Writing at Expected Standard in Year 3

Working at the e	expected standard in Year 3	A	ut 1	Au	ut 2	Spr 1		1 Spr 2		r 2 Sum		Su	m 2
Across a range o		P 1	P2	P3	P4	P5	P6	P7	P 8	P9	P10	P11	P12
	ny own reading and writing that ed to plan my own writing.												
show an increas and audience for	ed understanding of the purpose												
(beginning to) us	e the correct structure for a wide es. (e.g. layout devices in non-												
-	and my own work for errors with acy and make improvements.												
	ambitious word choices to add												
(beginning to) cre in narratives.													
(beginning to) org around a theme.	ganise my writing into paragraphs												
writing (including	ect tense throughout a piece of present perfect tense).												
Use the full	Capital letter												
range of punctuation	Full stop												
from Year 2.	Exclamation mark												
	Question mark												
	Comma for list												
	Apostrophe for missing letter												
use inverted com	mas in direct speech												
use a subordinate	e clause.												
	e conjunctions, adverbs and how time, place and cause.												
use 'a' or 'an' cor	rectly most of the time.												
spell many words irrelevant, autogr antisocial. etc.													
spell many words with suffixes correctly, e.g. usually, poisonous, adoration, etc.													
(beginning to) spell homophones correctly, e.g. which and witch.													
spell some of the Year 3 / 4 Spelling list correctly.													
use a neat, joined accuracy.													

Writing at Greater Depth within Expected Standard in Year 3

Working et a Graater Danth within the eveneted	Aut 1		۸.	.+ 0	Spr 1		1 Spr 2		2 Sum 1		Sum 2	
Working at a Greater Depth within the expected standard in Year 3		ווג	A	ut 2	Sp	r 1	Spi	2	Su		Su	11 2
Across a range of writing, I can:	P 1	P2	P3	P4	P5	P6	P7	P 8	P9	P10	P11	P12
plan and write with a clear understanding of the												
purpose and audience.												
use the structure of several text types, including												
simple layout devices in non-fiction (boxes/ bullet-												
points/ subheadings).												
proof-read mine and others work to check for errors,												
suggesting and making improvements												
make deliberate ambitious word choices to add to												
the detail, effect of the writing and to engage the												
reader.												
create settings, characters and plot in narrative												
writing.												
organise my writing into paragraphs around a												
theme.												
maintain the correct tense (past, present perfect and												
future) throughout a piece of writing with accurate												
subject and verb agreement.												
use the full range of punctuation. (Capital letter, full												
stop, exclamation mark, question mark, commas for												
a list, apostrophes e.g. I'm and Mary's hat).												
use inverted commas accurately to punctuate direct												
speech.												
use subordinate clauses, sometimes in varied												
positions. e.g. Even though the pizza was covered												
in cheese, Sam refused to eat it.												
use a wide range of conjunctions, adverbs and												
prepositions for time, place and cause.												
use 'a' and 'an' correctly throughout my writing.												
spell most words with suffixes correctly (usually												
poisonous adoration)												
spell homophones correctly (which/ witch)												
spell many of the words from the Year 3 / 4 list.												
use a neat, joined handwriting style with increasing												
accuracy and speed.												

