand it		
1Bm	read aloud your writing clearly enough to be heard by your peers and the teacher		
1 Within (Expected)			
1Wa	form most letters with the correct orientation		
1Wb	spell words containing each of the 40+ phonemes already taught		
1Wc	spell most common tricky words		
1Wd	use the spelling rule for adding –s or –es as the plural marker for most nouns and the third person singular marker for verbs		
1We	use the prefix un–		
1Wf	use –ing, –ed, –er and –est where no change is needed in the spelling of root words		
1Wg	write from memory simple sentences dictated by the teacher using sounds to help and writing tricky words		
1Wh	use capital letters for the days of the week and the months of the year		
1Wi	use a capital letter for the names of people, places and the personal pronoun 'I'		
1Wj	use full stops and capital letters in some sentences		
1Wk	question marks or exclamation marks are used in some sentences occasionally WHAT +! sentences		
1Wl	begin to use story language, i.e. repetitive phrases and rhythmic language		
1Wm	sequence sentences to form short narratives		
1Wn	sequence ideas appropriately <i>e.g. stories have a beginning, middle or end or instructions are in the correct order</i>		
1Wo	begin to link some simple appropriate vocabulary to the context <i>e.g. once upon a time, happily ever after</i>		
1Wp	begin to use fronted adverbials appropriate to the context – First, then, next, after that, finally		
1Wq	include some interesting descriptive language <i>e.g. for appearance, feelings, characters and settings</i>		
1Wr	sometimes attempt to match sentence structures to purpose		
1Ws	use the grammatical terminology in English Appendix 2 in discussing their writing		
1Wt	writing can generally be read without mediation		
1Wu	re-read what you have written to check that it makes sense		
1 Surpassing (Greater Depth)			
1Sa	form lower case letters correctly		
1Sb	begin to join some letters in a cursive script		
1Sc	use spaces between words that reflect the size of letters		
1Sd	learn to spell all common exception words for year 1		
1Se	plan what you are going to write about		
1Sf	begin to show some features of the chosen genre		
1Sg	group related ideas together and say what you want to write, sentence by sentence		
1Sh	begin to use subordination to show time and reason e.g. when, because		
1Si	use some features of written Standard English <i>I was/they were he was/you were/it was/</i>		
1Sj	question marks or exclamation marks are used in some sentences		
1Sk	use a range of connectives to make a compound sentence e.g. BOYS sentences		
1Sl	use an 'as a, like a' sentences to show SIMILES sentences		
1Sm	use 2A sentences – adjectives preceding a noun in a compound sentence		
1Sn	use LIST sentences - use 3 or 4 adjectives before the noun		
1So	use commas for list ING sentences		
1Sp	sustain writing for purpose and audience		

2 Beginning (Working Towards)			
2Ba	form lower-case letters of the correct size.		
2Bb	form lower-case letters in the correct direction, starting and finishing in the right place		
2Bc	form lower-case letters of the correct size relative to one another in some of their writing		
2Bd	use spaces between words		
2Be	begin to spell common exception words for year 2		
2Bf	segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others		
2Bg	plan what you are going to write about		
2Bh	begin to show some features of the chosen genre		
2Bi	write narratives about personal experiences and those of others (real/fictional/poetry)		
2Bj	write about real events		
2Bk	group related ideas together and say what you want to write, sentence by sentence		
2Bl	use full stops and capital letters in some sentences		
2Bm	question marks or exclamation marks are used in some sentences		
2Bn	begin to use subordination to show time and reason e.g. when, because		
2 Within (Expected)			
2Wa	write lower case, capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters		
2Wb	use spacing between words that reflects the size of the letters		
2Wc	spell words with contracted forms		
2Wd	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others		
2We	spell many common exception words		
2Wf	use simple, appropriate text features		
2Wg	show an awareness of paragraphs		
2Wh	use prepositions		
2Wi	begin to choose words for effect		
2Wj	use simple expanded noun phrases to describe and specify LIST SENTENCES		
2Wk	use pronouns to avoid repetition		
2Wl	start some sentences in different ways e.g. subjects; pronoun		
2Wm	use sentences with different forms: statement, question, exclamation and command		
2Wn	write simple, coherent narratives about personal experiences and those of others		
2Wo	write about real events, recording these simply and clearly		
2Wp	use full stops, capital letters and question marks mostly correctly		
2Wq	use commas for list ING, ING, ING SENTENCES		
2Wr	use or, and, but appropriately		
