Year 1

Pupil Name:

Working towards the expected standard							
Criteria							
To use their own simple story ideas or retell a familiar story using short, simplistic sentences.							
To reread their writing aloud to check that it makes sense.							
To use adjectives that have been modelled.							
To use simple sentence structures (which may often be repetitive).							
Has an awareness of:	capital letters for names, places, the days of the week						
	the personal pronoun 'I'.						
	finger spaces.						
	full stops to end sentences.						
To spell some words containing previously taught phonemes and GPCs accurately.							
To spell some Y1 common exception words accurately (from English Appendix 1).							
To write lower case letters in the correct direction, starting and finishing in the right place.							
Working at the expected standard							
To write sentences in order to create short narratives and non-fiction texts							
To use some features of different text types (although these may not be consistent).							
To reread their writing to check that it makes sense and make suggested changes.							
To use adjectives to describe.							
To use simple sentence structures.							
To use the joining word (conjunction) 'and' to link ideas and sentences.							
Has an awareness of:	capital letters for names, places, the days of the week						
	the personal pronoun 'I'.						
	finger spaces.						
	full stops to end sentences.						
	question marks.						
	exclamation marks.						
To spell most words containing previously taught phonemes and GPCs accurately.							
To spell most Y1 common exception words and days of the week accurately.							
To use -s and -es to form regular plurals correctly.							
To use the prefix 'un'.							
To add the suffixes –ing, -ed, -er and –est to root words							
To write lower case and capital letters in the correct direction with consistency							
To write lower case and capital letter starting and finishing in the right place with consistency							
Working at greater depth within the expected standard							
To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.							
To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.							
To reread their writing to check that it makes sense and independently make changes.							
To use adjectives to describe (sometimes ambitious beyond the year group).							
To use simple and compound sentence structures.							
To use the joining word (conjunction) 'and' to link ideas and sentences.							
Are able to regularly use:	capital letters for names, places, the days of the week						
	the personal pronoun 'I'.						
	finger spaces.						
	full stops to end sentences.						
	question marks.						
	exclamation marks.						
[There are no additional statements for spelling or handwriting: must achieve expected]							

Year 2

Working towards the expected standard							
Criteria							
Pupil(s) can write sentences to form a short narrative about their own experiences (real), after discussion with the teacher:							
Pupil(s) can write sentences to form a short narrative about others' experiences (fiction), after discussion with the teacher:							
demarcating some sentences with capital letters and full stops							
segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others							
spelling some common exception words (in appexdix 1)							
forming lower-case letters in the correct direction, starting and finishing in the right place							
forming lower-case letters of the correct size relative to one another in some of the writing							
Working at the expected standard							
Pupil(s) can write a simple, coherent narrative about their own (real), after discussion with the teacher:							
Pupil(s) can write a simple, coherent narrative about others' experiences (real and fictional), after discussion with the teacher:							
writing about real events, recording these simply and clearly							
demarcating most sentences with capital letters							
demarcating most sentences with full stops							
use of question marks							
using present and past tense mostly correctly and consistently							
using co-ordination (or / and / but)							
using some subordination (when / if / that / because)							
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others							
spelling many common exception words (in appexdix 1)							
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters							
using spacing between words that reflects the size of the letters							
Working at greater depth within the expected standard							
Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:							
making simple additions, revisions and proof-reading corrections to their own writing							
using the full range of punctuation taught at key stage 1 mostly correctly including^:	capital letters						
	full stops						
	question marks.						
	exclamation marks.						
	commas to separate lists						
	apostrophes to mark singular possession in nouns and contractions						
spelling most common exception words (in appendix 1)							
adding suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly							
using the diagonal and horizontal strokes needed to join letters in most of their writing							

Year 3

Working towards the expected standard							
Criteria							
To rehearse orally their ideas for writing and record their ideas using modelled planning.							
To demonstrate some understanding of purpose and audience (although this may not be sustained).							
To use the simple structure of a wider range of text types.							
To proof-read their work to check for errors and make simple improvements with guidance.							
To make more ambitious word choices (often modelled by a teacher) a teacher)							
To usually maintain the correct tense (including the progressive form).							
Uses the full range of punctuation from previous year groups including:	capital letters						
	full stops						
	question marks.						
	exclamation marks.						
	commas to separate lists						
	apostrophes to mark singular possession in nouns and contractions						
To begin to add inverted commas to mark direct speech (may not be consistent).							
To use a range of simple conjunctions (including some subordination).							
To spell some words with prefixes and suffixes correctly							
To apply all spelling rules from the KS1 guidance within the English Appendix 1.							
To begin to use neat, joined handwriting.							
Working at the expected standard							
To begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience.							
To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).							
To proof-read their own work to check for errors with increasing accuracy, and make improvements.							
To make deliberate ambitious word choices to add detail.							
To begin to create settings, characters and plot in narratives.							
To begin to organise their writing into paragraphs around a theme.							
To maintain the correct tense throughout a piece of writing.							
To use the full range of punctuation from previous year groups. See WTS.							
To use inverted commas in direct speech.							
To use subordinate clauses.							
To begin to use conjunctions, adverbs and prepositions to show time, place and cause.							
To use ‘a’ or ‘an’ correctly most of the time.							
To spell many words with prefixes and suffixes correctly							
To begin to spell homophones correctly, e.g. which and witch.							
To spell some of the Year 3 and 4 statutory spelling words correctly.							
To use a neat, joined handwriting style with increasing accuracy.							
Working at greater depth within the expected standard							
To plan and write with an understanding of purpose and audience.							
To use the structure of several text types.							
To proof-read theirs and others’ work to check for errors, suggesting and making improvements.							
To make deliberate ambitious word choices to add detail, effect and to engage the reader.							
To organise their writing into paragraphs around a theme.							
To maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement.							
To use punctuate direct speech accurately, including the use of inverted commas.							
To spell many of the Year 3 and 4 statutory spelling words correctly.							
To use a neat, joined handwriting style with increasing accuracy and speed.							