Writing at Expected Standard in Year 4

Across a range of writing, I can: I IV IN IV IV <th>Working at the</th> <th colspan="2">Working at the expected standard</th> <th>ut 1</th> <th colspan="2">Aut 2</th> <th colspan="2">Spr 1</th> <th>Spi</th> <th>r 2</th> <th colspan="2">2 Sum 1</th> <th>Su</th> <th>n 2</th>	Working at the	Working at the expected standard		ut 1	Aut 2		Spr 1		Spi	r 2	2 Sum 1		Su	n 2
write a range of narratives and non-fiction pieces using a consistent and appropriate structure, including genre specific layout devices. write narratives with a clear beginning, middle and end with a coherent plot. proof read consistently and amend their own and others writing. E.g. adding nouns and pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. create detailed settings, characters and plot in narratives to engage the reader. consistently organise my writing into paragraphs around a theme always maintain an accurate tense throughout a piece of writing. adways use Standard English verb inflections accurately. ('we were' rather than 'I was' / 'I did' rather than 'I done') Use the full Capital letter Full stop punctuation Exclamation mark Comma for list Comma for list use all the nectosary punctuation within the inverted commas. consistently use the apostrophe for singular and plutal possession with increasing confidence. expand nou phrases with the addition of modifying adjectives and propositional phrases. E.g. the strict teacher with the curly hair. regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition e.g. he, she, they, it, etc. use words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. spell all words with suffixes correctly, e.g. wasully , poisonous, adoration. spell all of the Year 3 / 4 Spelling list correctly. the Year 3 / 4 Spelling list correctly. 			P 1	P2	P3	P4			P7	P	P9	P10	P11	P12
using a consistent and appropriate structure, including genre specific layout devices. write narratives with a clear beginning, middle and end with a coherent plot. proof read consistently and armend their own and others writing. E.g. adding nouns and pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. create detailed settings, characters and plot in narratives to engage the reader. consistently organise my writing into paragraphs around a theme always use Standard English verb inflections accurately. ('we were' rather than 'I was' / 'I did' rather than 'I done') Use the full Capital letter Question mark Question mark Question mark Question mark Comma for list use all the necessary punctuation in direct speech, mostly accurately including a comma after the reporting clause and all end punctuation within the inverted commas. consistently use the apostrophe for singular and plural possession with increasing confidence. expand noun phrases with the addition of modifying adjectives and prepositional phrases. E.g. the strict teacher with the cutry hair. regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition e.g. he, she, they, it, etc. use words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. spell all of the Year 3 / 4 Spelling list correctly. buse list of the Year 3 / 4 Spelling list correctly. buse list of the Year 3 / 4 Spelling list correctly. 	•									0				
including genre specific layout devices.														
write narratives with a clear beginning, middle and end with a coherent plot.		• • •												
and end with a coherent plot.														
proof read consistently and amend their own and others writing. E.g. adding nouns and pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. create detailed settings, characters and plot in narratives to engage the reader. consistently organise my writing into paragraphs around a theme always maintain an accurate tense throughout a piece of writing. always use Standard English verb inflections accurately. ('we were' rather than 'l was' / 'l did' rather than 'l done') Use the full Capital letter ange of Full stop punctuation from Year 3. Coustion mark Question so gronous Question so gronous Question ad all end punctuation With in creasing confidence. Pay and plural possession with the card plural parases. E.g. the strict teacher with the curly hair. Pay and properiately to aid cohesion and avoid repetition e.g. hes, htey, it, etc.<														
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to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. create detailed settings, characters and plot in narratives to engage the reader. consistently organise my writing into paragraphs around a theme always maintain an accurate tense throughout a piece of writing. always use Standard English verb inflections accurately. (we were' rather than 'I was' /'I did' rather than 'I done') Use the full Capital letter range of Full stop punctuation from Year 3. Comma for list use all the necessary punctuation in direct speech, mostly accurately including a comma after the reporting clause and all end punctuation within the inverted commas. consistently use the apostrophe for singular and plural possession with increasing confidence. expand noun phrases with the addition of modifying adjectives and prepositional phrases. E.g. the strict teacher with the curly hair. regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition e.g. he, she, they, it, etc. use forthed adverbials, e.g. as quick as a flash, last weekend. Usually demarcated with a comma. spendal wroff was differed with a comma. spell all words with suffixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. spell all words with suffixes correctly e.g. usually , poisonous, adoration. spell all of the Year 3 / 4 Spelling list correctly.	•													
create detailed settings, characters and plot in narratives to engage the reader.	•	• • •												
narratives to engage the reader.														
consistently organise my writing into paragraphs around a theme	create detailed s	ettings, characters and plot in												
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Writing at Greater Depth within Expected Standard in Year 4