2Ws	use when, if, that, or because' to subordinate clauses. Use IF, IF, THEN sentences		
2Wt	use the present and past tenses correctly and consistently		
2Wu	proof-reading to check for errors in spelling, grammar and punctuation		
2 Surpassing (Greater Depth)			
2Sa	use the diagonal and horizontal strokes needed to join some letters		
2Sb	spell most common exception words		
2Sc	add suffixes to spell longer words, incl: -ment, -ness, -ful, -less, -ly		
2Sd	use the punctuation taught at key stage 1 mostly correctly		
2Se	plan your writing by discussing and recording ideas		
2Sf	write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing		
2Sg	make adventurous word and language choices appropriate to the style and purpose of the text		
2Sh	structure narrative and non-fiction writing but this may not be balanced		
2Si	use different sentence starters		
2Sj	use conjunctions within sentences 2 PAIRS SENTENCES		
2Sk	use conjunctions at the beginning of sentences e.g. when, if		
2Sl	distinguish between homophones and near homophones		
2Sm	use determiners a/an correctly		
2Sn	learn the possessive apostrophe (singular) [e.g. the girl's book]		
2So	BOYS sentences – two part sentence		
2Sp	begin to punctuate speech with inverted commas		
2Sq	use an 'as a, like a' sentences to show SIMILES		
2Sr	make simple additions, revisions and proof-reading corrections to their own writing		

3 Beginning (Working Towards)			
3Ba	use the diagonal and horizontal strokes to join letters most of the time		
3Bb	plan your writing by discussing and recording ideas		
3Bc	show some attempts to organise and group related ideas together (Paragraphs)		
3Bd	structure narrative and non-fiction writing but this may not be balanced e.g. long beginnings and sudden endings		
3Be	structure non-narrative material, using simple organisational devices		
3Bf	use different sentence starters VERB, PERSON SENTENCE		
3Bg	use conjunctions within sentences		
3Bh	use conjunctions at the beginning of sentences e.g. when, if BOYS sentences		
3Bi	use commas in lists ING, ING, ING SENTENCES		
3Bj	use determiners a/an correctly		
3 Within (Expected)			
3Wa	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not-joined		
3Wb	organise ideas in sections or paragraphs, to distinguish between information, events or processes (<i>links between paragraphs may be unclear</i>)		
3Wc	begin to use technical language appropriate to text type		
3Wd	make adventurous word and language choices appropriate to the style and purpose of the text SHORT SENTENCES 3 ED SENTENCES		
3We	include a beginning, middle and end in narratives, with events sequenced logically and a resolution included		
3Wf	use adverbs to add detail to actions DOUBLE LY SENTENCES		
3Wg	in non-narrative material, use simple organisational devices [for example, headings and sub-headings]		
3Wh	express viewpoint (opinion, attitude, position) but this may not be maintained		
3Wi	use first and third person consistently		
3Wj	choose tense appropriate for the text – type		
3Wk	use commas when listing more detailed ideas 2 PAIRS SENTENCES		
3Wl	use 'who' and 'that' appropriately		
3Wm	use the present perfect form of verbs in contrast to the past tense		
3Wn	use expanded noun phrases - AD, SAME AD SENTENCES		
3Wo	use adverbs and prepositions to express time and cause e.g. <i>after a while, eventually, because, the reason that, so</i>		
3Wp	choose vocabulary to engage the reader		
3Wq	choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		
3Wr	use and punctuate direct speech		
3Ws	use most determiners correctly		
3Wt	use capital letters correctly		
3Wu	use full stops correctly		
3Wv	use question marks correctly		
3Ww	use commas for lists correctly		
3Wx	use apostrophes for contraction correctly		
3Wy	use colons for lists mostly correctly		
3Wz	use apostrophes for possession mostly correctly		
3 Surpassing (Greater Depth)			
3Sa	use paragraphs to organise narrative and nonfiction writing		
3Sb	use a range of technical language		
3Sc	use a range of descriptive language P.C SENTENCES EMOTION WORD, COMMA SENTENCES		
3Sd	use a range of figurative language Use AS A LIKE A SENTENCES to show SIMILES		
3Se	evaluate and edit work		
3Sf	use commas after fronted adverbials e.g., <i>Amazingly, she jumped over a fence</i> Emotion word, (comma) sentences		
3Sg	use and punctuate direct speech with inverted commas and other punctuation		
3Sh	indicate possession by using the possessive apostrophe with plural nouns		
3Si	build a progressively varied range of sentence structures, including complex sentences NOUN, WHICH/WHO/WHERE SENTENCE		
3Sj	develop characters with some thoughts and feelings		

4 Beginning (Working Towards)				
4Ba	organise ideas in sections or paragraphs, to distinguish between information, events or processes (<i>links between paragraphs may be unclear</i>)			
4Bb	begin to use a range of technical language			