Year 4

Working towards the expected standard							
Criteria							
To use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).							
To write narratives with a clear beginning, middle and end with a clear plot.							
To proofread and amend their own and others' writing with growing confidence.							
To create settings, characters and plot in narratives.							
To organise their writing into paragraphs around a theme.							
To maintain accurate tense throughout a piece of writing.							
To use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.							
Uses the full range of punctuation from previous year groups including:	capital letters						
	full stops						
	question marks.						
	exclamation marks.						
	commas to separate lists						
	apostrophes to mark singular possession in nouns and contractions						
To use inverted commas at the beginning and end of direct speech.							
To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession.							
To begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases.							
To begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it							
To use some fronted adverbials with some awareness of commas.							
To spell many of the Year 3 and 4 statutory spelling words correctly.							
To use a neat, joined handwriting style consistently.							
Working at the expected standard							
To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).							
To create more detailed settings, characters and plot in narratives to engage the reader.							
To consistently organise their writing into paragraphs around a theme.							
To use the full range of punctuation from previous year groups.							
To use all the necessary punctuation in direct speech mostly accurately.							
To use apostrophes for singular and plural possession with increasing confidence.							
Expand noun phrases regularly with the addition of modifying adjectives/prepositional phrases							
To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition.							
To use fronted adverbials usually demarcated with commas.							
To spell all words with prefixes and suffixes correctly.							
To spell homophones correctly, e.g. which and witch.							
To spell most of the Year 3 and 4 statutory spelling words correctly.							
To consistently use a neat, joined handwriting style consistenly and with speed.							
Working at greater depth within the expected standard							
To write narratives that are well-structured and well-paced.							
To write non-fiction texts that are well-structured with appropriate layout devices.							
To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.							
To add atmosphere in narratives.							
To consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader.							
To always maintain an accurate tense throughout a piece of writing.							
To use all the necessary punctuation in direct speech consistently accurately.							
To consistently use apostrophes for singular and plural possession.							
To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).							

Year 5

Working towards the expected standard							
Criteria							
Ideas usually well sustained when writing for a range of purposes							
Paragraphs (some transitions may be awkward).							
Describing settings and characters with increasing awareness							
Use headings, bullet points, underlining that are relevant to text type							
Begin to use dialogue to convey a character and advance the action.							
to use:	capital letters						
	full stops						
	question marks						
	commas for lists						
	apostrophes for contraction						
spelling most words correctly* (year 3 and 4)							
spelling some words correctly* (year 5 and 6)							
write legibly							
Working at the expected standard							
confidently write for a range of purposes/audiences, select lang that shows awareness							
in narratives, describe settings, characters and atmosphere							
begin to integrate dialogue in narratives to convey character and advance the action							
To mostly correctly, select vocabulary, grammatical structures that reflect what the writing requires	contracted forms						
	passive verbs						
	modal verbs						
To mostly correctly, use a range of devices to build cohesion within and across a paragraph	conjunctions						
	adverbials of time and place						
	relative pronouns						
	synonyms						
	subordinate clauses opening sentences						
use verb tenses consistently and correctly throughout their writing							
using mostly correctly:	inverted commas						
	commas for clarity						
	exclamation marks						
	punctuation for parenthesis						
begin making some use of:	semi-colons						
	dashes						
	colons						
	hyphens						
spelling many words correctly* (year 5 and 6)							
maintain legibility in joined handwriting when writing at speed							
Working at greater depth within the expected standard							
To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.							
To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace							
To regularly use dialogue to convey a character and advance the action.							
exercise control over levels of formality, through manipulating grammar and vocabulary to achieve this							
making some use of the full range of punctuation taught at key stage 2, including:	semi-colons						
	colons						
	dashes						
	hyphens						
spelling most words correctly* (year 5 and 6)							

Year 6

Working towards the expected standard								
Criteria								
• write for a range of purposes								
• using paragraphs to organise ideas								
• describing settings and characters								
• Use headings, sub-headings, bullet points								
• using mostly correctly:	capital letters							
	full stops							
	question marks							
	commas for lists							
	apostrophes for contraction							
• spelling most words correctly* (year 3 and 4)								
• spelling some words correctly* (year 5 and 6)								
• write legibly								

Working at the expected standard								
• write for a range of purposes/audiences, select lang that shows awareness								
• in narratives, describe settings, characters and atmosphere								
• integrate dialogue in narratives to convey character and advance the action								
• Select vocabulary, grammatical structures that reflect what the writing requires, doing this mostly appropriately	contracted forms							
	passive verbs							
	modal verbs							
• Use a range of devices to build cohesion within and across a paragraph	conjunctions							
	adverbials of time and place							
	relative pronouns							
	synonyms							
	subordinate clauses opening sentences							
• use verb tenses consistently and correctly throughout their writing								
• using mostly correctly:	inverted commas							
	commas for clarity							
	exclamation marks							
	punctuation for parenthesis							
• making some correct use of:	semi-colons							
	dashes							
	colons							
	hyphens							
• spelling most words correctly* (year 5 and 6)								
• maintain legibility in joined handwriting when writing at speed								
Working at greater depth within the expected standard								
• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing								
• distinguish between the language of speech and writing and choose the appropriate register								
• exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this								
• using the full range of punctuation taught at key stage 2 mostly correctly, including:	semi-colons							
	colons							
	dashes							
	hyphens							