Working at a Greater Depth within the	A	Aut 1		ıt 2	Sp	r 1	Spi	r 2	Su	m 1	Sum 2	
<u>expected standard in Year 4</u> Across a range of writing, I can:	Р 1	P2	P3	P4	P5	P6	P7	P 8	P9	P10	P11	P12
write a range of narratives that are well-												
structured and well-paced.												
write a range of non-fiction texts that are well-												
structured with appropriate layout devices.												
proof read consistently and amend their own and others writing correcting errors in grammar,												
punctuation and spelling and adding nouns and												
pronouns for cohesion.												
create detailed settings, characters and plot in												
narratives to engage the reader and add												
atmosphere.												
consistently organise my writing into paragraphs												
around a theme to add cohesion and aid the												
reader.												
always maintain an accurate tense throughout a piece of writing.												
always use Standard English verb inflections												
accurately. ('we were' rather than 'I was' / 'I did'												
rather than 'I done')												
use all the necessary punctuation in direct												
speech, mostly accurately including a comma												
after the reporting clause and all end punctuation												
within the inverted commas.												
consistently use the apostrophe for singular and												
plural possession with increasing confidence.												
expand noun phrases with the addition of ambitious modifying adjectives and prepositional												
phrases. E.g. the heroic soldier with an												
unbreakable spirit.												
consistently choose nouns or pronouns to aid												
cohesion and avoid repetition e.g. he, she,												
they, it, etc.												
apply all spelling rules and guidance from the												
Year 3 / 4 Spelling list in my writing. (including												
suggested prefixes, suffixes, and homophones).												
use my knowledge of word families to help with												
my spelling.												
E.g. happy, unhappy, happiness. use a consistent, neat, joined handwriting style.	-											
use a consistent, neat, joined nandwriting style.	<u> </u>											

Writing at Expected Standard in Year 5

Working at the expected standard in Yr 5	Au	ut 1	Aut 2		Spr 1		Spr 2		r 2 Sum 1		Su	n 2
Across a range of writing, I can:	Р	P2	P3	P4	P5	P6	P7	P	P9	P10	P11	P12
write for a range of purposes and audiences,	1							8				
confidently selecting structure and organisation												
of a text depending on the audience and												
purpose.												
describe settings, characters and atmosphere to												
consciously engage the reader.												
use dialogue to convey a character and advance												
the action with increasing confidence.												
select and use organisational and presentational												
devices that are relevant to the text type, e.g.												
headings, bullet points, underlining etc.												
(beginning to) proof-read work to precis longer												
passages by removing unnecessary repetition or												
irrelevant details.												
create paragraphs that are usually suitably linked												
proof read my work and assess the effectiveness												
of mine and others writing and make necessary												
corrections and improvements.												
use the full range of punctuation from Year 4 (full												
stop, capital letter, exclamation mark, question												
mark, commas for a list, apostrophe for omission												
and possession, direct speech accurately												
punctuated).												
use commas to clarify meaning or to avoid												
ambiguity with increasing accuracy.												
use a wider range of linking words/ phrases												
between setences and paragraphs to build												
cohesion including time adverbials (later), place												
adverbilas (nearby) and number (secondly)												
use relative clauses beginning with a relative												
pronoun (who, which, where, when, whose, that).												
e.g. Professor Sciffle, who was a famous												
inventor, had made a new discovery.												
use brackets, dashes or commas to indicate												
parenthesis.												
use adverbs and modal verbs to indicate												
degrees of possibility, e.g. surely, perhaps,												
should, might, etc.												
spell many verb prefixes correctly e.g deactivate,												
overturn, misconduct, etc.												
regularly convert nouns or adjectives into verbs												
using suffixes, e.g. designate, classify, criticise,												
etc.												
spell many complex homophones correctly, e.g.												
affect/ effect, practice / practise etc.												
spell many words correctly from the Yr 5 / 6 list												
write legibly, fluently and with increasing speed.												