4Bc	use a range of descriptive language P.C SENTENCES EMOTION WORD, COMMA SENTENCES			
4Bd	begin to use a range of figurative language – metaphors & personification Use AS A LIKE A SENTENCES to show SIMILES			
4Be	make adventurous word and language choices appropriate to the style and purpose of the text SHORT SENTENCES			
4Bf	use first and third person consistently			
4Bg	create characters with some thoughts and feelings			
4Bh	use adverbs to start sentences e.g. slowly, carefully, sometime later			
4Bi	use and punctuate direct speech			
4Bj	use expanded noun phrases - AD, SAME AD SENTENCES			
4Bk	use a wider range of conjunctions within sentences			
4 Within (Expected)				
4Wa	use further prefixes and suffixes and understand how to add them			
4Wb	spell further homophones			
4Wc	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]			
4Wd	use paragraphs to organise narrative and nonfiction writing			
4We	choose vocabulary to add interest P.C SENTENCES 3 BAD – DASH SENTENCES			
4Wf	choose vocabulary to add clarity Description: details sentences			
4Wg	choose vocabulary to introduce opinion and persuasion MANY QUESTIONS SENTENCES			
4Wh	write well-paced events in narratives			
4Wi	build a progressively varied range of sentence structures, including complex sentences NOUN, WHICH/WHO/WHERE SENTENCE			
4Wj	write narrative with a build-up and problem/climax towards a defined ending			
4Wk	proof-read for most spelling and most punctuation errors			
4Wl	extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although BOYS sentences			
4Wm	use commas after fronted adverbials <i>eg, Amazingly, she jumped over a fence.</i> Emotion word, (comma) sentences			
4Wn	indicate possession by using the possessive apostrophe with plural nouns			
4Wo	use all determiners correctly 3 ED SENTENCES			
4Wp	use and punctuate direct and reported speech with inverted commas and other punctuation			
4Wq	use capital letters correctly			
4Wr	use full stops correctly			
4Ws	use question marks correctly			
4Wt	use commas for lists correctly			
4Wu	use apostrophes for contraction correctly			
4Wv	use colons for lists mostly correctly			
4 Surpassing (Greater Depth)				
4Sa	use paragraphs to signal a change of time, scene, action, mood or person			
4Sb	use a range of connecting words and phrases appropriate to text type			
4Sc	use some appropriate layout features to enhance organisation			
4Sd	select interesting vocabulary to engage the reader			
4Se	select appropriate / technical grammar and vocabulary to interest the reader			
4Sf	show characters' thoughts, feelings and relationships (<i>'show me don't tell me' and dialogue</i>) O.I sentences			
4Sg	describe settings and create atmosphere (<i>e.g. dialogue, powerful verbs, short sentences, punctuation [ellipses / exclamation marks.]</i>) Irony			
4Sh	begin to use commas to mark embedded clauses e.g. The pirate, with his cutlass clenched in his teeth, swung onto the ship Getting worse / getting better			
4Si	identify the audience for and purpose of the writing			

5 Beginning (Working Towards)				
5Ba	use some appropriate layout features to enhance organisation			
5Bb	select some interesting vocabulary to engage the reader			
5Bc	use expanded noun phrases to add detail			
5Bd	show characters' thoughts and feelings ('show me don't tell me' and dialogue) 0.1 sentences 3_ed sentences (Yr4) Emotion work (Yr4)			
5Be	create characters with some interaction to reveal feelings			
5Bf	describe settings and create atmosphere. (e.g. dialogue, powerful verbs, short sentences, punctuation [ellipses / exclamation marks.]) Irony			
5Bg	use logical conjunctions in addition to those that signal time			
5Bh	use causal conjunctions in addition to those that signal time			
5Bi	extend and develop paragraphs usually around a topic, main point, event or idea			
5Bj	begin to use commas to mark embedded clauses e.g. The pirate, with his cutlass clenched in his teeth, swung onto the ship. Getting worse / getting better			
5 Within (Expected)				
5Wa	identify the audience for and purpose of the writing			
5Wb	spell most words correctly, including common exception words from the year 3 & 4 spelling words			
5Wc	use further organisational and presentational devices to structure text and to guide the reading (for example, headings, bullet points, colon for a list, underlining)			
5Wd	select appropriate / technical grammar and vocabulary to interest the reader			
5We	start sentences in a variety of ways. (Range of fronted adverbials / Position of clauses)			
5Wf	use paragraphs to signal a change of time, scene, action, mood or person			
5Wg	use a range of connecting words and phrases appropriate to text type			
5Wh	use a range of figurative language devices (e.g. similes, metaphors, and personification) Personification of weather			
5Wi	ensure correct subject and verb agreement when using singular and plural.			