Writing at Greater Depth within Expected Standard in Year 5

Working at a Greater Death within the	Aut 1				Spr 1		Spr 2		2 Sum 1		<u> </u>	
Working at a Greater Depth within the expected standard in Year 5	A	ut 1	Αι	ut 2 Sp		r 1	Spi	2	Su	m 1	Su	n 2
_Across a range of writing, I can:	P 1	P2	P3	P4	P5	P6	P7	P 8	P9	P10	P11	P12
consistently produce sustained and accurate												
writing from different narrative and non-fiction												
•												
genres with appropriate structure, organisation and layout for a range of audiences and												
purposes.												
describe settings, characters and atmosphere												
with carefully chosen vocabulary to enhance												
mood, clarify meaning and create pace.												
regularly use dialogue to convey a character and												
advance the action.												
proof-read my work to precis longer passages by												
removing unnecessary repetition or irrelevant												
details.												
consistently link ideas across paragraphs.												
proof-read my work and assess the effectiveness												
of my own and others writing making necessary												
corrections and improvements.												
perform my own compositions using appropriate												
intonation, volume and movements so that												
meaning is clear.												
use commas consistently to clarify meaning or to												
avoid ambiguity.												
use a wide range of linking words and phrases												
between sentences and paragraphs to build												
cohesion, including time adverbials.eg. later;												
place adverbials, e.g. nearby; and number, e.g.												
secondly.												
use relative clauses beginning with a relative												
pronoun with confidence (who, which, where,												
when, whose , that and omitted relative pronouns)												
e.g. Professor Scriffle, who was a famous												
inventor, had made a new discovery.												
use brackets, dashes or commas to indicate												
parenthesis.												
use a range of adverbs and modal verbs to												
indicate degrees of possibility, e.g. surely,												
perhaps, should, might, etc	 											
spell most verb prefixes correctly e.g deactivate,												
overturn, misconduct, etc.												
regularly convert nouns or adjectives into verbs												
using suffixes, e.g. designate, classify, criticise,												
etc.												
spell most complex homophones correctly, e.g.												
affect/ effect, practice / practise etc.												
spell most words correctly from the Yr 5 / 6 list												
write legibly, fluently and with increasing speed.												

Expectations for writing at Year 6

Working towards	Working towards the expected standard		ıt 1	Au	ıt 2	Spr 1		Sp	or 2	2 Sum 1		1 Sum	
Across a range of	⁻ writing, I can:	P 1	P2	P3	P4	P5	P 6	P7	P8	P9	P10	P11	P12
use paragraphs to o	organise ideas												
describe settings and characters													
use some cohesive devices within and across sentences and paragraphs													
use different verb for	orms mostly accurately												
use co-ordinating a	nd subordinating conjunctions												
use mostly	capital letters												
correctly	full stops												
	question marks												
	exclamation marks												
	commas for lists												
	apostrophes for contraction												
spell most words correctly (year 3 and 4)													
spell some words correctly (year 5 and 6)													
produce legible joined handwriting													

Working at the e	expected standard	A	ut 1	Aut 2		Sp	r 1	Spr 2		2 Sum 1		Sum 2	
Across a range o	f writing, I can:	P 1	P2	P3	P4	P5	P6	P7	P 8	P9	P10	P11	P12
create atmosphere character and adva	, and integrate dialogue to convey ance the action												
	and grammatical structures that reflect y required mostly correctly												
use a range of cohesive devices, including adverbials, within and across sentences and paragraphs													
use passive and m	odal verbs mostly appropriately												
	of clause structures, sometimes on within the sentence												
	osition phrases and expanded noun to add detail, qualification and												
use mostly	inverted commas												
correctly	commas for clarity												
	punctuation for parenthesis												
Make some use	semi-colons												
of	dashes												
	colons												
hyphens													
spell most words correctly (year 5 and 6)													
maintain legibility ir speed	n joined handwriting when writing at												

Working at a greater depth within the expected	Au	Aut 1		ut 2	Spr 1		Spr 2		Sum 1		Su	ım 2
standard Across a range of writing, I can:	P1	P 2	P3	P4	P5	P6	P7	P8	P9	P10	P1 1	P12
Write effectively for a range of different purposes and audiences												
select vocabulary precisely and change sentence structures for different levels of formality												
distinguish between the language of speech and writing and choose the appropriate register												
use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.												