5Wj	ensure the consistent and correct use of tense throughout a piece of writing			
5Wk	understand and use the grammar for Year 5 in English Appendix 2			
5Wl	use devices to build cohesion within and across paragraphs (adverbials of time, place, number / tense / pronoun use / conjunctions) The more, the more			
5Wm	begin to use brackets, dashes or commas to indicate parenthesis. Object / person sentences			
5Wn	indicate degrees of possibility using adverbs or modal verbs. Imagine 3 examples			
5Wo	use the perfect form of verbs to mark relationships of time and cause			
5Wp	edit, assess and improve their own and others writing by: <ul style="list-style-type: none"> - proposing changes to vocabulary and grammar (use a thesaurus) - considering purpose and audience. - ensuring tense accuracy 			
5Wq	use capital letters correctly			
5Wr	use full stops correctly			
5Ws	use question marks correctly			
5Wt	use commas for lists correctly			
5Wu	use apostrophes for contraction correctly			
5Wv	use apostrophes for possession correctly			
5Ww	use brackets mostly correctly			
5Wx	use dashes for lists mostly correctly			
5Wy	use colons for lists mostly correctly			
5 Surpassing (Greater Depth)				
5Sa	handwriting is fluent, legible, joined and written with increasing speed			
5Sb	manage the development of ideas across the text e.g. closing refers to the opening			
5Sc	use pronouns, adverbials, connectives and subject specific vocabulary to develop cohesion between and within paragraphs. (Across a range of text types.)			
5Sd	consistently select vocabulary to reflect shades of meaning			
5Se	prepositional phrases			
5Sf	use colons and semi colons in a list. Tell: show 3; examples / When; when; when; then.			

6 Beginning (Working Towards)				
6Ba	write for a range of purposes			
6Bb	use paragraphs to organise ideas			
6Bc	in narratives, describe settings			
6Bd	in narratives, describe characters			
6Be	in non-narrative writing, use simple devices to structure the writing			
6Bf	use capital letters mostly correctly			
6Bg	use full stops mostly correctly			
6Bh	use question marks mostly correctly			
6Bi	use commas for lists mostly correctly			
6Bj	use apostrophes for contraction mostly correctly			
6Bk	spell correctly most words from the year 3 / year 4 spelling list			
6Bl	spell correctly some words from the year 5 / year 6 spelling list			
6Bm	use legible handwriting			
6 Within (Expected)				
6Wa	spell correctly most words from the year 5 / year 6 spelling list			
6Wb	maintain legibility in joined handwriting when writing at speed			
6Wc	write effectively for a range of purposes and audiences			
6Wd	select language that shows good awareness of the reader			
6We	in narratives describe atmosphere			
6Wf	integrate dialogue in narratives to convey character and advance the action			
6Wg	select vocabulary that reflect what the writing requires, doing this mostly appropriately			
6Wh	select grammatical structures that reflect what the writing requires, doing this mostly appropriately			
6Wi	use a range of devices to build cohesion (for example, conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs			
6Wj	use a wide range of clause structures, sometimes varying their position within the sentence			
6Wk	use verb tenses consistently and correctly throughout their writing			
6Wl	use capital letters correctly			
6Wm	use full stops correctly			
6Wn	use question marks correctly			
6Wo	use commas for lists correctly			
6Wp	use apostrophes for contraction correctly			
6Wq	use apostrophes for possession correctly			
6Wr	use commas to clarify meaning or avoid ambiguity in writing			
6Ws	use colons mostly correctly			
6Wt	use semicolons mostly correctly			
6Wu	use brackets mostly correctly			
6Wv	use dashes mostly correctly			
6 Surpassing (Greater Depth)				
6Sa	write effectively for a range of purposes and audiences			
6Sb	select the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)			
6Sc	distinguish between the language of speech and writing and choose the appropriate register			
6Sd	exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this			
6Se	use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity			